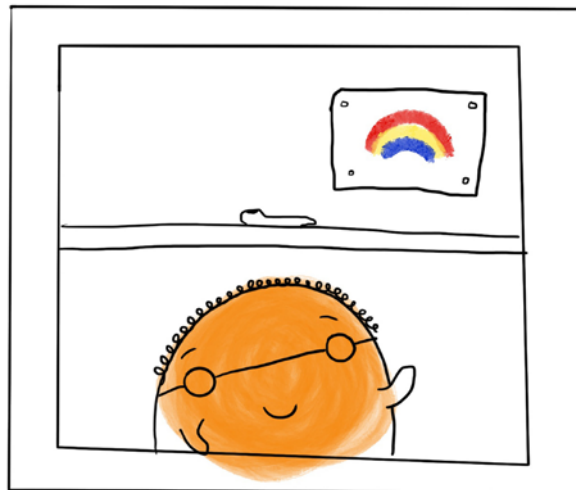


SENSORY ATTACHMENT INTERVENTION CONSULTANCY

www.sensoryattachmentintervention.com



THE JUST RIGHT STATE CHILDREN'S PROGRAMME & THE JUST RIGHT STATE PARENTS' PROGRAMME

Dates: (Part One) 2nd & 3rd December 2021

(Part Two) 13th & 14th January 2022

Course Tutors: Éadaoin Bhreathnach & Chris West

Fee: £850 no VAT

Contact: traininginsai@gmail.com

Course Overview

Entry Requirements:

Participants must have either completed SAI Foundation Training or SAI Adolescent and Adult Course.

This 4 day course will train Professionals in the use of The Just Right State Children's Programme and Parents Programme.

The Just Right State Children's Programme

The Just Right State programme looks at the use of sensory activities and foods, to help children learn how to self regulate their emotional states and behaviour. It also uses cartoon characters called 'The Scared Gang' to represent the different survival and attachment patterns of behaviour. The different characters tell the children how they react to situations and what each of them does to achieve the 'just-right state.' The goal of the programme is to enable children become more emotionally aware of themselves and of others, to give them simple tools to enable them to self regulate and achieve the 'just right state', whether it is to engage in academic learning, interacting with their peers, or to be able to get a good night's sleep.

Children are seen in groups of four to six for one hour fifteen minutes once a week.

The Just Right State Parent's Programme

Parents learn how to regulate their child from sensory and attachment perspectives. The aim of the programme is to enhance parents' awareness of their own engagement patterns and how this impacts on their child's emotional states. It also addresses the underlying reasons for behaviours. Parents first complete a sensory-attachment profile questionnaire that looks at the survival, sensory, and attachment behaviours of their child. They learn about; the different levels of self-regulation (physiological, sensory, emotional, and cognitive); the regulating effects of food and activities; and how to create an enriched environment that is tailor made both for them and their child's sensory-attachment needs.

Parents of the children attending the JRS programme meet together for two hours once a week for six weeks. It runs in parallel to their children's programme.

The children's facilitators also lead the parents' programme.

Course Presenters:

Éadaoin Bhreathnach is the Clinical Director of the Sensory Attachment Centre at Ash Cottage in Co Down, Northern Ireland. Éadaoin is a Consultant Occupational Therapist & Attachment Counsellor. She is a visiting lecturer on the University of Roehampton M.Sc. Attachment Studies Course. She worked for fifteen years in the National Health Service as a clinical practitioner and in senior management. During that period she founded the Irish Sensory Integration Association and later collaborated with colleagues in England and Scotland to establish the Sensory Integration Network UK and Ireland.

In 1990 she set up in private practice to further develop her professional interest in Sensory Integration and Attachment Trauma. Statutory Agencies only referred their most challenging cases (children and adults), who either struggled with or resisted all interventions. She observed they shared common traits such as a heightened and a persistent sense of fear, an over or under reaction to sensory experiences, and difficulty engaging with others. She knew from her Sensory Integration training that regulation of arousal states is imperative before the individual can engage in tasks or with others. Her training in Attachment (DMM) also informed her how individuals are disposed to behave when their core fears are activated. Clinical observations led to a new awareness of how trauma impacts on sensory processing and led to changes in her clinical intervention and approach to assessments.

Éadaoin's work has been presented in Ireland, the UK, Spain, Italy, Finland, USA, Australia, and New Zealand. She is currently involved in collaborative research with Academics and clinically based Occupational Therapists, exploring the impact of Developmental Trauma on sensory processing, attachment patterns, and physiological stress patterns. She is also currently developing a coding system for use in attachment assessments, which identify arousal states and sensory motor behaviours.

Professional & Academic Qualifications

- 1976 Dip COT St Joseph's College of Occupational Therapy, Dublin, Republic of Ireland.
- 1993 M.Sc. Guidance & Counselling Ulster University, Northern Ireland.
'Therapeutic approaches used with sexually abused pre-school and primary school children'.

Key Post Graduate Certificates relevant to the JRS Course

- 1989 Neurodevelopmental Therapy (Bobath Centre London)
- 1994 Adult Attachment Interview (AAI) (Crittenden's DMM)
- 1996 Sensory Integration & Praxis Tests (SIPT)
- 2010 Somatic Experiencing, Intermediate Level (Trauma Healing Intervention)
- 2019 Shinrin Yoku Practitioner (Introductory Level)
- 2020 MIM method D-EIS (Dyadic Emotional Interaction Style) Scoring

Additional Relevant Post Graduate Training

- 2000 Advanced Course in Assessing & Treating Infants with Multisensory Interaction Problems (De Gangi)
- 2002 Floortime (Greenspan)
- 2009 Reflective Functioning, The Parent Development Interview (PDI)
- 2010 Theraplay & MIM Level 1
- 2012 Dyadic Developmental Psychotherapy (DDP) Level 1
- 2016 The Meaning of the Child Interview (MoTC)
- 2018 The Child Attachment and Play Assessment (CAPA)
- 2021 MIM Method FIS (Family Interaction Style) Scoring
- Sensory Integration Education The Master Class Series
- 1. How to Use the SPD Nosology: Clinical Understanding and Application
- 2. Sensory Integration /Processing and a Sense of Self
- 3. ADHD, SPD, or both?

Chris West is an independent Occupational Therapist, and works in Devon running an Adoption Support Agency with her co-director. She is a Level 2 Trained Sensory Attachment Intervention Therapist, and member of the SAI Training and Education Board. Chris has previously been a director with Sensory Integration Education.

Chris' interest and work with children and their families who have experienced trauma began in 1990 when she took up a post working in a Child and Adolescent Mental Health service, where she worked for 5 years, providing individual and group based work, within a multi-disciplinary team. It is without doubt that this is where her passion began in working individuals who had adverse early experiences that was impacting on their self-regulation and co-regulation, and their ability to connect with others, and the world around them.

Post qualifying Chris worked in forensic mental health as an Occupational Therapist. In the last 10 years of practice as an Occupational Therapist Chris has been working in the field of looked after children, in particular within a secure adolescent unit, and adoption, where the young people have experienced developmental trauma. Their carers/parents often also have their own trauma history, or experience vicarious trauma, and often the combination of these two things together have an understandable and significant impact on their ability to engage, relate, regulate and co-regulate, and feel safe. The two main approaches Chris uses when working with individuals is sensory integration, and sensory attachment intervention, both of which recognise the power of sensation and the body, and the importance of integration of the senses to support physical and emotional development of the individual. It also recognises the art of co-regulating and self-regulating activities through the use of sensory and emotionally regulating experiences, to enhance their ability to enjoy and engage in the relational and physical world around them.

Professional & Academic Qualifications

1998 BSc Occupational Therapy (Hons)

Key Post Graduate Certificates relevant to the JRS Course

2013 Advanced Sensory Integration Practitioner (SIE Modules 1-4),
2019 Reliable Coder Child Attachment Play Assessment (CAPA)
Shinrin Yoku Practitioner (Introductory level)
Reliable Coder D-EIS (Dyadic Emotional Interaction Style)
2021 Advanced BPS Approved Certificate in Clinical Supervision

Additional Post Graduate Training

2013 Sensory Integration & Praxis Tests (SIPT)
2016 Attachment and Psychopathology (Dynamic Maturation Model)
2017 Video Interaction Guidance (VIG) Dyadic Developmental Psychotherapy (DDP) Level One
2018 Attachment Informed Practice Meaning of the Child (MOTC) Child Attachment and Play Assessment (CAPA)
BPS Clinical Supervision
2019 MIM Method, D-EIS (Dyadic Emotional Interaction Style) Scoring
2021 MIM Method FIS (Family Interaction Style) Scoring

JUST RIGHT STATE COURSE TIME TABLE

DAY 1

- 9.15** Log into zoom room.
Please make sure you are in the waiting room by **9.25** at the latest, for a **9.30 start**.
You will be able to be in the waiting room, and still get yourself a drink etc, and we can 'admit you' to the room when it's time to start.

JRS Children's Programme

- 9.30** Start.
Introduction to the Programmes:
Background.
Theoretical Background & Hypothesis.
Summary Review of Attachment, Sensory, and Physiological Patterns.
Provision of Care Questionnaire.
Summary of the Play Programme.
- 11.00** Tea Coffee Break, Regulating Snacks.
Opportunity to link with other course participants.
This will be the case for all breaks.
- 11.30** The JRS Play Programme Practical.
First experience of the ball play exercises.
Discussion on the regulating properties of each activity and what is required in terms of sensory motor development.
- 1.00** Lunch.
- 1.45** Review of practical.
Questions and Guidelines for Facilitators.
Interpretation of children's self-initiated sensory seeking behaviours.
- 2.45** Break.
- 3.00** JRS Play Programme Practical. Ball and Clay exercises.
Repeat of ball play exercises.
- 4.00** Finish.

DAY 2

JRS Children's Programme Continued.

- 9.30** Start.
Play Programme - Practical
Regulation of Emotion: week 1 to 6.
- 11.00** Tea, Coffee, Regulating Snacks.
- 11.30** Use of Charts & Activity Book for Children.
JRS Activity & States of Arousal Chart.
Activity Book for Children: includes visual motor integration activities & regulating art.
Scared Gang Chart: Red, Green, & Blue Zones of Regulation.
JRS Self Regulating Chart.
Scared Gang States of Emotion Laminated Card.
Scared Gang Playing Cards.
- 1.00** Lunch.
- 1.45** Children's Feedback Forms. (CD)
Use of JRS Children's Programme: with diverse populations, in clinic, social services, and educational settings. Individual and group programmes.
- 2.45** Tea/Coffee
- 3.00** JRS Play Programme: ball & clay exercises
Hand Spa.
- 4.00** Finish.

DAY 3

JRS Parent's Programme.

- 9.30** Introduction to Parent's Programme.
Home Visit, Introducing the programme to parents, consent to video form.
Format for Weekly Sessions.
Levels of Self Regulation: Level 1 Autonomic Regulation.
Use of Hot Towels Practical.
Demonstration of Making Hand Spa Scrub, Washing & Drying Hands.
Completion of Level 1 Worksheet, Enriched Environment Chart.
Homework for Parents.
- 11.00** Tea, Coffee & Toast.
- 11.30** Levels of Self Regulation:
Level 2 Modulation of Sensation and Emotion (2.5 hours)
Sensory-Attachment Patterns (Bhreathnach)

- 1.00** Lunch.
- 1.45** Levels of Self-Regulation:
Level 2 continued.
Using the therapy ball, regulating play. (PRACTICAL – check room)
Completion of Level 2 Worksheet.
Homework for Parents.
- 2.45** Tea/Coffee Break
- 3.00** JRS Play Programme Practical
Repeat of Ball Play Exercises.
- 4.00** Finish.

DAY 4

JRS Play Programme Continues.

- 9.30** Levels of Self Regulation.
Level 3 Sensory & Emotional Interpretation.
Games, completion of Level 3 worksheet.
Homework for Parents.
- 11.00** Tea/Coffee & Toast.
- 11.30** Level 3 continued.
- 1.00** Lunch.
- 1.45** Levels of Self Regulation.
Level 4 Sensory & Emotional Organisation.
Games, Completion of Level 4 Worksheet.
Homework for Parents.
- 2.45** Tea/Coffee Break.
- 3.00** Parent Review of the Programme.
- 3.30** Finish.