

## Application form

Please complete this form and return it to  
Administration, Caspari Foundation, 53 Eagle Wharf Road,  
London N1 7ER.

Tel 020 7704 1977. Fax 020 7490 8570.

Email [admin@caspari.org.uk](mailto:admin@caspari.org.uk)

Name \_\_\_\_\_

Profession \_\_\_\_\_

Employer \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Postcode \_\_\_\_\_

Tel \_\_\_\_\_

Email \_\_\_\_\_

### Events applied for (tick all that apply)

- Looked after children **Ref: CFS15**
- Loss and its effect on learning **Ref: CFS16**
- Therapeutic groups in primary schools **Ref: CFS17**
- Effect of trauma on learning **Ref: CFS18**
- The school as an organisation: its impact on children and learning **Ref: CFS19**

Each event £45 (£25 members or students)

I enclose a cheque for £ \_\_\_\_\_ (insert amount) made out  
to Caspari Foundation

- Please invoice me/my employer  
(address must be as above)

## What is Caspari Foundation?

Caspari Foundation is an independent charity that helps children and young people overcome emotional, learning and behavioural difficulties. It has been the leading provider of educational psychotherapy in Islington and beyond since 2000. Educational psychotherapy was developed by Irene Caspari, Principal Psychologist at the Tavistock Clinic, London.

At the Foundation we use tried and trusted ways to measure the effectiveness of what we do. All our therapists have many years' experience of teaching young children with emotional and learning difficulties, have received specialist training in educational psychotherapy and are registered with the UK Council for Psychotherapy.

Please get in touch if you would like to find out more. Our team will be pleased to talk to you and answer any questions you may have.

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email: [admin@caspari.org.uk](mailto:admin@caspari.org.uk)

[www.caspari.org.uk](http://www.caspari.org.uk)

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Company Ltd by guarantee 3815700



for emotional  
wellbeing and  
learning



## Calendar of events June 2010 – June 2011



Educational psychotherapy is a highly effective way of supporting children with emotional and behavioural barriers to learning which hold back their educational and social development.

Training in educational psychotherapeutic approaches can help people concerned with the emotional development of children to

- broaden and deepen their awareness and understanding of the social and emotional factors affecting pupil learning and behaviour
- develop insight into what children are communicating
- develop therapeutic practice in the classroom
- develop reflective practice and an enhanced supportive ethos within the staff group and across interdisciplinary boundaries

Our outreach training programme can help schools achieve or maintain their National Healthy School Status and Every Child Matters outcomes.

“...really good to have time and space to think about my own practice, my relationship with children and staff at school. I feel more able to express myself with confidence and I guess the course has provided some containment for me, and time to reflect.”



## Calendar of events

### Looked after children

**£45 (£25 members/students) June 26th, 2010**

Looked after children often fail to achieve at school because of traumatic experiences in early childhood which interfere with their ability to learn. School can offer a stable, secure environment for children who have led turbulent lives. However these children can be challenging to engage and to teach. The presentation will examine the nature of the children's difficulties particularly in terms of relating to adults. It will provide effective ways of helping looked after children to benefit from what is offered in school.

**Ref: CFS15**

### Loss and its effect on learning

**£45 (£25 members/students) September 25th, 2010**

The emotional, psychological and social responses of children and young people who experience loss through death or separation can have an adverse impact on mental health, learning and wellbeing. The presenters look at ways teachers and others can support bereaved children and young people in the school environment and will look at the effects of bereavement within the context of social, emotional and behavioural difficulty (SEBD) services within schools. **Ref: CFS16**

### Therapeutic groups in primary schools

**£45 (£25 members/students) December 18th, 2010**

Therapeutic groups in primary schools provide a safe, secure environment that offers support for children's positive emotional and social growth. They provide opportunities for social learning through co-operation and play and emphasize the development of communication and language through interactions with their peers and adults.

This presentation will look at how therapeutic groups can help teachers and school staff promote the mental health and emotional wellbeing of children in schools in addition to how to set up a group. It will give delegates a thorough understanding of the characteristics of therapeutic groups and showcase a variety of different therapeutic group activities. **Ref: CFS17**

### Effect of trauma on learning

**£45 (£25 members/students) March 19th, 2011**

Research documenting the effects of trauma on learning and behaviour is both widespread and consistent in its descriptions of the cognitive and behavioural impact of exposure to trauma. Early childhood trauma can alter the way we view ourselves, the world around us and the way we behave and respond to our environment. Appropriate intervention can help to enable healthy learning. This presentation will help school staff and others develop the skills and experience to help traumatised children to learn more effectively. **Ref: CFS18**

### The school as an organisation: its impact on children and learning

**£45 (£25 members/students) June 25th, 2011**

Schools provide much more than academic learning opportunities for children. They are often the first place where children socialise outside of their immediate family and come into contact with authority figures who are not their parents/carers. Each school develops its own distinctive ethos which impacts on teachers and children. Looking at the dynamics of organisations can help school staff to understand the feelings generated in the workplace and how they in turn impact on children's learning. **Ref: CFS19**

“[The training has] opened my eyes to a different way of meeting and thinking about troubled children.”