

BAPT Annual Conference 2023

Play Therapy: Advancing Your Craft

10/11th November



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Please Note, no clients are in any photos. Photos come from a free photo platform available to the public or from the Therapist's own private collections.





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Welcome

Welcome to the BAPT Play Therapy conference! We are thrilled to have you here with us today to explore the transformative power of play in therapy. Our conference features exceptional keynote speakers who are experts in the field of Play Therapy and who will share their insights and knowledge with you.

Throughout the two days, you will have the opportunity to learn from and connect with other Play Therapy professionals, gain new perspectives, and explore the latest research and techniques in the field.

We believe that Play Therapy has the power to heal and transform lives, and we are excited to share that belief with you. We hope that the BAPT conference will inspire you, challenge you, and equip you with new tools and ideas that you can take back to your practice and use to help your clients.

Thank you for joining us, and we hope you have a wonderful and enriching experience at the BAPT Play Therapy conference!



What is BAPT?

Founded in 1992, the British Association of Play Therapists was the first governing body to represent Play Therapists in the UK.

BAPT seeks to relieve the needs of children, young people and adults suffering emotional and behavioural difficulties by promoting the art and science of Play Therapy and promoting high standards in the practice of Play Therapy for the public benefit, plus maintain a Voluntary Register of members who demonstrate that they have met our standards.

BAPT maintains a Voluntary Register of Play Therapists. BAPT's register has been accredited by the Professional Standards Authority under its Accredited Registers programme. BAPT's register is for members who are qualified Play Therapists who have met our standards for practice, in terms of their education and training, professional practice, clinical supervision and continuing professional development. BAPT registrants must demonstrate achievement of the BAPT Core Competences for Play Therapy and practice within the guidelines of the BAPT Ethical Basis for Good Practice in Play Therapy. BAPT registered play therapists must also confirm each year that they are in good health, maintain fitness to practice and have current DBS clearance and public liability/ professional indemnity insurance.

BAPT defines Play Therapy as:

Play Therapy is the dynamic process between child and Play Therapist in which the child explores at his or her own pace and with his or her own agenda those issues, past and current, conscious and unconscious, that are affecting the child's life in the present. The child's inner resources are enabled by the therapeutic alliance to bring about growth and change. Play Therapy is child-centred, in which play is the primary medium and speech (in the form of Speech, Sign or Augmentative and Alternative Communication) is the secondary medium.

BAPT is a members-led organisation, and we welcome each and every one of our members to join in with us to shape our future development. Our members are at the core of every decision we make, and we take great pride in offering a wide range of support to them.



Conference Synopsis

BAPT's 2023 conference aims to provide keynote speeches and workshops to develop and enhance the attendees' Play Therapy knowledge, skills and practice. We have renowned speakers with extensive knowledge and experience coming together to explore some of the incredible, but complex elements of Play Therapy.

The conference is also a time for attendees to meet, network and learn with others who are passionate about play and Play Therapy.

Prior to the BAPT conference, BAPT is offering two Masterclasses for Qualified/Registered/Certified Play Therapists and Therapists, plus two Student Classes for Student Play Therapists on Friday 10th November.

There are a number of packages, plus early bird prices before 31st July 2023:

- Full Conference Packages – Friday class & Saturday Conference
- Saturday Conference Package – Saturday Conference only
- Friday Masterclass/Student Class Package – Friday 1 x Masterclass or 1 x Student Class only

Learning Outcomes:

- To enhance your knowledge of Play Therapy research, theories and practice
- To further develop your understanding of factors that support and improve the effectiveness of Play Therapy
- To expand your skills in the multi-layered dynamics of Play Therapy
- To earn continuing education credits for Play Therapy credentialing purposes.

- To have opportunities to laugh, play and share ideas with others who are avid about the power of play and Play Therapy

Conference Schedule: Day One, Friday 10th November

Time	Title	Presenters
1.30 to 4.30pm	Masterclass Workshop (Qualified Play Therapists & Therapists only): Understanding Themes in Play Therapy	Dr Dee Ray
1.30 to 4.30pm	Masterclass Workshop (Qualified Play Therapists & Therapists only): Intangible Dynamics in the Play Therapy Process That Facilitate or Hinder the Child's Journey Towards Healing	Dr Sue Bratton
1.30 to 4.30pm	Student Workshop (Student Play Therapists only): Applying Dr. Sue Jennings' Embodiment-Projection- Role framework in the Play Therapy Process	Siobhán Prendiville
1.30 to 4.30pm	Student Workshop (Student Play Therapists only): Working as an Ethical Play Therapist	Linda St Louis
7.00pm	Networking Dinner	

Conference Schedule: Day Two, Saturday 11th November

Time	Title	Presenters
9.15 to 9.30am	Welcome to BAPT and why stay with BAPT	
9.30 to 10.50am	Keynote Speech: The Unlimited Therapeutic Value of Limits in Play Therapy	Dr Dee Ray
10.50 to 11am	Question and Answers session	
11 to 11.15am	Coffee/Tea Break	
11.15 to 12.45pm	Keynote Speech: The evidence-base for play therapy: Does it exist – And, if does, how do I use it?	Dr Sue Bratton
12.45 to 2.00pm	Lunch	
2.00 to 4.15pm	Workshop A: Are They Getting Better? Tracking, Evaluating, and Articulating Progress in Play Therapy	Dr Dee Ray
2.00 to 4.15pm	Workshop B: Taking play therapy supervision to a deeper level	Dr Sue Bratton
2.00 to 4.15pm	Workshop C: Working with Parents/Carers to support effective Play Therapy	Sonia Murray
2.00 to 4.15pm	Workshop D: Playing around with yes and no: setting boundaries and making decisions	Simon Kerr-Edwards
4.15pm	Charity Raffle Draw	
4.30pm	Conference Finishes	



Meet The Speakers

The following pages are dedicated to our Masterclass Workshops, Student Workshops, Keynote Speeches and Workshops across our two-day conference.

You will be able to read about:

- The Masterclass Workshops, The Student Workshops, Keynote Speeches and Workshop Titles and Synopses
- The Key Learning Objectives
- The Speaker's Biography

Friday Masterclasses and Student Classes

The masterclasses are open to qualified, registered and certified Play Therapists & Therapists. Qualifications/Registration Number will need to be provided. The subjects in these Masterclasses will be at an advanced level. There are only 60 places per Masterclass. Places will be allocated on a first come, first served basis.

The student classes are open to student Play Therapists. Student numbers will need to be provided. The subjects in these student classes will enhance the student's training. There are only 30 places per student class. Places will be based on a first come, first served basis.

Masterclass Workshop: Understanding Themes in Play Therapy

Workshop Synopsis:

In Child-Centred Play Therapy, the leading factor is identified as the relationship between play therapist and child. Relationship is based on clear communication between therapist and child, yet the child communicates through play. This masterclass will offer a process for identifying common themes in play therapy that will



help the play therapist learn to communicate more effectively with the child in session and with parents and schools outside of session. The presenter will lead participants through a systematic method of identification and use of themes to enhance the play therapy process. Additionally, the presenter will actively engage the participant in using theme skills for practice immediately upon completion of the masterclass. In addition, the workshop will facilitate skills on how to use play themes to determine therapeutic progress and ascertain timing for endings in play therapy.

Key learning Objectives:

- Participants will be able to identify at least 20 possible themes in play therapy
- Participants will identify the three main components of identifying themes.
- Participants will be able to match themes with observed play.

Biography: Dr Dee Ray

Dee C. Ray, Ph.D., LPC-S, NCC, RPT-S is Regents Professor and Elaine Millikan Mathes Professor in Early Childhood Education in the Counselling Program and Co-Director of the Center for Play Therapy at the University of North Texas. Dr. Ray has published over 150 articles, chapters, and books in the field of play therapy, specializing in research specifically examining the process and effects of Child Centred Play Therapy. Dr. Ray is author of *A Therapist's Guide to Development: The Extraordinarily Normal Years*, *Advanced Play Therapy: Essential Conditions, Knowledge, and Skills for Child Practice*, *Child Centred Play Therapy Treatment Manual*, and co-author of *Multicultural Play Therapy*, *Group Play Therapy*, and *Child Centred Play Therapy Research*. Most recently, Dr. Ray published her book on education, *Playful Education: Using Play Therapy Strategies to Elevate Your Classroom* which focuses on the significance of teacher-child relationships in the language of play. She is a founding board member and past president of the Association for Child and Adolescent Counselling, as well as current board chair of the Association for Play Therapy. She is founding editor of the *Journal of Child and Adolescent Counselling*, American Counselling Association Fellow, and recipient of the American Counselling Association Don Dinkmeyer Social Interest Award, Association for Humanistic Counselling Educator Award, Association for Play Therapy Outstanding Research Award, Top 25 Women Professors in Texas Award, and many others. Dr. Ray supervises counselling services to community clients at her university clinic and leads a school outreach program providing play therapy to hundreds of children each year. Dr. Ray also co-created and oversees the international certification program for Child-Centred Play Therapy and Child-Parent Relationship Therapy. Dr. Ray additionally operates the counselling practice, EmpathyWell, in Highland Village, TX where she facilitates play therapy, training, and supervision.

Masterclass Workshop: Intangible Dynamics in the Play Therapy Process That Facilitate or Hinder the Child's Journey Towards Healing

Workshop Synopsis:

The child's often complex journey towards healing and self-actualization is facilitated or hindered by subtle dynamics in the play therapy process that are often difficult to observe or teach including the play therapist's understanding of and response to issues related to the person of the therapist, the child's safety and attachment needs, the relationship between play therapist and child, and therapeutic structuring including limit setting. Children need a self-aware play therapist who is attuned and sensitive to the uniqueness of the child's inner world, understands the complex nuances of the play therapy process, and readily seeks supervision/consultation to examine dynamics that may be interfering with the child's innate tendency toward growth and healing. Grounded in the theory and philosophy of Child-Centered Play Therapy, this masterclass will provide participants with the opportunity to explore difficult/challenging moments from their own experiences and how an understanding of these dynamics informs the course of play therapy.



Key learning Objectives:

- Identify two intangible dynamics that can impact the play therapy process
- Identify at least one personal issue that at times have hindered a child client's therapeutic process
- Articulate their belief about their role in the child's growth and healing process in play therapy

Biography: Dr Sue Bratton

Sue Bratton, Ph.D., LPC-S, RPT-S is Professor Emerita, University of North Texas, and Director Emerita, UNT Centre for Play Therapy with over 30 years of experience as a practitioner, researcher, and teacher. Sue is nationally and internationally known speaker and author with over 100 publications and over 350 professional presentations in the areas of child and family counselling, with a specific focus on Child-Centred Play Therapy and Child-Parent Relationship Therapy/Filial Therapy. Sue is co-author of *Child-Parent Relationship Therapy (CPRT): An Evidence-Based 10-Session Filial Therapy Model*, the *CPRT Treatment Manual*, and *CPRT in Action*, a demonstration video illustrating CPRT with adoptive families, as well as two additional contemporary texts, *Child-Centred Play Therapy Research and Integrative Play Therapy*. Sue's research agenda focuses on examining the effectiveness of Child-Parent Relationship Therapy, Child-Centred Play Therapy, and school-based play therapy for children and their families. Sue is a Past President of the Association

for Play Therapy (APT), recipient of the 2016 APT Lifetime Achievement Award, 2007 APT Outstanding Research Award, the 2011 Chi Sigma Iota Outstanding Practitioner Supervisor Award, the 2013 ACA Best Practice Award, the 2013 AHC Humanistic Educator/ Supervisor Award, the 2014 ACA Extended Research Award, and several University teaching, research and service awards. Sue is also co-creator of the international certification program for Child-Centred Play Therapy and Child-Parent Relationship Therapy. Sue is an active social advocate for children at the local, national, and international level, particularly for underserved children who have experienced interpersonal trauma. Her career-long passion and record of service is focused on helping children receive the help and nurturing they need to reach their personal potential.

Student Workshop: Applying Dr. Sue Jennings' Embodiment-Projection- Role Framework In The Play Therapy Process

Workshop Synopsis:

Dr. Sue Jennings is the pioneer of the established Embodiment-Projection-Role framework (EPR), a critically important developmental paradigm for play therapists to understand and use in their work with children. This creative workshop will explore the underlying theory and the application of Dr. Jennings' unique EPR model in the Play Therapy Process.



This experiential workshop includes a PowerPoint presentation and practical experiences of engaging in each of the playful stages in the EPR framework. The EPR developmental play paradigm will be explored in relation to the development of personal identity and the powerful impact it can have in a child's play therapy process. We will explore links between embodiment, projective, and role play and the development of physical and emotional identity and relationships. Traumatic, stressful, and/or confusing life events interfere with a child's progression through these stages and their development of personal identity and will often result in the development of behavioural, emotional, and social difficulties. In this workshop we will explore the benefits and significance of embodiment, projective, and role play in a child's play therapy process to support them in overcoming these difficulties.

Participants will gain first-hand experience of Sue's wonderful developmental paradigm in action as Siobhán brings the theory to life through play and case examples. Participants will experience creative ideas, techniques, and playful tools for application in their practice. This playful workshop aims to support and develop the participants skills in applying and understanding the importance of the EPR framework in the Play Therapy Process. Participants will leave with an increased understanding of the Embodiment-Projection-Role framework and feeling invigorated and confident

in their ability to utilise Dr. Sue Jennings' influential developmental paradigm in their work.

Key learning Objectives:

- Participants will develop a deeper awareness and understanding of Dr. Sue Jennings' Embodiment-Projection-Role developmental paradigm and its significance in the play therapy process.
- Participants will develop an understanding of the links between the EPR paradigm and the development of personal identity.
- Participants will be able to describe and provide examples of embodiment, projective and role play techniques useful for supporting children in overcoming behavioural, emotional, and social difficulties.

Biography: Siobhán Prendiville M.I.A.H.I.P., S.I.A.P.T.P., B.Ed, M.Ed., MA Humanistic & Integrative Psychotherapy and Play Therapy

Siobhán Prendiville is Course Leader for the MA in Creative Psychotherapy (Humanistic & Integrative Modality), which incorporates a Postgraduate Diploma in Play Therapy, at the Children's Therapy Centre in Ireland. The Children's Therapy Centre is the longest established and foremost provider of professional play therapy training in Ireland. It is the only institution in Ireland where students can gain a dual qualification as a Play Therapist and Psychotherapist with full academic and professional validation. Siobhán is a child and adolescent psychotherapist, play therapist, clinical supervisor, author, International presenter and trainer. She also maintains a private child and adolescent psychotherapy and play therapy practice. Siobhán is certified as an integrative psychotherapist, trainer and supervisor with the European Association for Integrative Psychotherapy. She is fully accredited with the Irish Association for Play Therapy and Psychotherapy and the Irish Association of Humanistic & Integrative Psychotherapy.

Siobhán is passionate about the therapeutic powers of play and the critical importance of play and early intervention in all children's lives. Siobhán contributed a chapter on "Accelerated Psychological Development" to the 2nd edition (2014) of Dr Charles Schaefer's and Dr Athena Drewes' seminal text, "The Therapeutic Powers of Play: 20 Core Agents of Change". She has written about the use of puppets in therapy and education settings in "Play Therapy Today: Contemporary Practice with Individuals, Groups and Carers" and in "Puppet Play Therapy: A Practical Guidebook." Another chapter, "Coming alive: finding joy through sensory play", is in "Creative Psychotherapy: Applying the principles of neurodevelopment to play and expressive arts-based practice." Further chapters include "Sensory Play Therapy" in Heidi Kaduson and Charles Schaefer's 2021 book "Play therapy with children: Modalities for change" and "Calming Christopher: The regulating powers of sensory play" in Eileen Prendiville and Judi Parson's 2021 book "Clinical Applications of the Therapeutic Powers of Play: Case studies in child and adolescent psychotherapy". Siobhán also co-authored a chapter exploring the use of messy play in education settings in Sue Jennings' and Clive Holmwood's book the "International Handbook of Play, Therapeutic Play and Play Therapy".

Student Workshop: Working as an Ethical Play Therapist

Workshop Synopsis:

We live in a world where ethics as a theme is constantly present in the way governments work and interact and how we work and interact with relationships. What are the principles and morals that guide us in our day-to-day decisions making? How conscious are we of the varied relationships we navigate; socially and professionally?

This workshop will explore the role of ethics in play therapy and how to work within an ethical framework to ensure protection of clients and ourselves when working therapeutically. At the end of this workshop, you will...



Key learning Objectives:

- Have a full understanding of BAPT Ethical Framework.
- Learn how to identify ethical dilemmas when assessing the needs of clients.
- Explore legal and ethical considerations when delivering play therapy.

Biography:

Linda St Louis qualified as a play therapist in 2010 and is currently in role as the Chair of professional Conduct for BAPT. She works in a multi-disciplinary early intervention team providing interventions for families who are living with domestic abuse. Her chapter published on 'Being an Ethical Play Therapist' was based on her experiences of working in the field systemically with families.

Saturday Conference

Keynote Speech: The Unlimited Therapeutic Value of Limits in Play Therapy

By Dr Dee Ray

Keynote Speech Synopsis:

In play therapy, it has been said that “without limits, there could be no therapy.” In this keynote, the presenter will integrate the philosophy, understanding, and application of limits in play therapy. Participants will learn the trajectory of limit-setting in the child-entered play therapy process, including advanced limit-setting techniques. The keynote will address methods that lead to successful limit-setting and how limit-setting can be used to enhance the therapeutic relationship. The presenter will identify the most common and most-commonly broken limits in play therapy and how to respond consistently as a play therapist.

FULLY BOOKED



Key learning Objectives:

- Participants will be able to identify the basic steps of limit-setting.
- Participants will identify the five characteristics of successful limit-setting.
- Participants will be able to identify the most commonly broken play therapy limits.
- Participants will learn to communicate limit-setting through choice-giving.
- Participants will learn to when to use and how to communicate the ultimate limit.

Keynote Speech: The Evidence-Base For Play Therapy: Does It Exist – And, If Does, How Do I Use It?

By Dr Sue Bratton

Keynote Speech Synopsis:

Play therapy has a history of being criticized for lack of rigorous research to support its use, and as a result was often discounted as a valid intervention. Over the past 3 decades play therapy research has increased in quantity and quality, resulting in growing in recognition of play therapy as an effective practice. Disseminating and promoting the existing evidence-base for play therapy is essential to elevating the play therapy profession and for play therapy’s wide acceptance as the developmentally responsive treatment of choice for children exhibiting a range of presenting concerns. Yet, play therapists are often unaware of



the scope of existing research or lack confidence in how to interpret and use research findings. The presenter will begin by clarifying the difference in evidence based practice and evidence based treatments and present an overview of play therapy outcome studies and meta-analyses that contribute to play therapy's designation as an evidence based treatment for children. The presenter will identify strengths and limitations to the body of research. Participants will gain access and learn to use a comprehensive online data base of over 130 play therapy outcome studies with succinct summaries of findings that can be easily disseminated by practitioners and academics to promote play therapy's effectiveness to schools, parents, government agencies, funders, the legal system, and other professionals. The data base categorizes studies by presenting issues and treatment setting, as well as by theoretical model and research design, allowing clinicians to target research relevant to their practice and setting.

Key learning Objectives:

1. Identify the difference in evidence based treatments and evidence based practice
2. Articulate the overall findings from play therapy outcome studies and meta-analyses that contribute to play therapy's designation as an evidence based treatment for children
3. Access and use a comprehensive online data base of play therapy research findings to advocate for and promote play therapy's effectiveness

Saturday Conference Afternoon Workshops

Workshop A: Are They Getting Better? Tracking, Evaluating, and Articulating Progress in Play Therapy

By Dr Dee Ray



Workshop Synopsis:

How do we observe, measure and evaluate change in play therapy? How do we know play therapy is working? In this workshop, Dr. Ray will help participants learn to identify how a child progresses through play therapy, and specifically how to articulate change to systemic partners. Evaluation and measurement of change with specific presenting issues such as anxiety, aggression, and social problems will be a few of the examples used to illustrate the tracking of progress. Participants will also learn how to articulate improvement to parents, administrators, and legal stakeholders. This session will further address the process of evaluation when children are not progressing in play therapy.

Key learning Objectives:

- Participants will learn how to articulate progress to systemic stakeholders.
- Participants will identify behaviours in play therapy that signify progress.
- Participants will learn how to evaluate change in session as well as out of session.

Workshop B: Taking Play Therapy Supervision To A Deeper Level

By Dr Sue Bratton



Workshop Synopsis:

Supervisors are charged with providing a psychologically safe, respectful, and ethical supervision experience to help play therapists develop as competent professionals. Humanistic play therapy theories acknowledge therapist use of self as an essential dimension of the change process, thus personal development is a focus of supervision. Research in interpersonal neurobiology reinforces the importance of play therapist use of self in establishing trust and safety in the child-therapist relationship. Trauma-informed care endorses the use of experiential (bottom-up) expressive art media and other creative activities in the context of a safe and secure supervisory relationship to deepen supervisees' self-understanding, a prerequisite to effective therapeutic use of self. Introducing expressive media and creative processes in supervision allows play therapists access to right brain experience and feelings related to their child clients that may be hindering the therapeutic process and allows supervisors to encourage and support supervisees to examine self in relation to their clients. The facilitation of expressive arts in supervision requires the supervisor to have personal experience with a variety of expressive media in order to be respectful of their supervisee's experience. In this experiential workshop, participants will have the opportunity to engage in the expressive/creative process to expand awareness of self as supervisor and become more confident in the use of expressive media with supervisees.

Key learning Objectives:

1. Discuss a rationale for use of creative/expressive media in supervision supported by interpersonal biology
2. Discuss at least two trauma-informed considerations when engaging supervisees in creative/expressive supervision activities.
3. Describe how to present and process at least one expressive/creative activity with supervisees to facilitate a specific supervision objective.

Workshop C: Working with Parents/Carers to support effective Play Therapy

Workshop Synopsis:

Parents and Carers are an essential element to the effectiveness of Play Therapy and other child therapies. This brief workshop will explore the role of parents/carers in supporting their child in Play Therapy. Engaging with parents/carers is a crucial part of working with children and young people and can be a key contributor to achieving positive outcomes. Working alongside parents/carers whilst their child is in Play Therapy enables us to gain a full picture of their perspective, develop an understanding of their worries and issues, and discover the parent's current strategies for dealing with situations. Through working together with parents and carers a holistic approach can be offered to support their child.



It is designed to assist Play Therapists in enhancing their skills, knowledge and confidence when supporting parents and carers during the Play Therapy process. It will briefly explore the legalities, the role, the parental perspective and the Play Therapist's understanding from the initial contact through to the ending stage of Play Therapy.

Key learning Objectives:

- To further understand the role of parents/carers in their child's Play Therapy.
- To enhance your knowledge in some of the essential criteria for making initial contact with parents and carers.
- To gain further skills to develop positive relationships with parents and carers.
- To expand the Play Therapist's skills in setting the foundations of contracting with parents/carers to enhance the effectiveness of the Play Therapy
- To develop a range of skills and techniques to overcome complexities that may arise in the Play Therapy process
- To gain a clearer understanding of confidentiality whilst working with parents and carers

Biography:

Sonia Murray is a highly experienced BAPT Registered Play Therapist who has been working with parents/carers in the Play Therapy process for nearly 30 years. In addition, as a qualified social worker with Social Work England, Sonia has been working with parents/carers individually and in groups providing therapeutic family support. Sonia will be bringing her wealth of experience and knowledge of working alongside parents and carers to this course.

Sonia trains nationally and internationally on topics related to Attachment, Trauma, Play Therapy, understanding behaviour, play, communicating with children, behaviour management, positive parenting. Her work history includes employment as a childcare Social Worker, parent worker, Play Therapist in Education and Social Care

and Health settings. She has worked in a specialist school for children with complex social, emotional and behavioural difficulties.

Sonia provides consultation, supervision and training in both statutory and voluntary fields of children and Young People's services. Additionally, Sonia is also a visiting Lecturer at University of Roehampton and University of Northampton.

Workshop D: Playing around with yes and no: setting boundaries and making decisions

Workshop Synopsis:

As play therapy professionals we need to activate our ability to say yes and no when we set boundaries and make decisions in a complex professional world with many demands upon us. Sometimes this can be in a hurry and sometimes we have time to think it over. This workshop will use creative ways to explore personal, professional, and cultural aspects of saying yes and no. By questioning how we approach this binary choice, we can identify patterns that might help or hinder us in managing our boundary setting and decision-making in therapy sessions, clinical supervision and in the wider context of our work setting.



Key learning Objectives:

- Explore the importance of yes and no when setting boundaries with clients
- Identify how issues of yes and no can be impacted by childhood trauma
- Understand how issues with yes and no can be applied to wider professional decision making

Biography:

Simon Kerr-Edwards is an independent play therapist, clinical supervisor and trainer. He has over 40 years' experience of working therapeutically with children and adolescents who have had complex trauma in their life and seeks to explore how this impacts on them emotionally, bodily and relationally. He is interested in how we can bring our improvisational abilities to clinical practice

Raffle Draw

We will have a prize draw at the end of the conference to raise some funds for the NSPCC. There will be a range of prizes including a free conference place for next year. In your pack, you will receive one free ticket, however you can purchase other tickets with all proceeds going to NSPCC.

NSPCC

National Society for the Prevention of Cruelty to Children

The NSPCC is the UK's leading children's charity, preventing abuse and helping those affected to recover. Their current aims are to

- Everyone plays their part to prevent child abuse
- Every child is safe online
- Children feel safe, listened to and are supported

For further information, please check out their website <https://www.nspcc.org.uk/>

Location:



Aston University, Aston Street, Birmingham B4 7ET

The Conference Aston Hotel
& Conference Centre

By Rail - 15 minutes walk to New Street, Moor Street and Snow Hill Train Stations.

By Road - 5 minutes drive from M6 (J6), 5 major motorway links within 25 minutes drive.

By Air - Birmingham Airport, 10 minutes by rail, 25 minutes drive.

Car Parking:

Car Parking at Conference Aston must be booked and paid for, online, prior to arrival. A valid Vehicle Registration Number is required when booking.

A map and car park access code will be emailed in the booking confirmation.

To book visit: www.conferenceaston.co.uk/carparking

If the venue car park is fully booked, nearby parking is available at Millennium Point. Details can be found at www.conferenceaston.co.uk

Accessible parking should be requested by emailing info@conferenceaston.co.uk

Notice For Car Drivers:

CLEAN AIR ZONE:

Conference Aston is within the Clean Air Zone. Charges may apply. Delegates should check vehicles online in advance: <https://www.brumbreathes.co.uk/>

WIFI info for delegates:

Conference Aston offers free, high-speed Wi-Fi for all guests. This will be available at the venue, with connection information and the password displayed in public areas and meeting rooms.

Conference Accommodation:

Rooms available from £106.80 per night.

Bed and breakfast available.

Car parking must be booked in advance (see above)

Conference Aston | Book Now (questline.net)

There is a wide range of accommodation available in surrounding areas, should you not wish to book a room at the Conference Aston Hotel.

Conference Booking:

The Conference Packages That Are Available:

Full Conference Package (10th & 11th November – Friday Masterclass & Saturday Conference)

- Full Package (BAPT Full Member) - £280.00
- Full Package (BAPT Retired Member) £250.00
- Full Package (Non-Member) - £340.00

Full Conference Student Package (10th & 11th November – Friday Student Class & Saturday Conference)

- Full Package (BAPT Student Member – student class) - £185.00
- Full Package (Non-Member student) - £220.00

Friday ONLY Package (10th November – masterclass only)

- Friday ONLY Package (BAPT Full Member) - £95.00
- Friday ONLY Package (Non-Member masterclass only) - £125.00

Friday ONLY Package (10th November – Student class)

- Fri ONLY Package (BAPT Student Member – student class) - £70.00
- Fri ONLY Package (Non-Member student class only) - £95.00

Saturday ONLY Package (11th November - Conference only)

- Sat ONLY Package (BAPT Full Member) - £185.00
- Sat ONLY Package (BAPT Retired Member) - £170.00
- Sat ONLY Package (BAPT Student Member) - £115.00
- Sat ONLY Package (BAPT Associate Member) - £200.00
- Sat ONLY Package (Non-Member) - £215.00
- Sat ONLY Package (Non-Member Student) - £125.00