

Chair's welcome

Dear delegate

On behalf of the CCYP executive and BACP I would like to invite you to our conference in London this year. Building on last year's successful event we again have invited two excellent keynote speakers and are offering a wide selection of workshops to meet a broad range of professional development needs.

Last year more than 90 per cent of delegates felt that the day was very good value for money and the venue very appropriate. We have decided to continue with the same successful formula.

This is a day to hear well-known speakers, share experiences and meet colleagues who work in related settings with children and young people. The buzz of conversation and dialogue at CCYP events is worth experiencing if you have not

already done so. Counsellors working with children and young people often feel isolated. This is an opportunity to share ideas and meet old friends as well as making useful professional connections.

We are delighted that Esther Rantzen will be our guest on the day and is chairing the conference. I'm personally looking forward to meeting her.

It should be a good day. I hope to see you there.

Best wishes,
Mark Prever – Chair CCYP

Workshop presenters

1. John Wheeler

Systemic issues – one foot in the web

This workshop will explore the contribution of systemic thinking to counselling children and young people. Many counsellors only have the opportunity to talk with the child or young person on their own, even though the lives that are described are inextricably linked to peers, relatives and other adults. Through the use of an experiential exercise John will illustrate how context can make a difference to the individual and the impact that individuals can have on their contexts. Participants will be invited to use material from John's work with a young person to explore how to keep one foot in the life of the young person and one foot in the web of their interactions.

John Wheeler (www.johnwheeler.co.uk) is a social worker and UKCP registered systemic psychotherapist who has worked in child mental health for more than 25 years. He has contributed to the systemic practice course at the University of Northumbria for a number of years and has provided systemic practice teaching to a range of professional courses in the Northeast. John has written extensively, helped to set up a regional network for practitioners using Solution Focused Brief Therapy, and recently delivered training in India. During 2003/4 John was a member of the

DFES working group developing the common assessment framework to support the Children Act 2004.

2. Sally Ingram

Young people and self harm: interventions, best practice and policy

This workshop will provide delegates with:

- a basic understanding of the reasons for self harm
- a client's perspective of their self-harming behaviour
- a professional's perspective of responding to self harm
- best practice in responding to self harm
- an understanding of self harm and its implication for the therapeutic alliance
- insight into the challenge of effective policy making

This workshop is delivered via a highly interactive audio and visual format and invites contributions from delegates' experience and knowledge. All delegates will leave with a detailed set of handouts and a list of further reading and resources.

Sally Ingram is a counsellor and service manager for a family counselling service with a department of counsellors supporting young people aged five to 25. She also runs a small private counselling, supervision and training practice. She has

experience of teaching counselling up to diploma level and specialises in young people's issues. Sally offers training on self harm and eating disorders at conferences and in schools. She is also a member of BACP's media committee.

3. Jenny Biancardi

Working effectively with trauma

Jenny will explain and share how Eye Movement Desensitization and Reprocessing (EMDR), Neuro Linguistic Programming (NLP) visualisation and relaxation can be used effectively to reduce the symptoms of post-traumatic stress, anxiety, panic, phobias and compulsive behaviour. The workshop will include case material, demonstrations and discussion. It will be based on some of the new thinking from neuroscience on the effect of trauma on the brain and how this feeds into our practice.

Jenny has been a therapist for 30 years. Her background has included working with emotionally distressed children in a residential setting, working one-to-one as a therapist, and as a trainer and supervisor for the diploma in non-directive play therapy at York University. She is particularly interested in some of the new ways of working with the effects of trauma. As a qualified psychodramatist, she now uses a variety of methods, including action work, to facilitate change.

4. Jim Rose

Nurture groups – effective early intervention

It is increasingly recognised that those children and young people who do well at school, attend regularly and enjoy activities with friends are significantly less likely to offend or experience problems with mental health. Drawing on ideas from attachment theory, nurture groups are a powerful way of engaging with troubled children. Although originally developed as an early years intervention in primary schools, there is growing interest in using nurturing approaches with adolescents in and outside school. The workshop will introduce the nurture group practice model and discuss how it can be used with vulnerable children and young people.

Jim is director of the Nurture Group Network. He has extensive experience in working with children and young people in residential settings and secure accommodation. He has been principal of a local authority secure unit and director of a secure training centre. From 1988 to 2001 he was the professional advisor to the Home Office on the placement and management of young people sentenced to long-term custody for serious offences. Jim has contributed to media debates and journals on issues concerning young people and his book *From chaos to culture* is concerned with young people in secure accommodation.

Agenda

- 9.00–9.50** Registration & refreshments
Browse exhibitors
- 9.50–10.15** Welcome and introductions with Esther Rantzen
- 10.15–11.00** Keynote speaker – Margaret Wilkinson
- 11.00–11.30** Refreshment break / browse exhibitors
- 11.30–1.00** Workshop
- 1.00–2.00** Lunch
- 2.05–3.35** Workshop
- 3.35–4.00** Refreshment break
- 4.00–4.45** Keynote speaker – Peter Wilson
- 4.45–5.00** Closing thoughts from Esther Rantzen and farewells

Conference Chair

Esther Rantzen OBE

Famous for her role as producer and presenter of *That's Life!* Esther has also made pioneering programmes on childbirth, stillbirth, mental health, transplantation, drugs and child abuse. In 1986, she created ChildLine and is its chair. ChildLine now has 10 counselling centres across the UK and answers more than one and a half million calls a year. Esther also helped create the Association of Young People with ME, and is its president.

Esther has received the Royal Television Society's Special Judge's Award for Journalism, and membership of the RTC Hall of Fame. She was the first woman to receive the Dimbleby Award for factual presentation from the British Academy of Film and Television; the Variety Club of Great Britain awarded her BBC TV Personality of the Year; she received the Snowdon Award for services to disabled people; and in 1991 she was awarded the OBE for services to broadcasting.

Keynote speakers

Margaret Wilkinson

Coming into mind. Creating the connections that enable good clinical practice.

Using insights from contemporary neuroscience has become increasingly important in developing treatment techniques. This paper introduces counsellors, psychotherapists and those in related work with children and young people to current theory and research from the related fields of neuroscience, attachment theory and trauma studies, and demonstrates how they may improve the quality of clinical work. Margaret will look at the effects of mother-baby interactions on early brain development and attachment patterns and the developments that occur in adolescence, and will seek to reflect on the way in which these may inform counselling practice. The session will explore underlying neurobiological structures, right brain function, implicit and explicit encoding of experience and the neurobiology of trauma. It will consider questions of technique in working with children and young people based on current theory and research.

Margaret Wilkinson is a professional member of the Society of Analytical Psychology and of the West Midlands Institute of Psychotherapy, and is in private practice in north Derbyshire. She is an assistant editor of the *Journal of Analytical Psychology*. She won the Michael Fordham Prize in 2003 for her paper 'Un-doing trauma. Contemporary neuroscience: a Jungian clinical perspective'. Her forthcoming book *Coming into mind. Contemporary neuroscience: a clinical perspective* will be published by Brunner-Routledge later this year. Margaret has a special interest in the application of insights from contemporary neuroscience to analytic work with those who have experienced early relational trauma.

Peter Wilson

How do we listen and what makes the difference?

Peter will focus on the process of understanding, on making sense of the communications of children and young people, and on elements of the therapeutic experience that combine to produce change. Peter is a clinical advisor at the Place2Be in London. He was formerly a director of YoungMinds and of the Brandon Centre for Counselling and Psychotherapy for young people.

Child Psychotherapist, trained at Anna Freud Clinic, London. Senior Clinical Tutor, Institute of Psychiatry, London. Consultant Psychotherapist, Peper Harow, Surrey. Principal Child Psychotherapist, Camberwell, London.

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CCYP Conference 2005 Booking Form

26 November 2005, King's College London

Full name* _____ Position * _____

Organisation* _____

Contact address _____
(for confirmation details to be sent)

Town / city* _____ Postcode _____

Telephone _____ Fax _____

Email address _____ BACP membership no. *(if applicable)* _____

Are you a CCYP member? YES / NO *(delete as applicable)* _____ Would you be interested in joining CCYP? YES / NO

* These details will be used for your delegate badge, and the delegate list which will be included in the delegate packs
 Please tick box if you **do not** want your details included in the delegate packs

Special needs

Disabled Visual/auditory impairment Vegetarian

Please specify if you have food intolerances _____

With sufficient notice BACP will endeavour to provide a signer or hearing loop if required

Booking details

CCYP member £99 Non-member £130
BACP member £115 Student/reduced fee £70

Workshop choices:
For workshop choices please see over page

Payment method

Cheque (payable to BACP) Credit / debit card Receipt required

Credit/debit payment Exp /

Issue no. (Switch only)

Name (as on card) _____ Signed _____ Date _____

I agree to abide by the booking terms & conditions (see below)

Booking terms & conditions

Cancellations before 7 November 2005 will receive a full refund less £25 administration charge. Regrettably cancellation requests after this time cannot be refunded although substitute delegates are acceptable providing BACP receive a minimum of seven days' notice. The deadline for booking your place is Friday 11 November.

All charges are inclusive of VAT.

Invoicing – please note that we can only raise an invoice if you send an official purchase order with your booking form. Invoices must be paid within 28 days. Please make cheques payable to BACP and return to: BACP House, 35–37 Albert Street, Rugby, Warwickshire CV21 2SG. **For any queries please contact Tracey Lawson on 0870 443 5241 or email tracey.lawson@baccp.co.uk**

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Workshop choices

Please specify your first and second choice preference for both workshops – in the morning and the afternoon

Workshop 1: 11.30am–1.00pm

		1st choice	2nd choice
Jenny Biancardi	Working effectively with trauma	<input type="checkbox"/>	<input type="checkbox"/>
Chris Head	Understanding and working with the impact of family conflict	<input type="checkbox"/>	<input type="checkbox"/>
Sally Ingram	Young people and self harm: interventions, best practice and policy	<input type="checkbox"/>	<input type="checkbox"/>
Jane Kitsen	Attachment and learning disability	<input type="checkbox"/>	<input type="checkbox"/>
Brenda Meldrum	Effective communication with children: the power of sand play	<input type="checkbox"/>	<input type="checkbox"/>
Bill Merrington	Supporting and counselling bereaved children	<input type="checkbox"/>	<input type="checkbox"/>
Jim Rose	Nurture groups – effective early intervention	<input type="checkbox"/>	<input type="checkbox"/>
Trisha Waters	Therapeutic Storywriting	<input type="checkbox"/>	<input type="checkbox"/>
John Wheeler	Systemic issues – one foot in the web	<input type="checkbox"/>	<input type="checkbox"/>
Steve Wooldridge & Jill Knell	The effectiveness of peer support as an anti-bullying measure	<input type="checkbox"/>	<input type="checkbox"/>

Workshop 2: 2.05pm–3.35pm

		1st choice	2nd choice
Jenny Biancardi	Working effectively with trauma	<input type="checkbox"/>	<input type="checkbox"/>
Chris Head	Understanding & working with the impact of family conflict	<input type="checkbox"/>	<input type="checkbox"/>
Sally Ingram	Young people and self harm: interventions, best practice and policy	<input type="checkbox"/>	<input type="checkbox"/>
Jane Kitsen	Attachment and learning disability	<input type="checkbox"/>	<input type="checkbox"/>
Brenda Meldrum	Effective communication with children: the power of sand play	<input type="checkbox"/>	<input type="checkbox"/>
Bill Merrington	Supporting and counselling bereaved children	<input type="checkbox"/>	<input type="checkbox"/>
Jim Rose	Nurture groups – effective early intervention	<input type="checkbox"/>	<input type="checkbox"/>
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John Wheeler	Systemic issues – one foot in the web	<input type="checkbox"/>	<input type="checkbox"/>
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Workshop presenters (continued)

Steve share a passionate belief that schools should develop a real sense of care and empathy in the school community, and should have a range of support systems for all who suffer from bullying and harassment.

8. Bill Merrington Supporting and counselling bereaved children

This workshop looks at the attachments children form, and the impact upon the child when a bereavement occurs. A study of therapeutic models of support.

Bill Merrington is a Canon in the Church of England. As a counsellor Bill has worked in Coventry and Warwickshire running bereavement groups for children and PTSD in schools. Bill wrote *Suffering Love, Alices dad* and *The Hideaway*, all relating to bereavement in families.

9. Chris Head Understanding and working with the impact of family conflict

The workshop will enable delegates to gain a greater understanding of the impact that family conflict has on the lives of children and young people. It will promote discussion around safe practice when counselling young clients with presenting issues of family conflict and domestic violence.

Chris Head is an experienced counsellor and supervisor specialising in working with children and young people. She is the clinical supervisor for both the young people's and family counselling services at Coventry Relate. Chris has many years' experience working in inner city schools where family conflict and domestic violence are an issue for many young people.

10. Trisha Waters Therapeutic storywriting

Therapeutic storywriting uses the metaphor in stories written by both pupils and teacher/counsellor to help pupils process difficult feelings. Evidence-based research has shown that therapeutic storywriting groups help develop emotional literacy while also increasing pupils' motivation to write. The approach is most appropriate for pupils in the 7–12 age range. The workshop topics will include:

- Story metaphor as a medium for empathic communication
- The principles of therapeutic storywriting – illustrated with a case study
- The relationship between cognitive and emotional development
- The teacher's/counsellor's

story (exercise)

- Using active listening skills in the context of storywriting
- Group and individual work

Trisha Waters is an educational therapist and author of *Therapeutic Storywriting* (David Fulton, 2004). She has worked as a class teacher, SENCO and senior manager in both special and mainstream schools. Trained initially as a psychosynthesis therapist, she also has an MA in therapeutic interventions in primary schools. Trisha set up the therapeutic teaching course at Crawley College and led the south-east region SEN therapeutic storywriting project. She currently works as an educational consultant and has trained teachers and counsellors in 14 education authorities to set up therapeutic storywriting groups.

Venue information

King's College London

Campus: Waterloo
Venue address: Franklin-Wilkins Building, 150 Stamford Street, London SE1 9NN

History and background

King's College London is one of the two oldest and largest colleges of the University of London: a major multi-faculty university institution with some 19,200 students. It has a leading position in UK higher education and a world-wide reputation for research and teaching.

King's occupies several historic sites in central London. These include the Strand (its founding campus, next to Somerset House); the former Public Record Office building in Chancery Lane; Guy's Hospital, London Bridge; Denmark Hill, South London, and St Thomas' Hospital, Lambeth Palace Road.

Waterloo campus

The Waterloo campus is next door to the South Bank Centre, and five to 10 minutes' walk from the Waterloo mainline, underground and Eurostar stations. This campus comprises the Franklin-Wilkins Building (fully refurbished in 1999), where the conference is being held.

The Franklin-Wilkins Building has a choice of modern well-appointed lecture theatres and smaller teaching rooms located over four floors. All rooms are fully air conditioned and are accessible by wheelchair.

Dining facilities: The first floor offers a highly versatile dining area which provides a café-style service to users.

Location map – Waterloo campus



Directions for Franklin-Wilkins Building from Waterloo

- ▶ Come out of exit 5 (opposite the internal Eurostar entrance) go down the steps and into the subway on your left.
- ▶ Follow the path through the subway which will bring you out by the IMAX cinema.
- ▶ Follow signs to Stamford Street and King's College (first exit right) and take the stairs up to your left.
- ▶ You should be on the corner of Stamford Street and Waterloo Road in front of the Post Office.
- ▶ Cross Stamford Street by the crossing at the top bringing you in front of Schiller University and walk down until you come to FWB.



CCYP Conference 2005

'Distress and resilience: creating confidence for change'

Saturday 26 November 2005
King's College London

