

# Children and Young People conference 2018

Working with children in their world, a  
practitioner's response

24 February 2018 - London

Programme

# Programme

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**8.30 - 9.15am** Registration

**9.15 - 9.30am** Chair's welcome

**9.30 -  
10.30am**

**Keynote speaker: Andrea Perry**

Alongside yearning children: supporting asylum-seeking children and young people through separation and ambiguous loss

**10.30 -  
11.00am**

Refreshments

**11.00am -  
12.30pm**

Morning workshops (see next page)

**12.30 -  
1.30pm**

Lunch

**1.30 - 3.00pm**

Afternoon workshops (see next page)

**3.00 - 3.30pm** Refreshments

**3.30 - 4.30pm**

**Keynote speaker: Bill Ashton**

Supporting children who have experienced early years' trauma and broken attachments on childhood development

**4.30 - 4.45pm** Conference close

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## Morning workshops

<b>11.00am - 12.30pm</b>	<b>Walking a tightrope: The dilemmas of working with risky adolescents</b>	Rebecca Kirkbride	<b>Room name TBC</b>
	<b>The change game: Treatment issues in forensic child psychotherapy with children who have learning difficulties and /or autism</b>	Tamsin Cottis	<b>Room name TBC</b>
	<b>Making connections with an autistic brain</b>	Phyllis Coulter	<b>Room name TBC</b>
	<b>Using arts and creativity to optimise the counselling process for children and young people</b>	Eleanor Port-Burke	<b>Room name TBC</b>
	<b>Seeing the problem and sharing the difficulties: making meaning by working with clay in therapy with children and young people</b>	Lynne Souter-Anderson	<b>Room name TBC</b>
	<b>A reparative relationship – working with children and young people from the care system from an attachment and early trauma based perspective</b>	Judith Mulcahy	<b>Room name TBC</b>
	<b>Understanding the additional psychological problems faced by young people in the care system</b>	Nicholas Hallett	<b>Room name TBC</b>
	<b>BACP Counselling Young People (11-18 years) Training Curriculum – developing standards and training for CYP counsellors</b>	Caroline Jesper	<b>Room name TBC</b>

## Afternoon workshops

<b>1.30 - 3.00pm</b>	<b>Walking a tightrope: The dilemmas of working with risky adolescents</b>	Rebecca Kirkbride	<b>Room name TBC</b>
	<b>The change game: Treatment issues in forensic child psychotherapy with children who have learning difficulties and /or autism</b>	Tamsin Cottis	<b>Room name TBC</b>
	<b>Making connections with an autistic brain</b>	Phyllis Coulter	<b>Room name TBC</b>
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# Session précis and presenter biographies

## Keynote presentations

### Andrea Perry

**Alongside yearning children: supporting asylum-seeking children and young people through separation and ambiguous loss**

#### Session Information

When children and young people arrive in this country as asylum seekers, they may well have become separated from their closest relatives, or indeed their entire family. Such a separation, especially where the location of a relative is uncertain, creates agony for adults - in many ways it is our worst fear. There are additional vulnerabilities for children and young people, sometimes making such separation overwhelming. This presentation will provide participants with an overview of how separation occurs on the refugee and migration routes; the impact it has on children and young people, at the time and as they grow up: the consequences for coping with life in the UK: and how we, as adults in their world, can find ways to help them to engage with their new lives, whilst fully mindful and respectful of what they may have lost, temporarily or in many extremely painful cases, permanently.

#### Biography

Andrea Perry is an integrative psychotherapist, specialising in trauma and attachment, writer and presenter. A former Chair of the British Association for Dramatherapists, Andrea is also co-founder of B.A.S.E. Babywatching UK and commissioning Editor of Worth Publishing. She has written three books and edited more than 40 others, and is asked to provide a psychological perspective on issues for BBC radio. Andrea works for the International Family Tracing Service of the British Red Cross, is a trainer for the BRC psychosocial team working in the UK and is on rota with the Rapid Deployment Team of the FCO at times of crisis overseas.

### Bill Ashton

**Supporting children who have experienced early years' trauma and broken attachments on childhood development**

#### Session Information

This presentation will:

- Provide an understanding of the impact of trauma and broken attachments on childhood development.
- Offer a practical approach to the identification and assessment of presenting behavioural issues in schools.
- Multi-agency team working putting children and families at the heart of support.
- How support and therapy can work in practice in school.

#### Biography

Bill Ashton currently operates Residential Children's Home's and a special school for children with complex needs within the Borough of Redcar, North Yorkshire.

Many years ago, Bill began to question the practices used in schools for managing behaviour.

Following extensive research and by studying developments in behavioural science he drew the conclusion that many children who exhibited challenging and complex behaviours, did so because they had experienced developmental trauma and/or were suffering from significant attachment disorders. He further developed the idea that these children were exhibiting deeply embedded learned behaviours that could only be modified using nurturing and therapeutic approaches.

During the past 30 years Bill has led the development of provision in mainstream schools for young people who have experienced early years' trauma and who have attachment

issues.

## Workshop presentations

### Rebecca Kirkbride

#### **Walking a tightrope: The dilemmas of working with risky adolescents.**

##### **Session Information**

The session aims to:

- Increase attendees' understanding, from a young persons' point of view, of why young people as a group exhibit risk behaviours so frequently, including drawing on research regarding adolescent brain development and propensity for risk behaviour in this group.
- Explore risk behavior as an appropriate part of child/adolescent development. This section considers attachment theory and the role of the secure base in development.
- Examine when risk presentations can be contained therapeutically and when they require a safeguarding intervention. This section considers dilemmas practitioners face with risk, such as when to refer on or breach confidentiality due to concerns that the client or another vulnerable person may be at risk of significant harm.
- Explore the potential impact of working with risky clients on practitioners. This section looks at research regarding compassion fatigue and secondary trauma and examines ways for practitioners to manage impact when working with risk.

##### **Biography**

As a practitioner working with children and young people in a variety of settings over the last fifteen years, Rebecca has a great deal of experience of working with risk presentations and the ethical dilemmas involved when having to break confidentiality and possibly risk the therapeutic relationship.

She has also written two books on therapeutic work with young people, both of which contain large sections on working with risk. In writing about this topic, she undertook significant research in this area in order to develop her understanding in this field.

She has a PG Diploma in Psychotherapeutic Counselling (2002) from the University of Sussex, and a similar qualification in clinical supervision (2007). Since qualifying she has completed various additional training and CPD in aspects of working with children and young people, including in risk and safeguarding.

### Tamsin Cottis

#### **The change game: Treatment issues in forensic child psychotherapy with children who have learning disabilities and/or autism**

##### **Session Information**

This session will consider integrative arts psychotherapy treatment with young people aged 11-18 who have learning disabilities and/or autism, and (usually as a result of trauma experienced in their own lives) pose a sexual risk to other children and young people.

A clinical model for therapeutic risk assessment and treatment will be described. This will include:

- a consideration of both risk and protective factors;
- considerations in working alongside the child's family and carers and other members of a young person's care network;
- issues in evaluating treatment outcomes;
- a detailed analysis of clinical material to illustrate the significance of the therapeutic relationship in facilitating change;
- support and supervision issues for therapists.



## Biography

Tamsin has worked for over three decades with people, adults, children and young people, with learning disabilities and/or autism, more than twenty of these years in a therapeutic capacity. She is deeply committed to issues of equality and inclusion for people with learning disabilities, including in the field of psychotherapy. In the 1990s she co-founded Respond.

Respond has gone on to be one of the UK's leading providers of therapy and assessment to people with learning disabilities who have been abused, including those who may have gone on to abuse others. Her interest in forensic psychotherapy grew out of her work with people who had been abused. She feels strongly that working with a recognition of the victim within the abuser is therapeutically essential but challenging in a systemic, multi-agency professional context. She is passionate about developing understanding and knowledge in this regard and in supporting therapists to practice in the specialist field. As a UKCP/ MBACP registered child psychotherapist since 2011, she is also passionate about the process of psychotherapy itself – in seeking to understand what exactly is it that this relationship provides for a child, which enables them to experience themselves differently in the world, in relation to themselves and others?

## Phyllis Coulter

### Making connections with an autistic brain

#### Session Information

The aims of this session are:

- To discuss the difficulties and solutions when working with a child or young person on the ASD continuum
- To look at current research that might inform our practice and give us hope
- To highlight competencies necessary for this therapeutic work in line with the BACP CYP Framework
- To equip practitioners with some self care strategies when engaging with this work

## Biography

Phyllis works with children and adults in private practice who live with autistic brain function and see their struggles and love being a part of their achievements

Her passion comes from a conviction that as more young people are diagnosed with ASD, we need to be equipped as a profession to respond and facilitate therapy within this field.

She successfully piloted a trial of therapy within a special educational needs school in Northern Ireland. The Dept of Education commissioned this trial and used her findings and outcomes to base their Public Tender for government funded counseling in the special sector as a result.

She now has the privilege of teaching other therapists to work with children and young people including those diagnosed with ASD.

## Eleanor Port-Burke

### Using arts and creativity to optimise the counselling process for children and young people

#### Session Information

The session aims are:

- To show, through the use of case studies, how different use of arts and creativity can improve CYP's engagement and outcome's with the counselling process.
- To include specific examples of artistic interventions (including two and three-dimensional media), can be developed to allow greater self-expression and understanding of emotion-based issues e.g. from drawing-mixed media- to role-play.
- To show how creative approaches in counselling can increase insight and understanding of CYP's world, unique issues, perspectives & mental health.
- To show how different issues such as anxiety, bereavement, family, low mood, loss, social/school issues can be explored in greater breadth and depth using arts and creativity as interventions in the counselling process.
- To show how arts and creativity can help overcome power-balance issues in the counsellor-client relationship.
- To show how the use of arts and creativity can increase ways counsellors can work systemically with carers, parents and families.
- To show how counsellors/ therapists can also develop their own self-care through creative practice.

## Biography

Eleanor has had 10 years+ experience working therapeutically with CYP, and has utilized creative arts within all settings. Her current experience is of working with CYP and families for East Anglia's children's Hospices (EACH) and Little Miracles Charity as well as working as a private practitioner with CYP. She spent 7 years working in counselling & mental health support in Further Education (Cambridge Regional college). Eleanor previously worked at The Walker School with CYP facing complex emotional, behavioral, and learning challenges and also has previous experience of developing expressive arts within mental health and healthcare settings.

## Lynne Souter-Anderson

### Seeing the problem and sharing the difficulties: Making meaning by working with clay in therapy with children and young people.

#### Session Information

The session aims are:

- Briefly explain some theoretical notions drawn from research to underpin the use of clay in therapy.
- Teach practical skills that will equip and enhance practitioners' ways of working with clay.
- Offer structured and unstructured activities that help



children and young people make visible the problems and difficulties they have faced and perhaps still face by giving form and voice to feelings difficult to express in words.

- Share short anonymised vignettes and case material demonstrating the use of clay in therapy with children and young people.
- Raise awareness of the impact on the therapist when young clients move into deep processing as they work with clay in therapy sessions.

## Biography

Lynne taught pottery in secondary schools for around 27 years and saw how many students benefitted from using the medium of clay. This long-standing interest became the focus of her M.Ed at the Institute for Arts in Therapy and Education in 1997. Several years later she was encouraged to take the research in using clay in therapy further and this became her passion during my years completing the Doctoral programme at the Metanoia Institute. However, an equally important reason – perhaps more fundamental reason is that during her studies she discovered she came from five generations of potters dating back to 1825. This is truly an existential reason for my passion in using clay.

She established a Clay Therapy specialist training programme in 2012 and since then has taken the training abroad to Nepal and Thailand as well as having delivered it in the UK annually.

Lynne uses clay in her clinical practice with both clients and supervisees.

## Judith Mulcahy

**A reparative relationship – working with children and young people from the care system from an attachment and early trauma based perspective**

### Session Information

The session aims are:

- Increase understanding of adverse childhood experiences (specifically attachment issues and early trauma) and the impact these have on the self
- Facilitate a 'felt sense' of how sensory memories of abandonment and rejection are triggered in the here and now
- Increase understanding of how current relationships and future losses are impacted by early attachment experiences
- Introduce ways in which the counsellor/therapist can create a reparative relationship for the young client in which they can experience and co-create a new sense of self

## Biography

Judith has had nearly 30 years personal experience of adopting and bringing up six children from care and that of grandparenting their children. The huge impact of this experience on her life and the personal insight inspired her own training as a counsellor and supervisor and continues to inform her professional life as a therapist and a trainer of parents and professionals within the care arena and more recently of counsellors of young people in schools and community settings in south Wales.

Judith was a senior lecturer and manager of Therapeutic Studies at the University of South Wales for 8 years (until August 2017). She has also authored 'It's a piece of Cake', a national training programme for adopters and carers for Adoption UK.

## Nicholas Hallett

**Understanding the additional psychological problems faced by young people in the care system**

### Session Information

Statistics show that looked after young people who experience placement breakdowns are at a higher risk of becoming involved with the police, drugs and alcohol, early pregnancies and other antisocial behaviours. The cost to society of these antisocial behaviours is huge. Experience shows that the care system frequently fails to address the real psychological needs of these young people. Using a mix of psychodynamic and neuroscientific developmental theory, my presentation will provide an insight into the perverse carer/young person relational dynamics that often lead to these placement breakdowns. Counsellors and psychotherapists who work with looked after young people will leave my presentation with a more incisive understanding of the sometimes-surprising root cause of many of the psychological problems their young clients face. My presentation will include reference to case studies created from my twenty-five years' experience as a foster carer and from my five years' research into this subject.

## Biography

Nicholas has 25 years' experience of working as a foster carer, having worked with more than fifty young people who have been in his care.

He has also worked with other foster carers to assist them with tackling particular problems with their placements. In these roles, he has experienced first-hand the effects of transference / countertransference exchanges between himself and his young people – and of their use of projective identification – and his management of the negative effects of these unconscious communication phenomena.

**Caroline Jesper**  
**BACP Counselling Young People (11-18 years)**  
**Training Curriculum – developing standards**  
**and training for CYP counsellors**

**Session Information**

BACP recognises that CYP counselling is a specialist area of work and that it is therefore essential that CYP counsellors are appropriately trained and competent to work with this client group. This presentation will inform delegates about how BACP is working to enhance professional standards and ethical practice through the development of evidence-based competences and training curricula for working with CYP from age 4-25 years. It also aims to provide an overview of the new Counselling Young People (11-18 years) Training Curriculum and offer guidance to those considering developing and delivering a course that follows BACP's YP curriculum.

**Biography**

I have worked in Professional Standards at BACP for almost 4 years, working initially as an Accreditation Assessor and currently as a Professional Standards Development Facilitator. I have recently developed BACP's Counselling Young People (11-18 years) Training Curriculum which is underpinned by BACP's evidence based Competences for Counselling with Young People (11-18 years).

I also work as a counsellor, supervisor and trainer in private practice. In my current practice I work with CYP and adults, and I provide supervision to CYP therapists. I have previously worked as a Young Peoples Counsellor with Relate and set up counselling services in several primary and secondary schools. I have also practiced across the spectrum of education in primary, secondary, FE and HE, and also within the NHS, the voluntary sector and in staff counselling services. I managed a student counselling service in an FE College for 9 years, working with clients aged 14 years+.

