

How is the course structured?

We can tailor the training to your exact needs. Depending on the length of session that you book, there will usually be:

- theoretical seminars providing insight into children's emotions and behaviour
- intervention strategies facilitating therapeutic teaching
- work discussion sessions based on members' practice and experience with children, facilitating reflective thinking about children's difficulties in school settings
- reading seminars based on related papers and books linking emotional difficulties and learning
- on multi-day courses, attendees are normally asked to complete before and after profiles of a child they work with in order to help reflection upon the effects of the course on practice and on the outcomes for the child

Can courses be taken individually?

- Each session/day of training is bookable as a one off event
- Multiple courses can also be linked over a number of days across a term or and adapted to suit your needs. These courses can be certificated by Caspari Foundation.

How long are the courses?

- Full 5 hour days run from 10am to 4pm, including 1 hour for lunch and mid-morning and afternoon breaks
- Half days and evening courses can be arranged to suit your timetable by negotiation

How much do our training days cost?

As a voluntary sector organisation we believe in providing value for money and operate a sliding scale based on the size of your organisation and the its training needs. Please get in touch to discuss your exact needs.

How to book a course

Contact our Administration Department,
Caspari Foundation, Angel Wharf, 53 Eagle Wharf Road,
London N1 7ER. Tel. 020 7704 1977 or
email admin@caspari.org.uk

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 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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Tel: 020 7704 1977
Fax: 020 7490 8570
email: admin@caspari.org.uk
www.caspari.org.uk

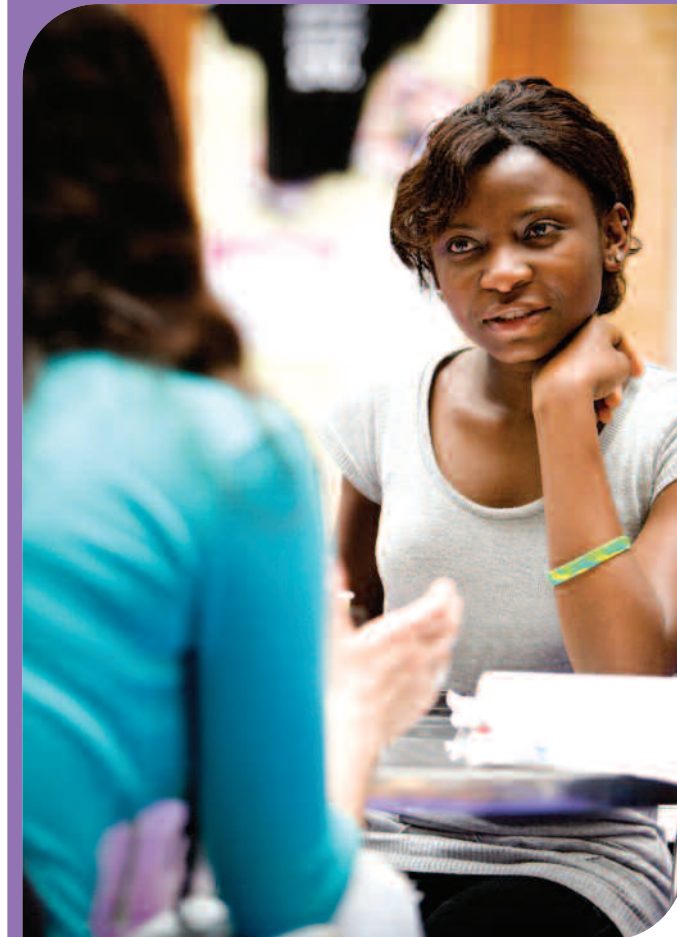
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For emotional
wellbeing and learning



Outreach training programme



How outreach training helps professionals working with children with emotional, behavioural and learning difficulties

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

Training in educational psychotherapeutic approaches can help those 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

“It is 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.”

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

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

We can design and deliver training tailored to your individual needs or those of your organisation, including

Attachment, behaviour and learning

- attachment theory as the framework for understanding children's behaviour and emotional responses
- implications of secure and insecure attachment experience
- the role of reflective practice in the development of an emotionally healthy school

Introduction to unconscious processes and learning

- projective factors and techniques used in educational psychotherapy
- clinical case study examining a child's attitude to tasks and the unconscious processes which affected her learning
- miscues and unconscious processes
- maths and unconscious processes

Working with children therapeutically in school

- use of imaginative work in a therapeutic context
- use of educational activities to help with emotional development and the capacity to learn
- real-life examples and clinical case materials

The family and the child in school

- how “looked after” children often struggle to learn in school and are over represented in CAMH services
- how close observation of children's responses in formal learning situations helps us to understand the impact of adversity and informs our choice of support and intervention

Applying psychoanalytic insight to challenges of multi-agency working

- theoretical models to underpin professionals' understanding of the challenges they face in front-line multi-agency working

Enhancing teachers' sharing skills for interagency collaboration

- developing effective inter-agency sharing and problem-solving skills
- working with social workers to share understanding of what it means to grow up in care and to consider the effect of frequent placements on children's educational performance
- the difficulties of sharing across professional backgrounds



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