

## Working with Children with Additional Needs

### Friday 20th March 2020

All day workshop – 10.00 – 16.00 - *Lunch not included*

An Introduction to Sensory Attachment Intervention with Tessa Scully, Occupational Therapist and Somatic Experiencing Practitioner

A practical step-by-step guide to this integrative and neurosequential model. Illustrated with photographs and video examples of case studies. Topics will include: the timing and choice of interventions for insecure avoidant and insecure ambivalent children, enriched environment provision, and defining the term safe space in the context of current assessments and interventions.

This workshop will include:

Learning about the four levels of self-regulation.

Differentiating between behaviours that are sensory based, from behaviours that are attachment based.

Creating an enriched environment in the home and clinic settings.

Understanding the core fears of insecure children and how this informs our practice.

**British Association of Play Therapists AGM – 17.30 – 19.30**

**Annual Conference Dinner – 20.00**

Conference enquiries to

Mrs J Steel, BAPT, Tel: ++ 44 (0) 1932 828638 [info@bapt.uk.com](mailto:info@bapt.uk.com)

Please visit the website for detailed information about the speakers, lectures and workshops.

# Saturday 21st March 2020

## MORNING LECTURES

9.00 – 10.15

**Complex Behaviours in SEN Children and the Role of the Multi Disciplinary Team - Tim Rossow** Highly specialist Clinical and Counselling Psychologist

Special Educational Need behaviours in children can be complex, encompassing difficulties in physical, social, emotional, systemic, neurodevelopmental and environmental functioning. Often, behaviours stemming from difficulties in these areas can present as aggression, defiance, withdrawal and self-injury. When these behaviours overlap, they can be hard to disentangle. This talk will discuss factors which contribute to complex challenging behaviours, and how multidisciplinary formulation and treatment can help untangle these and improve outcomes for SEN children.

10.15 – 11.00

**Masking in ASD - Dr Stephanie Satariano** Chartered Educational Psychologist

Autism Spectrum Disorder is a well known special educational need, that is characterised by clear deficits in social-communication. This has an impairing impact on their ability to function in a highly social world. Some children and young people externalise their struggles, which other internalise them and mask from the world around them. This talk will provide an insight into working with children and young people that internalise their difficulties and mask them from the world around them; only to let them out when at home, in their safe and secure environment.

11.00 – 11.30 Coffee

11.30 – 12.45

**Pathological Demand Avoidance in the Therapy Room - Raelene Dundon** Registered Psychologist

Pathological Demand Avoidance (PDA) is considered by the National Autistic Society to be a subtype of Autism Spectrum Disorder characterised by extreme levels of anxiety, which result in resistance and avoidance of demands and severely challenging behaviour.

Due to their unique presentation, children with PDA need to be supported in ways that are different to the usual strategies used for children with Autism at home, at school and in therapy.

This lecture will include a description of what PDA is and how it presents in children, and a review of the recommended approach for supporting children with PDA, as well as a discussion of the presenter's experience working with children with PDA in therapy.

12.45 - 14.00 - Lunch

During the Lunch break there will be an opportunity for BAPT Student and Newly Qualified members to join the following forum Connect 3 - A Sharing Event for Students and Newly Qualified Play Therapists - Celebrating work from the 3 Universities, sharing and inspiring each other.

## AFTERNOON WORKSHOPS

Session 1: 14.00 - 15.15

**1 - Understanding Challenging Behaviours in Children - Tim Rossow**

**Description:** This workshop will provide a deeper understanding of challenging behaviours present in Special Educational Needs children, and how to assess the function of those behaviours in order to develop targeted Multi Disciplinary Team interventions. The workshop will also discuss general strategies in modifying and managing challenging behaviours.

**2 - A somatic orientation to supporting regulation in traumatised children and young people. - Tessa Scully**

This experiential workshop (numbers limited) will introduce attendees to the 'felt sense' and will include exploring some practical exercises which can be woven into your work with children, young people and their parents/ care givers.

Please join us for the AGM and Conference Dinner on Friday evening  
directly on 0121 204 4300, please say

### **3 - Play Therapy in Primary Schools - Audrey Lee and Roshni Ibbitson**

Many children with additional needs are included in mainstream primary school classes. This workshop will be a facilitated exploration of how we can best communicate with the school staff team in a very complex setting. We will aim to present this as a reflective journey, where we can explore and learn from each other, using the Cs from the BAPT leaflet: 'Play Therapy in Schools' as signposts. If you choose to attend please be alert as there may be a few more Cs or even an E added! Although we will take this journey together in the workshop, we hope it will inspire you to go away and reflect on your own pathway as a play therapist working in schools.

Reference – 'The Five Essentials Cs of Play Therapy – BAPT leaflet Play Therapy in Schools

### **4 - Video Interaction Guidance in families with additional needs - Dr Stephanie Satariano**

This workshop will provide a brief introduction into using video interaction guidance with families that have child with additional needs. It will provide a hands on opportunity to micro-analyse a parent child interaction using the principles of attunement.

### **Session 2 15.30 - 16.45**

### **5 - Using Creative Therapeutic Approaches to Support Children with the PDA Profile of Autism. - Raelene Dundon**

There has been a significant increase in the information available about PDA for parents and teachers in recent years, however, little information has been published to support clinicians with effective strategies to work with children with PDA in a clinical setting.

PDA presents a challenge for allied health clinicians, as more traditional therapy tends to involve a lot of answering questions and following directions, tasks generally met with opposition and distress by children with PDA. This workshop will provide attendees with a better understanding of PDA and present a rationale for using non-directive strategies and play therapy techniques with children with PDA. Then, practical tips for engaging and supporting children with PDA in therapy will be described and demonstrated, using real case studies and examples from the presenter's work as a psychologist.

### **6 - Filial Therapy for Children with Serious Attachment Difficulties - Virginia Ryan and Sue Bratton**

This workshop sets Filial Therapy within a systemic therapeutic approach for children who have more complex needs, and more serious attachment difficulties. We show that a multi-modal intervention is required to ensure that these children benefit from a highly therapeutic environment that evolves to meet their needs. Case examples, include one using Filial Therapy with a child who had learning difficulties and was looked after, illustrate the value and timeliness of Filial Therapy for these issues.

### **7 - Play Therapy in a Special School – balancing the needs of children, staff and parents as a school-based therapist. - Claire Finlay**

This workshop will offer a presentation on how I have developed a service within a Special School over the last 5 years. I would like to share the practical and personal challenges of working in this setting. What (if anything) is different about therapy with a child in a special educational setting? How do we make sense of the extensive professional reports, multiple diagnoses, and history of struggle and failure which has brought them into the setting? How do we balance an understanding of this information, with the over-arching need to ensure that we see the child behind the string of letters – to make sure our relationship is with the child and not with the problem. Does being part of the school lure us away from being 'therapeutic' and toward being 'educational'? How can we be most effective in liaison with staff? What is our role with parents and how do we understand attachment styles which have developed out of complex medical histories or through the lens of a syndrome? What is a good therapeutic ending with a child with multiple and on-going difficulties?

The workshop will offer an opportunity to discuss and exchange current ideas and practice and will finish with an activity from some whole class (group) work.

### **8 - Play Therapy in Palliative Care - Anna Bowyer and Lynne Phelps**

An interactive workshop exploring the use of child-centred play therapy with children impacted by palliative care. We will look at many aspects of working with this client group including ethical and practical considerations, specialist toys and play media, with case studies/vignettes.

End of conference

ening. Overnight accommodation - please contact the team at Aston  
you are with BAPT for best price available

# Biographies:

**Tessa Scully** works with children and young people who have developmental trauma and sensory processing difficulties. This includes children who are fostered or adopted, or attend schools for emotional and behavioural difficulties, as well as children in mainstream settings.

She works as a consulting therapist for Adoption Support in a Local Authority with a team of social workers, providing therapeutic programmes for adoptive parents and their children. She also works in home and school settings.

Tessa provides workshops and training for professionals and parents in the United Kingdom and internationally.

**Raelene Dundon** is the Director of Okey Dokey Childhood Psychology, a large paediatric allied health clinic in Melbourne, Australia. She is a registered Psychologist and holds a Masters Degree in Educational and Developmental Psychology. Raelene has extensive experience working with children with developmental disabilities and their families, as well as typically developing children, providing educational, social/emotional and behavioural support. She is also the parent of three children, two of whom have Autism, and draws on both her personal and professional experience to provide support and guidance to parents, educators and clinicians. Raelene regularly presents seminars for parents and professionals on topics related to supporting children with additional needs in the classroom and in other settings, and has recently presented on "Anxiety and Autism" at the IACAPAP conference in Prague, as well as presenting at previous conferences in New York, Edinburgh, Macau, Singapore, and across Australia. Raelene is also the author of two books published by Jessica Kingsley Publishers titled "Talking to your child about their Autism Diagnosis – A parents guide" and "Teaching Social Skills to Children with Autism Using Minecraft®: A Step by Step Guide". Her latest book is due for release in November 2019 entitled "The Parents' Guide to Managing Anxiety in Children with Autism".

**Tim Rossow** is a highly specialist Clinical and Counselling Psychologist who has worked across a variety of roles both in Australia and the UK. He began to focus on working with children, particularly with neurodevelopmental disorders, and their families in 2013. Tim has developed significant experience working with and assessing children with developmental, learning and mental health needs. Tim is passionate about understanding behaviour; and helping families, teams and schools to manage different behaviours of children and young people with various needs and abilities. Tim is a clinical lead for a specialist community CAMHS team and is undertaking PhD studies exploring sensory processing and mental health difficulties in children with Autism Spectrum Disorders.

**Dr Stephanie Satariano** is a chartered Educational Psychologist who specialises in Paediatric Neuropsychology. She has worked for Local Authorities as an Educational Psychologist, as well as in the children's neuroscience department at St Thomas hospital. She is currently a clinical tutor at the Tavistock and Portman NHS Foundation Trust, as well as a Video Interaction Guidance Practitioner, Advanced Supervisor and Trainer. She has a special interest parent-child attachment, and the long-term impact of early caregiving on children's all round development. Stephanie works clinically with children with a range of social, neurodevelopmental,

medical and mental health difficulties. She specialises in conducting psychological and neuropsychological assessments to identify cognitive, emotional and/or behavioural factors that are relevant to clinical diagnosis and management. She delivers individual and group-based psychological treatments

**Roshni Ibbitson** is a qualified teacher who has worked in mainstream and special schools. For the last 21 years she has worked as an advisor in West Sussex schools, supporting school staff, families and children with Learning and Social Emotional Mental Health needs. Roshni trained as a play therapist at Roehampton, qualifying in 2005. She works part time as an independent play therapist in schools and private practice. Roshni is passionate about education and therapy, seeking to bridge gaps between the two, in the best interest of the whole child.

**Audrey Lee** qualified as a play therapist at Roehampton University in 2005 and then worked in primary schools for a Schools Counselling Agency. Before this Audrey had varied work as a primary school teacher in mainstream and special needs schools, a teacher and a teaching assistant in a Pupil Referral Unit, a special needs teacher in a primary school and then a Special Educational Needs Co-ordinator, before leaving teaching to work therapeutically in primary schools. In 2014 the Schools Counselling Agency disbanded and Audrey continued to work in three primary schools in West Sussex as an independent play therapist. She is enjoying her work so much that retirement is shelved for the time being!

**Anna Bowyer and Lynne Phelps** are both BAPT qualified play therapists utilising a child-centred approach with children impacted by palliative care. This client group includes the siblings or young family members of children with a palliative diagnosis and cognitively-able children with a life-limiting condition. Anna and Lynne both work in a paediatric hospice in South Wales.

**Claire Finlay** works in an Independent Special School for children aged from 7 to 18. The School works with children with a range of acute or chronic medical conditions, mental health needs arising from trauma, and children whose profile includes ASD. The children may or may not have mild learning difficulty associated with their conditions and follow a full curriculum. Claire trained as a Play Therapist at Roehampton. She was previously a paediatric Speech and Language Therapist, and a Portage Plus home visitor.

**Virginia Ryan, PhD, C Psychol, AFBPsS, MBAPT** is the former director of the MA/Diploma in Non-directive Play Therapy at the University of York, and a play therapist and filial therapist, working frequently with adoptive and foster families in her longstanding clinical practise in Hull, UK. She received BAPT's Lifetime Achievement Award in 2012, and regularly presents internationally and nationally, in addition to authoring books and articles on play therapy and filial therapy.

**Sue Bratton, Ph.D., LPC-S, RPT-S** is Professor Emeritus and Director Emeritus, Center for Play Therapy, at the University of North Texas, with over 30 years of experience as a practitioner and researcher. Sue is internationally known speaker and author in the areas of play therapy and filial therapy, with a focus on children with a history of interpersonal trauma including attachment difficulties.

We will also have a large bookstall & toy stall.