

About me

My passion to support children, young people and their families therapeutically, stems from my background as a registered Social Worker working within a large Local Authority. My journey began within the Looked after Children Team, working with children made subject to different plans of permanency. I delivered high quality interventions in my role as well as undertaking complex assessments of need and delivering specialist intervention work to support primary caregivers and children experiencing complex and multiple difficulties.

Whilst holding the post of Senior Practitioner within permanency/adoption, I led and supervised a team of children and family workers completing life storybooks and delivered experiential training to staff, foster carers, senior managers and students as well as preparing briefings for external professionals.

My developing journey over the years has been completing therapeutic accreditations underpinning my already established practice, delivering high quality therapeutic interventions to children, young people and their families experiencing issues such as complex trauma, developmental delay, attachment difficulties, abuse, emotional and behavioural concerns.

I practice from an attachment perspective, using my creative tool kit to adapt to each client thereby helping children to communicate their inner experiences and help to heal their painful pasts and hurtful histories. I work with a number of public, individual and private providers offering my services, consultancy and experiential training.

I hold an enhanced current DBS certificate with update provision, Professional Liability and Indemnity insurance. I am a registered member of PTUK, Health and Care Professions Council (HCPC) and hold Graduate member status of the British Psychological Society MBPsS. I adhere to the ethics and values of my practice and am clinically supervised.

Psychology and Criminology BSc honours
Master of Social Work (MA)
Parent-Child attachment play
Level 1/2 Theraplay & MIMS assessment
Level 1 Dyadic Developmental Psychotherapy
Post Graduate Certificate in Therapeutic Play
Post Graduate Diploma Play Therapy
Post Graduate Diploma in Therapeutic Life Story Work
Post Graduate Certificate Practice Educator/Teacher

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**Working with individuals,
families & professionals**



**Supporting families
through attachment
based play**

What is Parent-Child attachment play?

Parent-child attachment play is an established family therapeutic approach that emphasises the parent/child relationship as a means to help with child and/or family difficulties. The therapist and the parent(s) work together to become true partners in strengthening family relationships through play. The modality of play is a child's natural way of learning about their world, expressing themselves and understanding how things work. Whilst watching children play we can often learn more about their thoughts, feelings and struggles than by talking with them- this is the power of play.

Head  Heart  Hands

Parents are the most significant people in their child's life and are likely to have a greater impact on their children than any therapist could. Parents are completely capable of learning the skills necessary to conduct child led play sessions with their children and when parents learn these more effective ways of interacting with their children and helping their children, the positive results are likely to be more profound and longer lasting. Parents are seen and involved as true partners in the therapeutic process.

What happens?

The therapist uses non-directive play sessions to make the parents more aware of their child's thoughts and feelings. In most types of Play Therapy the therapist conducts the play sessions with the child. In parent-child therapy, the parents conduct the play sessions with guidance from the therapist. As the sessions evolve the therapist helps the parents to apply what they have learned about their child to everyday parenting situations. The therapist helps parents to understand their children's motivations, feelings, intentions and behaviours in context through noticing and discussing play themes that arise in the play sessions.

As the parents' skills and confidence in conducting and understanding play sessions develops, the home play sessions are monitored and supported by the therapist and parents are helped to generalise what they have learnt to daily life and parenting situations.



Outcomes

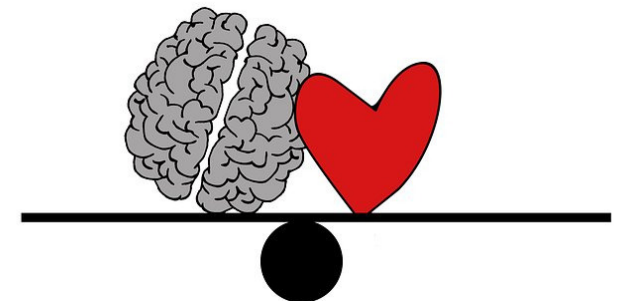


While presenting problems are reduced, Parent-Child attachment family play aims to give children:

- The opportunity to be seen & heard.
- Enable them to recognise and express their feelings fully and constructively in a safe place.
- Increase confidence/self-esteem in themselves.
- Increase confidence and trust in their parents.
- Develop play and social skills.
- Develop problem solving with a trusted adult.
- Enhance the relational bond between child and parent/primary carer.

For parents:/primary carer

- To increase understanding of child development
- To recognise the importance of play and emotion.
- To increase confidence and decrease frustration.
- To open doors of communication.
- To increase feelings of warmth and trust.
- To enable parents to work together as a team.
- See the world through the child's eyes.
- Enhance the relational bond between parent/primary caregiver and child.



Helping to heal painful pasts & hurtful histories