



**CORNERSTONE
IMMERSIVE
TECHNOLOGY:
CASE STUDIES**

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2. Introduction to the Cornerstone Virtual Reality Programme

- 2.1 Cornerstone VR™ was born out of innovation and partnership, driven by a need to improve the life chances of children in the care system.
- 2.2 It was developed to use immersive technology - and film - to tackle issues of foster carer and adopter recruitment and training by the founders, both adoptive parents.
- 2.3 The initial evaluation indicated that this was a game changer in social care and, as Cornerstone VR™ is more widely tried and tested, its adaptability in children's services sector becomes clearer.
- 2.4 The interactive immersion enables adults; carers; teachers; social workers; parents; professionals; YOU; to understand how trauma and abuse impacts upon children's development and behaviour.

3. Use of Cornerstone VR with our partners

- 3.1 Cornerstone designed and developed a Virtual Reality Programme to help improve the life chances of children in care and children who have experienced attachment-related trauma.
- 3.2 This document contains some case examples of the different ways the Cornerstone VR experiences are by our partners. Table 1 below shows the actual usage across our partners. Table 2, at the end of the document, represents value to specific roles within an organisation.

Table 1 Cornerstone VR Programme use by area and partner type

Partner Type	Adoption (recruitment/assessment/preparation/post adoption support)	Fostering (recruitment/assessment/preparation/training/panel member training)	Special Guardianship Order (training for carers)	Early Help (parenting programmes/PPP/domestic abuse with perpetrators)	Education (used in 1:1/whole school approach/education/virtual schools)	Early Years (nursery staff training)	Health (midwives/health visitors)	Performance Team Building (used to engage whole teams/Senior Managers)	Social Work (recruitment)	Learning and Development (ASYE training/social work training/residential staff)
IFA1		✓							✓	✓
IFA2		✓			✓					✓
International	✓	✓								✓
LA1					✓	✓				✓
LA2		✓			✓		✓		✓	✓
LA3					✓					✓
LA4		✓							✓	
LA5								✓		✓
LA6		✓			✓					
LA7		✓								
LA8		✓	✓							
LA9				✓						
LA10		✓								✓
LA11		✓								
LA12		✓	✓		✓					
LA13	✓	✓								
LA14				✓	✓			✓		✓
LA15										✓
LA16	✓	✓				✓		✓		✓
LA17										
RAA1	✓				✓					✓
RAA2	✓									
RAA3	✓									✓
RAA4	✓				✓					
RAA5	✓							✓		
Trust1	✓	✓							✓	
Trust2				✓	✓	✓				

4. Adoption

- 4.1 Official figures show that in March 2019 there were 78,150 children in care in England, up from 75,370 in 2018. These children require good homes and families to care for them. Recruiting more foster carers and adopters is essential in ensuring enough homes can be provided for children.
- 4.2 Preparation groups are essential in equipping prospective adopters and foster carers with the right information to make informed decisions about continuing the assessment process.
- 4.3 Organisations including Surrey, Southend-on-Sea, Adopt South and One Adoption routinely use the VR in their Skills to Foster and Adoption Preparation Groups to help develop participants' skills and insights.
- 4.4 Participants at Cornerstone training events believe that using the VR provides a more realistic insight for prospective foster carers and adopters.
- 4.5 Some social workers have noted that the VR can be particularly powerful where adopters and carers may not have had an experience of trauma.¹

Case study 1: Adopter preparation and assessment

An experienced social worker in a London LA has started using Cornerstone VR in 1:1 sessions with prospective adopters with promising results.

The social worker found that the VR experiences assisted discussions on trauma and age preferences. For example, a couple attending assessment sessions did not know what age group would suit their family. The social worker used VR to provide an insight into how trauma can affect children of different ages. The session led the couple to decide that early permanence is not necessarily the best option for them, and that they were more interested in being matched with an older child.

The prospective adopters were reported to have found the VR useful, and impactful, as it provided a timeline of how trauma affects children at different ages. The *In Utero* experience was particularly powerful as adopters often do not realise the impact of pre-birth trauma.

Overall, the social worker felt the "VR was a welcome additional tool that helped with communication and engagement with prospective adopters".

"There is multi-use in the VR – it can be used during matching and post placement. Helpful to tease out the hypotheses I may have about a couple and their relationships/depth of understanding of issues." (*Adoption Social Worker*)

5. Fostering

- 5.1 Official figures showed, on 31 March 2019, there were 44,450 fostering households, a 2% increase compared with 31 March 2018. In the same period, there was a 3%

^{1 3} Alma Economics (2018) Preliminary Evaluation of the VR Pilot Programme, Final Report

increase in the number of children in foster care. There were almost 55,000 children and young people placed with foster carers on 31 March 2019.²

- 5.2 Recruiting more foster carers is essential so that enough homes can be provided for children in care. Using the Cornerstone VR™ Programme increases the level of interest, and will also support prospective foster carers to make informed decisions about continuing the assessment process or to identify areas for learning as part of the assessment.
- 5.3 The VR helps bring a sense of what it must have been like for the child growing up. It puts the person into the shoes of a child: 'an immersed sense of the impact of abuse and neglect'. This, in turn, helps them to recognise - to a great extent - how complicated recovery may be for these children, encouraging a more informed understanding surrounding their emotional, social and behavioural development. Thus creating placement stability for children in foster care, which is an essential component to a child's recovery.

Case study 1: Fostering placement stability - birth parents, foster children and adult birth son

One of the Independent Fostering Agencies that use Cornerstone VR in a variety of settings, ranging from making reception staff aware of children's trauma to trustees, has reported a very interesting use case. A very experienced foster care couple who had been fostering competently for over 20 years had two teenage foster children in the home. They had been using the PACE technique and other restorative techniques to manage the children's behaviour successfully.

The home environment then changed quite dramatically when an adult birth-son, who was a Police officer, moved back to the home. This caused a rapid and significant change in behaviour of the foster children, and the shifted dynamic between the foster carers and the adult son created significant conflict in the home. The lack of awareness of trauma the foster children had experienced from the birth son was a big issue. The supporting social worker recognised this after consulting with the foster carers and observing interactions during a home visit.

The social worker then decided to offer the family a group intervention, where the foster parents and the adult birth son all viewed the VR experiences. The reaction from the birth son was very immediate, and he realised quickly that his authoritarian language, stance and raised voices with the teenage children was a trigger for the traumatic events they had previously experienced.

After viewing the PACE interactions in the home and the school, and speaking with the social worker and his parents about employing these techniques, the situation in the home improved dramatically. This is another example of how a social worker, using their experience in providing guidance and interventions to families, has employed the VR as a tool to great effect, in a novel way not previously identified in the training Programme.

Case study 2: Prospective foster carers 1:1 session

A social worker from an Independent Fostering Agency had completed several sessions with a couple going through the assessment phase as prospective foster carers prior to using the VR Programme. The focus of the session using the VR was to ascertain their understanding of why children come into the care system; to

²<https://www.gov.uk/government/publications/fostering-in-england-1-april-2017-to-31-march-2018/fostering-in-england-2017-to-2018-main-findings>

explore the impact of abuse and traumatic life experiences on children and their role as foster carer in supporting and caring for such children and young people.

Neither had had any real experience of fostering in their lives and, whilst they had some knowledge, their understanding was quite general. The social worker started the session with a discussion about their general knowledge of fostering then was able to build upon this knowledge, and used the VR, to bring that information to life for them.

They were able to explore specific risk factors for children such as drug & alcohol use and neglect, and the VR experience made that real for them. They were overwhelmed by the sensation of how it felt to be a baby living in such circumstances - one of them stated, "I felt like I was the baby", "I thought he was going to hit me". They could also appreciate that this was just 3-minute window into what life could be like and for some children, which is often repeated daily and for many years.

One of them showed understanding of the impact that was taking place on the child's brain, the depiction of the neural pathways and the negative information that was being processed. They both felt very emotional following the session, and certainly gained a greater insight into what life might be like for some children and their experience of coming into the care system.

The social worker undertaking an assessment, identified that the use of VR is a "fantastic tool to bring to life our discussions. Once they had watched the clips, I was able to use their experience to further aid our discussions. As potential foster carers, I feel they gained significant insight from this experience, which will certainly aid further learning and development. It will hopefully better prepare them for wonderful journey of fostering".

Case study 3: Developing empathy and understanding PACE techniques with foster carers

A social worker used the VR with SM's foster carers to enable them to have a greater understanding of SM's needs and how developmental trauma impacts upon a child and their attachment/relationships. The social worker also wanted to help the foster carers to understand the concept of PACE, and to visualise this for them, which could aid ongoing discussions. The social worker also saw using the VR as an opportunity to support the therapeutic work being undertaken with them - as a family - around SM's specific needs.

The foster carers were very engaging throughout the session. They both felt angry towards the parents, which was discussed, and they were then able to move forward from it. The foster carers appeared to gain a good level of insight from the experience and, in particular, found the PACE clips useful.

The social worker followed up the session the next day, and both carers reported that they had spent a lot of time discussing the session, realising that they needed to work on their approach. It had certainly brought about a change in their thinking, which will aid the work being done with the therapy.

The social worker identified that "Overall, I would say that that the session achieved the stated aims and objectives, and was a positive experience for the carers. It will be interesting to see how this impacts upon their interactions with the young person in placement. They certainly developed a greater level of insight into her needs because of the experience".

Case Study 4: 1:1 and group work with foster carers

A social worker with over ten years' experience has been using the VR in group and one-to-one sessions with foster carers.

This social worker's team has embedded the VR Programme in a 6-week foundation course for foster carers, to bring to life important parts of the discussion. The foster carers responded positively to the technology and they felt it was extremely useful to help understand PACE (playfulness, acceptance, curiosity and empathy) strategies, attachment and trauma. One very experienced foster carer, who has attended many training programmes, said that this was the first training where she stopped and thought about how her behaviour and actions directly affect children in her care. In addition, the visual learning element of the CVR Programme was consistently reported as more engaging – and more useful - than more conventional discussions and presentations.

Similarly in one-to-one sessions providing post-placement support, there was an overwhelmingly positive response as carers gained an improved ability to connect with children in their care due to a better understanding of their experiences. The social worker also noted that the VR experience tended to “sit with people for longer” and often participants found themselves thinking about - or discussing - the videos days after, suggesting a longer-lasting impact as compared to traditional training approaches. The fact that the foster carers were calling back some time after the VR session, to reflect on the session, is also valuable in itself.

Case Study 5: Use of VR in Fostering Assessment

A Fostering Social Worker used the VR content as part of the mid-way stage of the fostering assessment. The VR experience was explained to the couple and they were given an option to opt-out from viewing the content.

The purpose of using the VR was to help the couple to understand the lived experience of a child in care as they have no children of their own and limited caring experience. Carnaby Street was shown, and the couple found the experience very powerful. Prior to this experience they had a very hypothetical view of the experiences of a child entering foster care and this allowed them to really think about the care that they would need to provide and some of the challenges that they may face.

The assessing social worker identified that as a team they need to think about how applicants' reactions to the VR as used within the assessments as they would not want applicants to be self-conscious and thus manage their reaction as they believe that is what the social worker wants. The assessing social worker found that the use of the VR highlighted the strengths of the couple. The VR will be used at every mid-way assessment moving forward as a useful tool to identify strengths and learning points.

Case Study 6: Supporting Long-term placements

The VR was shown to foster carers who have two girls placed with them since they were babies. The purpose of using the VR was to facilitate a more meaningful discussion with the carers about the girl's experiences both pre-birth and post-birth and the long-lasting impact that this would have on them despite being in placement from an early age.

In Utero and Carnaby Street were shown and the male carer afterwards was able to reflect on his own feelings about the birth family in relation to contact. In

particular, he identified his anger towards the birth father and the use of the VR allowed for a deeper discussion about this. The fostering social worker identified that despite having a good working relationship with the couple, the VR experience added value by adding more depth to their discussions and helping the couple to share their own feelings about the birth family which may have an impact on the children and their identity needs.

The foster carers identified that the VR would be useful during the assessment stage although that applicants would need to be prepared sufficiently as the VR can feel slightly intimidating.

6. Early help/family support

6.1 There were 399,500 children in need at 31st March 2019³, all requiring interventions from children's services.

6.2 Early intervention means identifying and providing support to children and young people who are at risk of poor outcomes. It can be provided at any stage in a child or young person's life. Early help services can be delivered to parents, children or whole families, but their main focus is to improve outcomes for children. There are many children who live in households where interventions are required although the level of need may not reach the threshold for statutory intervention. Nevertheless, their lived experiences can have an adverse impact on their overall wellbeing.

6.3 The Cornerstone VR Programme is being used in an early help teams as an additional tool to help parents/care givers understand the impacts of trauma and abuse on children. Through parents/caregivers developing their understanding, in turn, we will increase their level of insight and, thus, behaviour change which will support their children to thrive.

Case Study 1: Developing parents' understanding of the impact of harmful behaviours

A Family Support worker (FSW) used Cornerstone's VR Programme with parents after the family were referred to their service from school following the children making a disclosure of physical and emotional harm towards their mother, with their father being the perpetrator. The FSW identified the purpose of using the VR experiences with the parents were to help the father understand the impact on the children of witnessing abusive behaviour, and to dispel the idea that children cannot witness abuse if they are not in the same room. The mother appeared to have more of an understanding as she had engaged with her midwife and they had had discussions centred on children's development pre and post-birth.

The FSW provided each parent with a VR headset to enable them to experience the VR simultaneously. The father shared that he had never been able to see his behaviour through the 'eyes of the child'. He was able to reflect and question why he was arguing in the first place, and identify strategies which would minimise his behaviour escalating. He stated: *'This is amazing, I was unsure of this however I am shocked... this is what all 3 of my children feel and I think its ok?'*

The FSW found that although the mother had some understanding, it was helpful for her to experience the VR to further embed her learning. Also, it was useful for both parents, so they could engage in discussions about what they had

³ <https://www.gov.uk/government/statistics/characteristics-of-children-in-need-2018-to-2019>

experienced, ultimately supporting positive change for a family whose primary aim was to remain together.

Case study 2: Increasing parents' awareness of harmful parental conflict

A family were referred to the early help team after a father reported to the police that his ex-partner, who he lived with along with their child, had punched him in the chest. There had been parental conflict as a result of differences regarding co-parenting, and the pressures of sorting out financial matters as part of their separation. The FSW identified through direct work that the child was caught in the middle of her parent's conflict, had become withdrawn and had torn loyalties between her parents as a result.

The FSW had a pre-session with the parents to discuss the concerns in relation to their behaviour and the impacts on their child. The VR was introduced at the next session. The aim of the session was to enable the parents to understand that children do get affected by observing toxic arguments in the family home. Also, for the parents to have a clear understanding of the early-stages of childhood trauma, to later adulthood, and to take responsibility for their behaviour.

The parents viewed the VR experiences at the same time and were given time to reflect before discussing what they had seen and felt. The FSW observed that the mother was really upset; the father was tearful and shook his head quite a lot during the session and quoted "Wow I didn't realise how my daughter would experience so much pain from observing such horrific bad behaviour".

The FSW shared that the VR experience was an excellent tool whilst working with the family, because they would not listen during discussions regarding their behaviour and often would place the blame on the other parent. The FSW concluded that, by using the VR experience to facilitate the above discussions, the parents gained a clearer understanding of the concerns raised and the impacts of their behaviour - on their daughter - as they had experienced it first hand through the immersive technology.

7. Education

- 7.1 School is an important part of childhood providing both educational and social opportunities for children to grow and thrive. It can be an enormous resilience factor. However, for children who have experienced trauma school may be more difficult to navigate and their behaviour present more challenges to staff.
- 7.2 The VR Cornerstone Immersive Technology is being used within schools to help provide insight and understanding into the early years' experiences and home life of some pupils.

In comparison to their peers, children in need and children looked after are more likely to have a disruptive start to school joining outside of the normal start period. They are also more likely to move school.¹Children looked after are also five times more likely than their peers to experience a fixed term exclusion¹ reflecting the level of difficulty schools and staff experience in managing their behaviour.

Case study 1: Developing trauma informed schools

As part of their continued drive to support the schools in their borough to become Trauma Informed Schools, a Family Support Team have used a Whole School approach to deliver the VR experience including receptionists, lunchtime supervisors through to teaching staff. The aim is to support understanding, promote empathy and encourage a change in the way staff manage behaviour. Thus, helping to change perspectives so staff understand this behaviour is a legacy arising from trauma, abuse and neglect rather than simple 'naughtiness'.

On completion of the training, staff at one school indicated they would now find it easier to manage a child's behaviour, were able to show more empathy and better able to communicate with children. They also felt that the training had given them a better awareness of their own triggers and how this influences their own responses. This will hopefully lead to a change in the way they interact and respond with children in the future.

They will be replicating this model across their borough to ensure that all school staff are Trauma Informed which will support children in receiving consistent care and support. The team will also be introducing the VR experience to senior leaders for the nurseries in their area to raise awareness of Trauma Informed practice to support the local authorities' prevention strategy'.

Case study 2: Embedding in training – safe to learn

The educational psychology service in Southend on Sea Council has been incorporating the VR experience into their Safe to Learn training, which is an eight-week course delivered to staff in schools. The VR has replaced a film in the original course, which depicted a graphic case of domestic violence. Compared to the film clip, the trainers felt that VR stayed with the participants longer. Training participants often referred back to the VR experience in discussions weeks after viewing it.

The trainers felt that VR helped to 'personalise' the theory discussed, particularly on transactional analysis, and provided a case study to discuss with participants. However, the team noted the importance of using the technology with care to contain the impact and manage any unexpected triggers. Signposting resources and debriefing have been integral to the successful use of the VR.

Southend's teams were very enthusiastic about the VR and were proactively seeking ways to expand its use. Many reported a sense of professional satisfaction about pioneering new approaches and watching the development of the pilot in real time.

8. Performance

Case study 1: Team building and performance

In one Local Authority, they specifically used the VR as part of an intervention to improve a social work teams' performance. Key Performance Indicators highlighted that a social work team was the lowest performing compared to its counter parts. The Learning and Development team completed a 7-week intervention to improve the practice of the team and to address the indicators raised by the Team Manager.

The VR experiences was used in Reflective Practice sessions and added to training sessions to upskill social workers. The outcome of the intervention identified that the team are now the highest performing across Children's Services. The evidential

change has been captured via completed audits which showed social workers are making connections in reports based on facts rather than opinion and there is clear planning. Audits previously identified that reports used to be descriptive and had no future planning.

The use of VR also re-ignited some social workers and their passion for social work. The Team Manager has derived a safe word for the social workers when they are not coping with the level of work which was a result of the VR experience which has been described as being 'helpful' and more importantly it supports practitioner's overall well-being. The intervention also helped to cement the team identity.

9. Learning and development

- 9.1 The reality of social work cases can be hard to prepare students and newly qualified social workers for through paper case studies alone. The immersive technology provides an opportunity for them to understand how domestic violence, mental ill health, substance misuse and neglect impacts on the physical and emotional development of children. It has been used to help refine their observation and reporting skills. Newly qualified social workers trained using the VR experience said that it provided an opportunity for them to discuss the emotive situations that some children live in. They also felt it was a valuable tool to aid social workers in reflecting on their own emotional resilience. (Feedback from NQSW Academy)
- 8.2 The majority of social workers who have attended our Cornerstone VR training felt it improved their own understanding of trauma and that they would be doing things differently as a result of the training. This included how they interact with children, thinking about choice of language and a renewed focus on ensuring all aspects of adoption and fostering are child focused.

Case study 1: ASYE training

One Regional Adoption Agency are using the VR experience as part of the mandatory training for their ASYE social work practitioners. They have named the session 'Feeling the Lived Experience of a child'. The VR experience used in this way has been positive as it provides the ASYE social workers with further support in their learning such as enhancing their observation and recording skills. Feedback has been that the VR experience also builds empathy which is important in the social work role.

Case Study 2: Observation and Recording skills

In one local authority, the VR experiences were used with Newly Qualified Social Workers to enhance their recording skills. The session consisted of the NQSW's providing feedback their observations from the video and what was interesting each group noticed something different which supported why multi-agency working or two social workers going out on visits which are complex is beneficial as Practitioners come from different disciplines. The NQSW watched the experience again to see if they missed any observations, this created lots of valuable discussion.

The VR brought about lots of discussion and many emotions for the NQSW's. They thought the VR was a really good tool to use in training for a number of reasons including:

- Far more impactful than presentations

- Seeing the situation from a child's perspective as the practitioner is the child.
- Viewing what a neglectful situation looks like
- This provides a safe environment for practitioners to discuss emotive situations children are living in.
- Thinking about how the motor-neurons change due to the situation and the abuse they are experiencing
- The VR made 'Harry become real to practitioners' rather than a fabricated case.
- The VR made practitioners reflect.

Case study 3: Trauma training with District Judges

In June 2018 a bespoke session on Trauma Informed Practice was held with 16 district judges. The majority said that they would do things differently as a result of the sessions including:

- Reflecting more on the child's perspective, as well as their physical and emotional needs
- Ensuring the efficiency of processes
- Having improved consideration of the long-term effects of legal decisions

"I will ensure things progress as efficiently as possible; put myself in the child's position and sit back and reflect and think how the decision will impact on the child and whether it is really right for them." (District Judge)

"It has really challenged and changed the way I think about the child's voice and how I will record this in the future. Such a valuable resource." (Social Worker)

"The virtual reality was very useful as it gave an opportunity to see it from the child's perspective- which sometimes can be lost in plans etc." (Social worker)

Table 2. Cornerstone VR Programme value to role in an organisation

Role	Value of VR	Feedback/Comments
Local Authority		
Chief Executive	<ul style="list-style-type: none"> ➤ To support the local authority to provide creative ways to meet the different needs of all children who access their services. 	<i>'The VR Programme keeps the child at the centre of practice, and this supports the local authority's vision'</i>
Assistant Director	<ul style="list-style-type: none"> ➤ To upskill practitioners to support achieving the best outcomes for children 	<i>'To be part of the solution to address risk issues facing children and young people in their area'</i>
Learning and Development Manager	<ul style="list-style-type: none"> ➤ To use the VR to add value to the current training courses 	<i>"For someone who is not a practitioner but works in the field, it is a realisation – Powerful" 24/01/2020</i>
Principle Social Worker	<ul style="list-style-type: none"> ➤ To enhance best practice and performance in social work teams 	<i>'The VR will be part of a range of tools available to practitioners'</i>
Team Manager	<ul style="list-style-type: none"> ➤ To support practitioners in upskilling by using innovative tools ➤ To use in supervision with staff reflecting on their emotional resilience 	<i>"Through the immersive films, individuals can open up worlds never seen before, i.e. that of a child in the care system. What they have been through, how this affected them and, more importantly, how the parent, adopter, foster carer, social worker and teacher can see things from the child's perspective".</i>
Social Worker	<ul style="list-style-type: none"> ➤ To support more robust analysis in assessments ➤ To enhance the decision-making process by understanding a child's lived experiences. ➤ To support immediate behaviour change in how practitioners, interact with a wide range of service user. ➤ Help social workers in recruiting the right kind of carers and adopters with the resilience needed for the role. 	<i>"I found the immersive aspects of the VR case studies are a powerful tool, so much more so than the traditional methods we currently use"</i> <i>"There is a multi-use for VR - it can be used during matching and post placement. Helpful to tease out the hypotheses I may have about a couple and their relationship/depth of understanding of issues"</i>

Role	Value of VR	Feedback/Comments
	➤ To refine NQSW's observation and reporting skills	
HR	➤ To understand the role of a social worker when recruiting.	<i>"I did not realise exactly what social workers work entailed. This is helpful to see them as not a number when recruiting and gives an insight into their world of work".</i>
Residential Manager	➤ To support recruitment of staff and to enhance learning of unqualified staff members dealing with some of the most complex children.	<i>"So well thought out and powerful, no wonder it would improve recruitment" (27/01/2020)</i>
IFA		
Supervising Social Worker	➤ To help develop Foster Carers' skills and insight into the needs of the children in care.	<i>"Emphasize to Foster carers how important empathy is"</i>
Health Professionals		
Midwives	➤ To support learning of the impact of abuse pre-birth which in turn will support robust pre-birth assessments.	<i>Supportive tool</i>
Health Visitors	<ul style="list-style-type: none"> ➤ To refine observation skills ➤ To aid professional curiosity and reflection of the child's lived experiences 	<i>"The use of the technology is novel and exciting. The trainers were very knowledgeable and approachable during the training"</i>
Other Professionals		
Judges/ Magistrates	<ul style="list-style-type: none"> ➤ To support their reflection on the child's lived experiences ➤ To enhance the decision-making process 	<i>'I will ensure things progress as efficiently as possible; put myself in the child's position and sit back and reflect and think how the decision will Impact on the child and whether it is really right for them'</i>
Adoption/Fostering Panel Members	➤ To develop their understanding of the use of VR as part of prospective F/C and Adopter assessments and the impact it has on their learning leading to more robust assessments	<i>"I have heard adoption applicants say that they found the training very memorable. I think the option to learn in this way should be used as often as possible...it reaches everyone"</i>

Role	Value of VR	Feedback/Comments
Police	<ul style="list-style-type: none"> ➤ To aid reflection on the lived experiences of children and the child's voice when they encounter them in different circumstances 	<p><i>This will support safeguarding training, especially for officers in the Multi Agency Disciplinary Teams</i></p>
Schools/ Nurseries	<ul style="list-style-type: none"> ➤ To provide school staff at every level with insight of the lived experiences some children. Promote more appropriate ways to manage children who have Adverse Childhood Experiences. ➤ To support the reflection of staff and influence support plans for children 	<p><i>"Everyone in my school need to see this"</i></p> <p><i>"We know our kids, but to experience it, is a real eye opener" 05/02/2020</i></p>

