



TR-UST

THERAPEUTIC RE-PARENTING

Understanding • Support • Techniques

By the end of this training course participants will have a better understanding of:

- Attachment theory
- The role of attachment in child development
- How attachment relationships develop between child and carer
- The effect of early experiences on brain development
- What can go wrong with attachment and how this affects the child's behaviour and development
- How to nurture positive attachments/relationships in children with attachment difficulties (specific therapeutic parenting techniques)
- How to manage challenging behaviour
- The role of re-enactment and ways to overcome this
- Barriers to effective parenting of children with attachment difficulties
- Nurturing oneself whilst caring
- For professionals (e.g. social workers, psychologists, education workers, other therapists) attending the training days specifically targeted at professionals, sessions will include reflection time on how to best support the families and children on your caseload, using these ideas, skills and techniques.

What to expect from the course:

Our TR-UST course is designed to be an informative, interactive and interesting way for parent or carers, and those supporting them, to learn more about parenting children who have experienced early trauma, abuse or neglect.

The sessions incorporate specialist input from highly qualified clinical psychologists and therapists with many years' experience working with Developmental Trauma/ Attachment difficulties. As well as teaching, participants will have the opportunity to take part in small group and individual exercises, as well as general group discussions, providing participants with maximum opportunity to understand and practice theories, ideas and skills.

Learning is enhanced by video clips and visual aids. We also provide handouts and reading lists relating to topics discussed and additional information for further detail.

This course is generally facilitated over eight weekly sessions of 2.5 hours per session (we find the eight-week programme allows a more leisurely pace for practice, reflection and implementation of ideas). However, where necessary due to logistical constraints, the course can be facilitated over two long days:

- Day 1 (11 July 2019) – sessions 1 – 4
- Day 2 (12 July 2019) – sessions 5 – 8

*a 1-day introductory/refresher course can also be provided, but will focus only on key principles and will be limited in practical application

TR-UST COURSE OUTLINE

SESSION OUTLINE	
<p>SESSION ONE: Attachment and early child development</p>	<ul style="list-style-type: none"> ▪ Introduction to the course as a whole ▪ Introduction to the concept of attachment ▪ What children gain from a nurturing relationship/attachment ▪ The development of the child’s world view and expectations – ‘internal working model’ ▪ The impact of attachment on brain development ▪ Brief introduction to different styles of attachment
<p>SESSION TWO: Early hardship and attachment</p>	<ul style="list-style-type: none"> ▪ The impact of inadequate early relationships/attachment experiences on children’s emotions and behaviours ▪ Understanding of the puzzling and challenging behaviours frequently displayed by these children ▪ Further understanding of the impact of early neglect and trauma on the child’s ‘internal working model’ – and how this relates to insecure attachment styles ▪ Further understanding of the impact of early trauma and neglect on a child’s brain development – including the ongoing effects of early, repeated stress
<p>SESSION THREE: Developing and nurturing healthy attachments: part one</p>	<ul style="list-style-type: none"> ▪ Differences between the child’s early experiences and the experiences we would wish to provide for the child ▪ Understanding the need for different ways of parenting the child who has had difficult early experiences (specific strategies for therapeutic re-parenting) ▪ The importance of a relational foundation to behavioural management strategies ▪ The importance of using a Playful, Accepting, Curious and Empathic approach to parenting ▪ Introduction to empathy

<p>SESSION FOUR: Developing and nurturing healthy attachments: part two</p>	<ul style="list-style-type: none"> ▪ Further attachment-building strategies are discussed and practised in this session: ▪ Unconditional positive experiences with your child ▪ Discovering and encouraging ways for your child to experience a sense of belonging with you ▪ The importance of supporting your child at times of overwhelming emotion (finding ways to de-escalate the situation without minimising the child’s emotional experience)
<p>SESSION FIVE: Shaping behaviour – foundations for therapeutic discipline</p>	<ul style="list-style-type: none"> ▪ How to manage difficult behaviour and how to get the behaviour you want ▪ Commonly used disciplinary methods and how these might be experienced by a child with attachment difficulties ▪ The importance of instilling structure and firm boundaries (thinking about commonly used strategies, why these might not work for these children, and how to do it differently) ▪ Thinking about the child’s emotional capacity; adapting strategies commonly used with much younger children for use with children of all ages, and particularly at times of high emotion and ‘risk’
<p>SESSION SIX: Discipline through choices and consequences</p>	<ul style="list-style-type: none"> ▪ Reasons behind the child’s puzzling and/or challenging behaviours are revisited, as well as the importance of the foundational relationship-building strategies. ▪ The importance of providing the child with teaching opportunities rather than punishment experiences. ▪ Choices and consequences ▪ Alternatives to commonly used strategies such as ‘time out’ ▪ The importance of relationship repair ▪ Barriers to implementing the strategies for therapeutic re-parenting and ways to overcome them
<p>SESSION SEVEN: The baggage that affects the dance</p>	<ul style="list-style-type: none"> ▪ Introduction to the concept of ‘re-enactment’ and the influences (past and present) brought into the relationship by both child and carers ▪ The impact of the child’s earlier experiences upon current situations ▪ Reflection on the carer’s own ‘stories’ of challenging and emotive situations (no pressure is placed upon anyone to share their experiences with the group) ▪ Consideration of the carer’s own particular ‘hot buttons’

	<ul style="list-style-type: none"> ▪ Ideas and strategies for managing these influences
<p>SESSION EIGHT: Looking after yourself</p>	<ul style="list-style-type: none"> ▪ Discussion of the question: ‘Why is it important for you and the child that you look after yourself?’ ▪ The ‘Container of Stress’ model, and the importance of recognising stress early ▪ Introduction to the concept of ‘Blocked Care’, with reference to the effects of stress on the carer’s own ‘parenting brain’ ▪ Ways to look after oneself