

PLAY THERAPY CONFERENCE 2022



NEURODIVERSITY

SAT 18 JUNE

Wychwood Park Hotel
and Golf Club



MONIKA JEPHCOTT INTRODUCTION



It is my pleasure to invite you to the 2022 PTUK/PTI Conference at Wychwood Park Hotel and Golf Club near Crewe.

Our conferences bring together our therapeutic community and allow us to collectively hear from specialists in the field of children's emotional wellbeing and mental health. They provide us with the invaluable opportunity to learn from the work and experiences of these specialists, who concentrate on different approaches to working with children.

In 2022, we will be focusing on Neurodiversity and I am delighted to announce that Robin Pauc has agreed to deliver our Keynote Address. Robin holds extensive knowledge in this area, having studied Neurology at postgraduate level before becoming an Assistant Professor in Clinical Neurology, teaching all over the world. He now uses the insight gained from his studies on the living brain to support children diagnosed with a range of learning and behavioural conditions, including ADHD, Dyslexia, Dyspraxia and Tourette's to name just a few. Robin's address will focus on the need to assess a child's overall presentation and identify where in the brain each sign and symptom originates from, in order to establish an effective treatment plan, specific to their individual requirements.

During the afternoon, we have a number of nourishing and thought-provoking workshops available for you to select from; sessions on Trauma and Attachment, Movement, Sensory Processing and Group Supervision Techniques are just some of the options available, all of which will enhance your practice in their own unique way.

I would also like to invite you to join us for an informal Reception at the end of the Conference Day where we will enjoy drinks, canapés and the chance to network with your fellow professionals and meet some of our Team Members.

ITINERARY

18TH JUNE



08.00 – 09.00

Arrival & Registration

REFRESHMENTS ARE AVAILABLE

09.00 – 09.30

Welcome by Monika Jephcott & the PTUK/PTI Team

09.30 – 11.00

Keynote Address by Robin Pauc – Part 1

REFRESHMENTS

11.30 – 13.00

Keynote Address by Robin Pauc – Part 2

LUNCH

14.00 – 15.15

Afternoon Workshop – Part 1

REFRESHMENTS

15.45 – 17.00

Afternoon Workshop – Part 2

17.00 – 19.00

Evening Reception

CONFERENCE PROGRAMME

17-25 JUNE 2022



17th June 2022 Pre Conference One Day Training Courses

- Approved Supervisor Top Up Day (for Approved Supervisors Only)
- Supervisor Follow Up Day
- Filial Play Coaching Follow Up Day
- Counselling Children and Young People Follow Up Day

NB. Follow Up Days are for those who have previously completed the corresponding PQ Course

18th June 2022 PTUK Conference 2022 - Neurodiversity: Brain, Body, Behaviour

Morning: Plenary Session

- Welcome and Introduction - Monika Jephcott and the PTUK/PTI Team
- Keynote Address - Neurodiversity - Linking Each and Every Sign and Symptom the Child Presents to Specific Areas of the Brain - Robin Pauc

Afternoon: Workshops (One Choice per Delegate)

- Workshop 1: Understanding the Answers to the Questions We Ask and the Tests We Do - Robin Pauc
- Workshop 2: How to Work with Children with Trauma - Clare Rees and Glenda Sloan
- Workshop 3: Remembering Therapeutic Story - A Part of our Play Therapy Toolkit -Christine Barker
- Workshop 4: Art Therapy, Autism and Research: Communication, Sensory Processing and Emotional Regulation - Andrew Wright
- Workshop 5: The Whole Child - In and Out - Rachel Morse
- Workshop 6: Working with SENDsational Children - Emma Kaye
- Workshop 7: Group Supervision - Evelyn Saunders
- Workshop 8: Neurodiversity and Outdoor Natural Play - Seamo Teare

From 19th June 2022 Post Qualifying Courses

- PQ Certificate in Clinical Supervision
- PQ Certificate in Filial Play Coaching
- PQ Certificate in Counselling Children and Young People
- PQ Certificate in Certificate in Creative Arts and Play Therapy Counselling with Adults

These PQ Courses enable successful applicants to fulfil their CPD requirements for the whole year. They will significantly enhance your skills and aid your career development and CV. All courses are recognised by Leeds Beckett University as Post Qualifying Courses.

CPD for PQ Courses can be carried over two years.

KEYNOTE SPEAKER

NEURODIVERSITY

ROBIN PAUC



BIO

Robin Pauc is a researcher with a passion for learning about the postnatal development of the brain. He has had 14 papers published in peer reviewed journals, academia and ResearchGate and is the author of some 16 books, including the best-selling 'Is That My Child?' which has been published in six languages. As a past Assistant Professor in Clinical Neurology, Robin has provided high quality education in this area to Healthcare Professionals across the globe, but now mainly focuses on working directly to support children from his clinic in the New Forest. Additionally, he runs weekend courses for teachers and medical professionals, including Play Therapists, from all over the UK.

Keynote Address

Neurodiversity - Linking Each and Every Sign and Symptom the Child Presents to Specific Areas of the Brain With academics around the world criticising or rejecting the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), it is time to look afresh at the learning and/or behavioural issues of childhood and find a better way to look at each individual child. In this Keynote Address, experienced Neurologist Robin Pauc will explain the importance of practitioners' ability to assess a child's unique presentation, know where in the brain every sign and symptom is coming from and only then provide a treatment plan that addresses their particular needs. The path most often followed by paediatricians, psychologists and the like, now has ruts which are approaching axle deep; perhaps some practitioners will find themselves unable to leave this road to pigeonholing children but unless they do, there is no doubt they will eventually grind to a halt.

Due to the way the brain works, we only see what we want or need to see - as soon as a mother mentions that their child is struggling to read, the Practitioner is already thinking about dyslexia and by doing so, ignoring every other sign and symptom the child may present. Even the words we use, that were originally merely descriptive, have insidiously become "conditions"; for example, Dyslexia is just a posh way of saying struggling to read, it is not a "condition" per se, as there are various reasons why a child may find learning to read harder than it should be.

This session will discuss a new approach to supporting children with learning and behavioural challenges that has resulted from Robin's extensive research on the brain and how it functions.



WORKSHOP 1
ROBIN PAUC

WORKSHOPS

WS1. Understanding the Answers to the Questions We Ask and the Tests We Do

A wise man once claimed that he could teach a chimpanzee to perform a neurological examination, but somehow doubted the chimp would understand the results. Potentially, we are all guilty of being a chimp at times, and do not always know why we are asking the question in the first place, let alone the significance of the answer. During a mock consultation the reason behind each question will be discussed and the relevance of the answer explained (hopefully). Questions are important but relating the answers to stages of brain development or signs of developmental delay is critical if we are going to truly understand the child's unique issues.

WORKSHOP 2
CLARE REES

WS2. How to Work with Children with Trauma

This workshop will serve as an introduction to trauma, exploring exactly what it is and how early infant trauma impacts on and presents in children. Participants will benefit from Clare's experience of working at Catchpoint, a therapeutic organisation that specialises in supporting those who have experienced early and complex trauma, by learning about the specific techniques they use and why they use them. The session will also examine how trauma affects attachment and brain development, as well as the impact of secondary trauma on therapists and carers, how to recognise this and what can be done to mitigate it.

BIO

Clare qualified as a Play Therapist in 2011 and began working for Catchpoint, which led to further training specifically in attachment trauma and its impact on families. Throughout this time, she developed a keen interest in the neuroscience behind trauma and studied developmental delay conditions with Robin Pauc. In addition to her work with Catchpoint, Clare is a consultant for a group of children's homes which inspired her to undertake training in secondary trauma as its affects became more apparent through working with staff in residential settings, as well as foster carers, adopters and other therapists. During lockdown, she also qualified as a Mindfulness Coach and Forestry Bathing Coach and will begin her yoga teaching training in January 2022.



WORKSHOP 3
CHRISTINE BARKER

WS3. Remembering Therapeutic Story - A Part of our Play Therapy Toolkit

Storytelling connects us to an important source of wisdom. For centuries across cultures, people have told stories, myths and tales to make sense of the world around them.

Within the therapeutic relationship we might use fantasy to connect with the inner world of the child, stimulate imagination and metaphorically relate to something being grappled with, offering a different way through. Although story, whether told or heard, is a powerful individualised tool, it is also one we sometimes forget.

This workshop considers therapeutic story, using fantasy and metaphor, spinning threads rich in meaning to make connections, take a deep breath, and move forward.

BIO

Christine is a PTUK Accredited Play Therapist and Clinical Supervisor, who works in the NHS offering Play Therapy to Looked After Children within a CAMHS team. She also offers Creative Supervision to other practitioners from a range of disciplines.

Children have been at the heart of Christine's practice for over ten years, and her journey to primarily non-directive Play Therapy holds many stories, sometimes with recurring themes. Training as a Play Therapist allowed integration with historic learning from her background in Mental Health Nursing and Humanistic Psychology.

Christine has two grow-up children and five step-grandchildren. Outside of work, she gardens to ground herself and sculpts and paints to play.



WORKSHOP 4 ANDREW WRIGHT

WS4. Art Therapy, Autism and Research: Communication, Sensory Processing and Emotional Regulation

This workshop will discuss the impact Art Therapy can have on people with Autism. Andrew's extensive knowledge in this area will be shared through a presentation on a research project he conducted for a MRes in Educational and Social Research at the University of London

BIO

Andrew is an Art Psychotherapist licensed by and registered with the Health Professions Council UK (HCPC). He completed his Post Graduate Diploma in Art Psychotherapy at Goldsmiths College, University of London in 2002 and later undertook a Masters in Research at the University of London's Institute of Education in 2019. Based in Dorset and Hampshire, Andrew founded Mindscape Therapy and Consulting to provide Art Psychotherapy for children, adolescents and adults, as well as Clinical Supervision services for fellow therapists. Over the past 20 years, Andrew has worked with children and adults in the fields of Education, Mental Health and Disabilities and has developed expertise in a number of areas including childhood trauma, learning difficulties and autism amongst others.



WORKSHOP 5 RACHEL MORSE

WS5. The Whole Child: In and Out

Our bodies are a whole - inside and out. They are hugely affected by the external which is often held on the internal. This workshop is designed to examine how movement can help shift negative energy and bring awareness of internal experiences, not only for children themselves, but also their parents. During the session, participants will explore a little neuroscience, some movement theories, attachments and communities, the child's process and the environment around the child.

Oh, and be prepared to move!

BIO

Rachel is a Play Therapist, Personal Trainer, Blogger and mum to two beautiful daughters. Her Play Therapy journey started in 2008 when her Headteacher asked whether it was something she might be interested in...turns out it was! Over the years, Rachel has become fascinated in how our bodies respond to stress and the impact that has on us and those around us. She credits becoming a mum with teaching her about managing this, as well as the difficulties faced by her clients' mothers. This inspired her to develop a small business (www.bumpino.co.uk) to get mums out of the house and moving together. There is evidence that exercise helps relieve stress and depression (including post-natal) and so by helping mothers to feel better about themselves, this positive energy can trickle down into the little lives they are also responsible for.



WORKSHOP 6

EMMA KAYE

WS6. Working with SENDsational Children

Based on her broad experience of working with SEND children, Emma's workshop will consider Sensory Processing Disorder (SPD) – what it is, how it presents and the impact it can have on children and young people living with it.

Emma will discuss how the eight senses present in a child or young person with SPD and trauma, as well as how SPD may manifest in the therapeutic space impact behaviour, engagement and learning. The session will also explore how practitioners can utilise the Play Therapy toolkit to tap into the sensory system when working with children or young people with SPD.

BIO

Emma is a freelance Special Needs Teacher, Trainer, Consultant and Play Therapist based in Kent. In September 2018, she founded her company, The SEND Trainer, in order to offer Special Educational Needs services to parents and professionals. She has gained a vast amount of learnt and lived experience with special needs, especially Autism and ADHD, through years of work and training, as well as home life with a neurodiverse family.

Emma has worked in education for 25 years, holding various roles in nurseries, schools, children's centres and as an advisor for the Local Authority. She trained as Play Therapist in 2017 and now provides therapeutic play services to schools and children in her area.



WORKSHOP 7

EVELYN SAUNDERS

WS7. Group Supervision

This largely experiential workshop will discuss how best to create a space for Play Therapists to explore their work together and encourage participants to find their own strengths as peer moderators. The session will examine how supervisors can provide a creative meeting of minds to explore practice and empower the recognition of their own skills in supporting and guiding other practitioners. With Evelyn's many years' experiences of supporting students and therapists through Clinical Supervision, participants sure to benefit come away with plenty of new ideas for developing their own supervision work.

**A therapist does not have a map.
What they have is a compass, Some comfier shoes for you to wear on the journey,
And the reminder that you already know the way.
—Sophie's Stories**

BIO

Evelyn has been working with children and families for many years and was one of the first Play Therapists to qualify with APAC after completing one of their earliest training programmes. Since then, she has been involved in the delivery of APAC's Certificate and Diploma courses both in the UK and internationally, and become an experienced Clinical Supervisor supporting students and qualified therapists alike. Evelyn is passionate about training and providing Play Therapists with the opportunity to gain a greater understanding of their clients and their own model of working. This is most clearly demonstrated through CPD workshops in areas including sand, art, small world play and containing the mess, all of which aim to aid the client's move towards autonomy.



WORKSHOP 8

SEAMO TEARE

WS8. Neurodiversity and Outdoor Natural Play

Using his case study, Seamo will explain how Outdoor Natural Play was used in his playroom experience as a Trainee. Participants will find out what the outdoor playroom can look like, learn about the components of the Outdoor Play Therapy Toolkit and discuss best practice when outdoors.

Seamo will also use his own experiences to explore how outdoor play may have benefitted neurodiverse children he has worked with.

The workshop will be delivered through a mixture of presentation-based learning, videos and a creative exercise in order to link the outdoors with the indoors and discuss meeting sensory differences.

BIO

Seamo is a qualified Forest School Leader specialising in autism, neurodiversity, sensory differences and pathological demand avoidance. He has extensive SEN knowledge and practical skills having worked with children and young people with autism for 20 years in various roles.

Seamo was first introduced to indoor and outdoor child-led play during his time working as a Special Needs Co-ordinator at Brighton Montessori School. He is now a Trainee Play Therapist and pioneering Outdoor Natural Play for PTUK. A passionate advocate for the benefits of and access to play and the outdoors for all children, he also joined The Outdoors Group as Inclusion Lead with the aim of championing best practice for autism and neurodiversity outdoors which he achieves through various projects.



POST QUALIFYING CERTIFICATE IN CREATIVE ARTS AND PLAY THERAPY COUNSELLING WITH ADULTS

19 – 25 JUNE



Taking the skills that you have learned from your Counselling Children and Young People course and your experience of working as a Play Therapist, the Certificate in Creative Arts and Play Therapy Counselling with Adults course is for those who wish to extend their skills to be able to work with adults using creative arts and play media.

This seven-day programme is designed for Accredited Play Therapists who have also completed the Post Qualifying Certificate in Counselling Children and Young People Course.

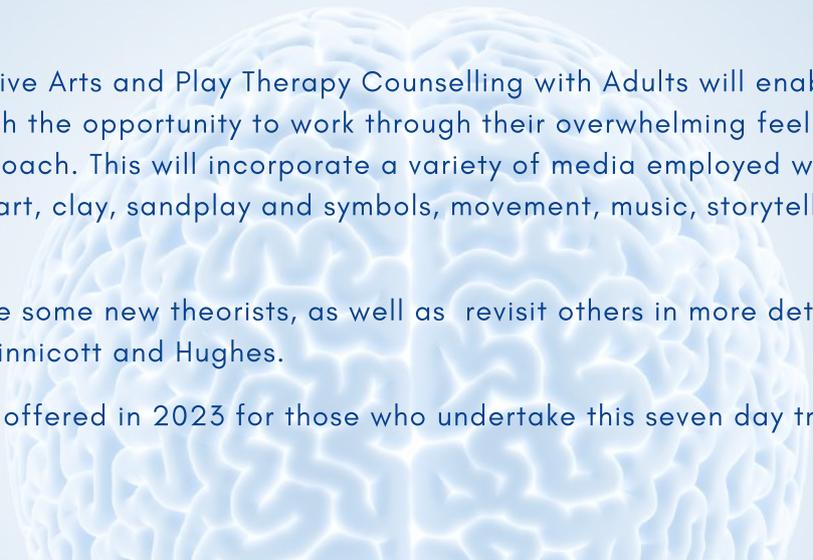
Course content:

Adults who have experienced trauma within their childhood often have suppressed memories which can impact on their adult selves. When trauma occurs in childhood, the inner child can become wounded, and this can impact on how an adult can and will respond when they are experiencing stress or similar difficulties which may be triggered by an unconscious memory. This will often result in overwhelming feelings and behaviours being experienced, making the adult feel vulnerable and emotionally overwhelmed.

The Certificate in Creative Arts and Play Therapy Counselling with Adults will enable participants to provide adult clients with the opportunity to work through their overwhelming feelings using APAC's Integrative Holistic approach. This will incorporate a variety of media employed within Creative Arts and Play Therapy, including art, clay, sandplay and symbols, movement, music, storytelling, and creative visualisations.

The course will introduce some new theorists, as well as revisit others in more detail including Jung, Bion, Perry, Siegel, Bowlby, Winnicott and Hughes.

A Follow Up Day will be offered in 2023 for those who undertake this seven day training in 2022.



BIO

Eileen is a PTUK Accredited Play Therapist and Certified Clinical Supervisor who began her Play therapy journey in 2006 and completed her Master's in 2012. Eileen's specialism is supporting adopted and children in the care system. Currently, Eileen has a private practice, working within schools providing Play Therapy and Consultancy to support teaching staff to support children displaying poor mental health. She is also a Certified Counsellor for Children and Young People, an APAC Course Director delivering training for the Certificate in Therapeutic Play, Diploma in Play Therapy and is also our Clinical Director.



BIO

Jill Cooper has over thirty years' professional experience of working with children, young people and their families. She started her career managing residential homes for young people and adults with special educational needs, before moving on to work for a Local Authority during which time she trained as a Psychodynamic Adult Counsellor. She began her training in Play Therapy in 2017 and is now a PTUK Accredited Play Therapist and Clinical Supervisor, providing creative therapeutic interventions for her clients through her own private practice which she recently established alongside two other therapeutic colleagues. She is also a Clay Therapist and currently training to qualify as a Sand Play Therapist and an APAC Course Director.



POST QUALIFYING CERTIFICATE IN FILIAL PLAY COACHING

19 – 22 JUNE

Filial Play Coaching is a natural career development for Play Therapists and other practitioners who wish to work with parents and families.

The PTUK model places an emphasis on working with socially deprived families. The purpose is to provide practice-based training to enable participants to coach parents/carers in using Filial Play effectively with their children, including the use of touch. Therapists who undertake this training should be able to incorporate the techniques taught into their current work in order to open up new career opportunities.

This programme is designed for those who have completed the APAC Certificate in Therapeutic Play Skills course and have at least 100 hours supervised clinical experience of working with children using non-directive play.

Course content includes:

- The main models of Filial Play and their pros and cons
- How to assess parents and children being considered for Filial Play
- Teaching parents the importance of play, the main types of play and their purpose, in order that they can achieve a suitable balance with their children
- How to ensure parents know how to structure a Filial Play session
- How to coach parents in the four key skills of Filial Play
- How to ensure that parents know how to focus on the child during a Filial Play Session
- The use and applicability of the main Filial Play Tools (art media, music, movement, sand trays, storytelling and puppets)
- Which tools are appropriate for use at home and those that should be used in the Therapist's Play Room
- Advising parents on acquiring, making and using appropriate equipment, materials and toys during their home play sessions according to their circumstances
- How to ensure that the parents know how to use encouragement during a Filial Play session
- Advising parents upon how to make notes on home play sessions suitable for use during the coaching discussions
- How to integrate the use of Filial Play with Play Therapy if this is being used concurrently
- Maintaining suitable records of progress and carrying out quality management of Filial Play work
- How to brief colleagues and those from other involved organisations on the purpose and methods of Filial Play

A Follow Up Day will be offered in 2023 for those who undertake this four day training in 2022.

BIO

Sabrina Persiano is a PTUK Certified Play Therapist, Certified Clinical Supervisor and Certified Filial Supervisor. She is a Course Director with the Academy of Play and Child Psychotherapy (APAC) and delivers Certificate in Therapeutic Play Skills and PQ Certificate in Filial Play Coaching courses both in the UK and Overseas. Sabrina also holds an MA in Practice Based Play Therapy and offers a range of support services to children and families through her own private practice.



POST QUALIFYING CERTIFICATE IN CLINICAL SUPERVISION

This programme will enable you to leverage your Play Therapy experience to help many more children by advising and supporting other practitioners through Clinical Supervision.

PTI/PTUK accredited training courses are now run at 12 different locations within the UK, three in Ireland, two in France and in 12 other countries across four continents, producing a stream of Play and Creative Arts Therapists who require Clinical Supervision. This course is designed to help to fill the shortage of suitably trained Supervisors able to support these therapists to maintain high standards of practice. Qualifying as a Certified Clinical Supervisor is also an essential step on the way to becoming a PTUK Certified Play Therapy Trainer; both of these career opportunities not only provide extra income but also additional job satisfaction.

The course is open to those who have at least 350 hours experience of working with children or adolescents using Play and Creative Arts Therapy, as well as experienced, accredited counsellors and professionals. Participants can come from any theoretical background or clinical setting.

As part of the application procedure, applicants will also be asked to provide a written recommendation from their own Clinical Supervisor, confirming their support for their Supervisee's progression onto this course.

Course content includes:

- A model for the supervision of Play and Creative Arts Therapies
- Agreeing contracts
- Using creative arts for supervision
- Using the Play Therapy Dimension Model for supervision
- Supervisees' training requirements
- Dealing with supervisees' career development issues

The course has been updated to take into account the requirements of 'Right Touch' regulation and the use of Skype for supervising overseas students, It is recognised for academic quality by Leeds Beckett University.

A Follow Up Day will be offered in 2023 for those who undertake this seven day training in 2022.

BIO

Susannah is a PTUK Accredited Play Therapist and Certified Clinical Supervisor who began her Play Therapy journey in 2006 and completed her MA in 2012. Throughout her career she has worked with children of all ages with varying levels of need in many different environments, largely in disadvantaged areas. Currently, Susannah is self-employed, practicing mostly in local schools as well as undertaking some charity work, including acting as a Trustee for local children's charity. She is also a Clay Therapist, a Member of the Association of Sandplay Therapists and an APAC Course Director delivering training for the Certificate in Therapeutic Play Skills, Diploma in Play Therapy and PQ Certificate in Clinical Supervision courses.



Post Qualifying Certificate in Counselling Children and Young People

We all know that young children rarely use talking as a way to resolve their issues, but as they grow older this changes. This programme enables Therapists who wish to extend their skills in order to use talking therapy with children and young people alongside creative arts media.

This is a seven day conversion course open to Certified or Accredited Play Therapists.

Course content includes:

- How to communicate effectively using listening, reflecting, empathy, attending, observing, paraphrasing and summarising skills with children and young people in the therapeutic relationship
- Understanding transference and counter transference as it arises in the therapeutic relationship and how to respond effectively
- Identifying the ways in which children and young people manage and process their emotions, including the ability to recognise situations where they are finding it difficult to access these
- Helping children and young people to find appropriate words to describe their emotions
- Helping children and young people to verbalise key concerns, meanings and memories which emerge out of emotional arousal
- Helping children and young people to identify and verbalise the wishes, needs, behaviours and goals associated with feelings and emotions
- Integrating the use of therapeutic creative arts media (from your Play Therapy experience) directly with talking therapy skills
- Increasing your self-awareness and understanding how this can help or hinder the therapeutic relationship

A Follow Up Day will be offered in 2023 for those who undertake this seven day training in 2022.

BIO

Jessica van Maanen is a PTUK Accredited Play Therapist, Supervisor and Filial Play Coach with over 17 years' experience of working with vulnerable children and families. She provides Play Therapy and Counselling services to foster children and their families, as well as children on the autistic spectrum both in mainstream and SEN schools. Jessica also offers supervision to trainee and fully qualified Play Therapists and is an APAC Course Director delivering the Certificate in Therapeutic Play Skills, Diploma in Play Therapy and Certificate in Counselling Children and Young People courses.



FEES & REGISTRATION

CONFERENCE 2022	Early Bird Fee (Applications Received Before 30th April 2022)	Full Fee (Applications Received After 30th April 2022)
-----------------	--	--

Grade

Trainee* £60 £80

Member £110 £130

Non Member £120 £140

*Trainee Fee is For Trainee Practitioners in
Therapeutic Play Skills Only

2022 FOLLOW UP AND TOP UP DAYS	Early Bird Fee (Applications Received Before 30th April 2022)	Full Fee (Applications Received After 30th April 2022)
-----------------------------------	--	---

Course

Approved Supervisor Top Up Day £120 £140

Supervisor Follow Up Day £130 £150

Filial Play Coaching Follow Up Day £130 £150

Counselling Children and Young
People Follow Up Day £130 £150

2022 POST QUALIFYING COURSES	Early Bird Fee (Applications Received Before 30th April 2022)	Full Fee (Applications Received After 30th April 2022)
---------------------------------	--	---

Course

Certificate in Clinical Supervision £880 £990

Certificate in Filial Play Coaching £550 £620

Certificate in Counselling Children
and Young People £880 £990

Certificate in Creative Arts and
Play Therapy Counselling with
Adults £880 £990

How to Register

Registrations for the PTUK Conference will open on Thursday 6th January 2022. You will be able to register online via the link below:

<https://playtherapy.org.uk/2022-conference/>

Please note that registrations will close on Sunday 6th June 2022 at 17:00; regrettably we will not be able to offer places to delegates who submit their registration form after this time.

Applications for the APAC Post-Qualifying Courses and Follow Up/Top Up Days are now open; if you would like to apply, please complete our online application form which can be found via the link below:

<https://apac.org.uk/apac-enrolment-application-form/>

