



TRAINING DAYS 2020 FOR SENDAT

Friday 14 February 2020 **Mindfulness and Self-Compassion: Clair Lewoski**

Mindfulness has become a rather ubiquitous term; frequently in the media we hear of the numerous benefits of practicing mindfulness, but what is it and how might it benefit staff working with children and young people and the children and young people themselves?

The aim of this introductory training day on Mindfulness and Self Compassion will be to introduce:

- What mindfulness is and isn't
- What self-compassion is and isn't
- How these may assist us in our role as school staff and support self-care
- Where to go next to take things further

Clair is very aware of the stresses facing school staff today as they support the young people in their care. She was a primary school teacher and then trained as a child psychotherapist. She provides a therapy service and runs mindfulness groups for teachers, parents and children across 10 primary schools. Clair believes mindful self-compassion is key for staff wellbeing, physical health and enjoyment of their work.

Previous feedback on this training stated: *"It is clear from this training that the Practice of Mindfulness and learning to have self-compassion, not only strengthens us psychologically on a daily basis, but enables us to support and encourage our children as they grow up and face the challenges of an ever-increasingly stressful and challenging world. Clair inspired us..."* (feedback from training for *Blue Smile Schools Therapy Service, Cambridge*).

About Clair Lewoski

Clair Lewoski is a UKCP registered Child Psychotherapist and trainer. She has been practicing mindfulness for over 20 years attending numerous trainings in mindfulness and self-compassion including Paul Gilbert's Compassion Focused Therapy training and Kristin Neff and Christopher Germer's training in Mindful Self Compassion. She integrates mindfulness into her psychotherapy work with children and families and in her training of child and adolescent counsellors and psychotherapists at Cambridge University and The Institute for Arts in Therapy and Education. Clair follows the UK Network for Mindfulness-Based Teachers Good Practice Guidelines for teaching mindfulness-based courses.

Friday 6 March 2020 **Sensory Regulation: A Wealth of interventions for Children and Teenagers: Chris Davies and Carly Warburton**

The capacity for stress regulation is *'An internal [feeling of safety] that comes from the knowledge that you can regulate the flows and shifts of your bodily-based emotional states either with your own coping capacities or within a relationship with caring others.* (Allan Schore: *Infant Mental Health Journal*, 2001)

Research shows that sensory interventions (using sound, sight, touch, smell, movement etc) can markedly lower stress levels in children and teenagers and enhance their capacity to relate well to others and to access learning. This day offers a wealth of different ways to help regulate children and teenagers who move into high arousal states and then react in more primitive ways of flight/fight or freeze. This can leave the adults around them feeling helpless and de-skilled. When adults don't understand they are in danger of moving into disciplining rather than implementing stress regulatory breaks and empowering children and teenager to understand what's going on in their brains and bodies so they can learn ways to recognise their own hyperarousal and calm themselves.

Rather than short term fixes, the evidence-based interventions covered in the course, can over time develop effective regulating systems in brain and body. The fact is that it is never too late to develop the capacity to handle stress well. If on the other hand we leave children and teenagers with under-developed stress regulating systems (brain and body) they are in danger of resorting to damaging forms of self-regulation now or in later life such as self-harm, headbanging, social withdrawal, alcohol, drugs and smoking, simply to calm themselves down and feel normal.

Other children are under-aroused. They present as withdrawn, low affect, closed down. Sometimes this is due to depression but at other times it's because they have never been 'fully called to life' (Harry Guntrip) by their primary caregivers. They often respond so well to sensory interventions with a trusted adult that upregulate rather than downregulate.

What you will gain from attending

- Have the opportunity to experience for yourself the calming and healing effects of various sensory interventions to see what works for you
- Learn about the use of sensory boxes, sensory menus and offering children an alternative to high arousal playgrounds
- Learn about sensory breaks during classroom time and how to make them work
- Learn how to support the creation of a calm, creative and competent learning environment
- Learn about sensory attachment integration and why proprioception is so effective with hyperaroused children
- Learn the basic skills required to lead both groups and individuals through these creative processes

About the trainers

Chris Davies is a Senior Trainer and the Head of Training for TISUK in the East of England. Chris has 25 years' experience in education as a teacher and senior leader in mainstream and special schools and as a Local Authority Adviser, supporting and advising primary, secondary and special school senior leadership teams and school staff in all aspects of policy and practice regarding inclusion, pupil behaviour, social, emotional and mental health (SEMH) and overcoming pupils' barriers to learning. Chris worked as Head of an Education Partnership, working strategically to provide a range of additional intervention and support services for the ten partnership schools and the families and communities they served. She has extensive experience as trainer, mentor and assessor of trainee teachers on school-based initial teacher training programmes and as a trainer supporting adoptive and foster parents. She is a qualified restorative practices facilitator, a solution-focused teacher coach, a Massage in Schools Programme trainer and an infant massage instructor. She currently works as an independent freelance consultant working with schools and professionals from other agencies to support troubled and troubling children and their families and has extensive experience in training, coaching, mentoring and supervision.

Carly Bateman is the Training Officer for TISUK. She is a former SEMH lead and coordinator in a primary school where she worked to embed and implement a whole school approach. Carly has many years of experience as a family support worker within mainstream schools providing care and support to families and children within the home and education environment to support and enable learning. She worked as a lead playworker across five inner city primary schools for children with SEMH needs and as a learning mentor for 14-19 year-olds within secondary schools. Carly holds a FDSC Complementary Health Studies. She is a qualified aromatherapist and reflexologist and passionately believes in the use of complementary therapies to support families and children who have experienced trauma.

Wednesday 11 March 2020 Art Therapy: Jocelyne Quenell and Lizzie Smosarski

This day provides an introduction to creative approaches for communicating with children and young people through the arts. There will be experiential opportunities to explore and discover the value of creativity through play and improvisation using art and clay. Insights into the theoretical underpinnings of the therapeutic application of the arts will also be addressed. The trainers aim to empower participants to gain confidence in enabling children and young people to speak about their feelings using creative media. This is often so much easier than using everyday words. The day will include case examples of working therapeutically with art and clay.

At the end of the day participants will be able to:

- Consider the value of the therapeutic and educational application of arts
- Engage with creative media to support children to express their feelings
- Understand the significance of creativity as a vehicle for communication
- Appreciate the role of relationship and communication through media in facilitating children's development
- Reflect on the role of creative and relational approaches to wellbeing

About the trainers

Jocelyne Quenell is a Senior Consultant and Trainer who specialises in Multi-disciplinary Perspectives on Community Wellbeing: Groups, Families and Organisations and Therapeutic Wellbeing Practice. She is Co-Director for Clinical Supervision training at The Institute for Arts in Therapy and Education and Convenor of the Working Group for Children and Young People in the Humanistic and Integrative Psychotherapy College within the United Kingdom Council for Psychotherapy. Jocelyne is a former course leader in Drama and Movement Therapy at Central School of Speech and Drama and a former principal of the Institute for Arts in Therapy and Education and Course Leader MA in Integrative Arts Psychotherapy. She is currently Clinical Director of The Schools Programme and works as a Registered Integrative Arts Psychotherapist and Child Psychotherapist UKCP. Jocelyne has an MA Jungian and Post-Jungian Studies and is a Principal Educator in Trauma Informed Practice in schools.

Lizzie Smosarski is a UKCP HIPC registered psychotherapist and has worked therapeutically with children and adults for over 25 years. She is trained in child, adolescent and family approaches and is committed to the use of the arts in psychotherapy and supervision. She is jointly responsible with Jocelyne Quenell for the supervision training at IATE and is a teacher with experience in a range of HIPC approved training organisations. She is one of the visionaries behind the Wellbeing Practitioner training and has contributed to its development and progress for eight years since its beginnings.

Thursday 12 March 2020 **Puppet therapy: Jocelyne Quenell and Lizzie Smosarski**

This day will introduce participants to the value of using puppets for therapeutic communication with children and young people. This will be a largely experiential day where participants will be offered hands-on guided practice and supportive feedback to help them use therapeutic puppetry in their work with children. Presenters will explore how and when staff can introduce puppets into their work and how puppets can provide a particularly powerful means of communication. There will be opportunities to look at specific challenges that participants may be currently facing in their work and how puppets may provide creative solutions. The training will also support the development of creative and relational skills in approaches to communicating with children through symbolic, narrative and dramatic forms of play. There will also be reflection and dialogue about the challenges and opportunities of working through creative media with children and young people, discussing how puppets can enable communication about feelings, strengthening self-awareness, self-confidence and building on capacities for wellbeing.

(About the trainers: Please refer to Art Therapy above)

Friday 13 March 2020 **Therapeutic Conversations: Clair Lewoski**

This presentation on what to do, what to say and how to be in therapeutic conversations with children is based on the fact that unless troubled children and teenagers have access to thoughtful adult minds through healing conversations, their unmanageable feelings often remain unmanageable, causing misery and heartache to both themselves and those around them.

Research shows that two out of three teachers worry that if they have a conversation with a teenager who self-harms, they will make matters worse for that teenager. (*Talking Self Harm Report, 2015*) This feeling of 'narrative incompetence' leaves far too many children and young people seeking alternative sources of help, e.g. internet sites which tell them to 'cut deeper' or simply to 'end it now'. Additionally, the 'Make it Count' campaign (*Mental Health Foundation, October 2018*) found that nearly half a million children in the UK said they had no-one to speak to at school when they were experiencing feelings of sadness or worry. As a result, many said they have sleep difficulties, get into fights, struggle to do their homework and/or withdraw socially.

Yet, from our training in over 500 schools in regions across the UK and seeing the moving results achieved by staff we have trained, we entirely endorse the research findings of the Government Green Paper, '*Transforming Children and Young People's Mental Health Provision*' (December 2017) which states: *There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder).*

The trainer will provide key ways of being with children and teenagers and words that soothe and calm and help them reflect in times of stress rather than react. The trainer will also unpack the 'can of worms' myth, the power of memory re-consolidation in the presence of an emotionally-regulating adult and how to 'get through' when children don't want to talk. The presentation will include moving audio-visual case material throughout to illustrate key tools and techniques explored.

(About the trainer: Please refer to Mindfulness training above)

Monday 16 March 2020 **Play Therapy: Denice Tulloch-Johnson**

This day is experiential and designed to empower participants to feel confident in using play therapy with children and teenagers. Different forms of play therapy will be explored. The use of sensory play and messy play will be demonstrated in terms of what is healing for children at different developmental (as opposed to chronological) ages. The trainer will explore how play therapy can be used to develop language and communication, giving the child language as opposed to testing their language.

The training is designed to empower and inspire teachers and child professionals to engage children in adult-child attachment play for quality one-to-one time. Attachment play is proven to enhance the child's confidence, social skills, ability to trust and actual brain development. The day also addresses how a child's learning is optimised when in a sensory-rich context and so challenges the 'opinion-based policy' (no research evidence) to markedly reduce learning through play and sensory media post kindergarten.

About Denice Tulloch-Johnson

Denice Tulloch-Johnson is a Senior Trainer who specialises in language, communication and play. She has over 20 years' experience working with young children and their families and has worked in Ofsted Outstanding Nurseries where her particular service was highlighted in the Ofsted report. She is an experienced family support worker in various settings; nursery, hospital and children and families social care team. Denice has extensive training and experience in working to improve attachment in very troubled children and parent-infant relationships and working in partnership with parents/carers and other professionals to

improve the outcomes for children and families most in need. She is experienced in holding caseloads of families ensuring they receive the right support from the appropriate agency at the right time. She is a Play and Communication Early Intervention Practitioner (several children's centres) and is an expert in assessing the needs of troubled infants and their families and providing specific support packages that enable children to develop their communication skills. Denise works to support parents in attuned regulating interactions with their infants and addressing attachment ruptures. She was Co-Director: Parent-Child Relationship Spa (Centre for Child Mental Health, London), supporting parents to interact with their children through attachment play to optimise relational and emotional health and a Co-Presenter (with Parenting Expert Dr Margot Sunderland) DVD series *Communication Skills and Attachment Play* and *Sensory Enhanced Learning and Attachment Play with 5-12 year-olds*.

Monday 23 March 2020 Outdoor Learning Day: Paul Harris

*"To see a World in a Grain of Sand
And a Heaven in a Wild Flower
Hold Infinity in the palm of your hand
And Eternity in an hour."*
(William Blake)

This day will explore the potential of the natural environment as a crucible for learning, experimentation and growth as an integral part of a child's life and wellbeing. We will play together and learn together through an appreciation of deep metaphor and relationships that are both compassionate and embodied. In so doing, there will be an emphasis on the importance of co-creativity in nurturing positive states of mind and body: awe, wonder, pride, joy, reverence and as a consequence, community that is founded upon the very earth we tread and the elements that are part of our everyday existence. Using outdoors and all its natural elements delegates will be empowered to support children and teenagers to savour and relish small pleasures in nature in an age of technology where we can become so out of touch with self, others and this beautiful earth. Crucially, participants will be encouraged to view themselves as a species amongst species, to explore our inter-dependency and yet also our role as caregivers and stewards at this crucial time on Planet Earth.

About Paul Harris

Paul Harris is the Founder of Ahimsa Associates at Cortijo Verde in Andalusia: an interspecies outdoor family and retreat centre dedicated to permaculture and the somatic arts. Qualified yoga therapist and Continuum Movement Practitioner he is also a Senior Trainer who specialises in Family systems, Parent-Child Therapy, Addiction and Looked after Children. Paul is a Registered Integrative Child Psychotherapist and a Senior Tutor on the Masters Degree programme in Child Psychotherapy (The Institute for Arts in Therapy and Education/Academic Partner, University of East London). He is a Groupwork Practitioner (Institute of Group Analysis) for troubled adolescents and young adults who experience problems with addiction. Paul has undertaken post-adoption psychotherapeutic work for many years with extremely challenging children diagnosed with developmental trauma (Family, Parent-Child and individual therapy). He is also a Senior Lecturer, The Centre for Child Mental Health (London) and a specialist in treating and working with children who have experienced complex trauma and their families in a variety of contexts for more than twenty years - including education, the community arts, health and social services. He is Principal Educator in Trauma Informed Practice.

Monday 30 March 2020 Sandplay Therapy (Symbolic Play): Claire Lewoski

Learn how to use the sandplay and miniature toys as a creative and fun intervention for exploring children's relationship to self, others and life experiences. Whether one-to-one, groups, in the classroom or therapy room; there is a place for this exciting communicative tool that offers the child and teenager the structure and psychological safety to communicate what they need. Participants will hear moving case studies, learn practical skills and have the opportunity to experience sandplay themselves. When children have blocks around art or other media, they will usually still engage with the sand, water and miniatures. For those children who are able to symbolise, the sandbox scene becomes a powerful way of addressing painful or important events in their lives to the point of reflection and resolution. Delegates will learn how to use sandplay in a directive and non-directive way ensuring age appropriateness. Once teenagers are told that the miniatures are not being used in this context as toys but rather as symbols, they often speak profoundly about key events in their lives using this powerful medium.

(About the trainer: Please refer to Mindfulness training above)