

## Meet the therapeutic team and learn more about them

### Counsellors

- DDP – Level 1 & 2, trainee practitioner
- Integrative Counselling
- Counselling Supervisor
- Person-centred Counselling

### Occupational Therapist

- Sensory Attachment Level 1
- Sensory Integration

### Educational Psychologists

- Theraplay (Practitioners, Supervisor and Trainer)
- VIG Practitioner
- Thrive and Family Thrive (Practitioners and Trainers)
- Therapeutic Parenting
- DDP Level 1
- Attachment Lead

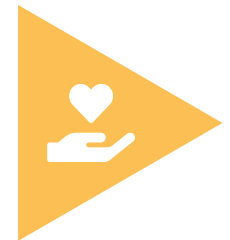
### Teachers

- Thrive Practitioners
- Drawing and Talking (Advanced)
- Group Theraplay
- Attachment Lead
- Low Arousal



## The HIVE Team Therapeutic Support

# Emotional Well being



**“Every Interaction is an Intervention”**

**Dr Karen Treisman**

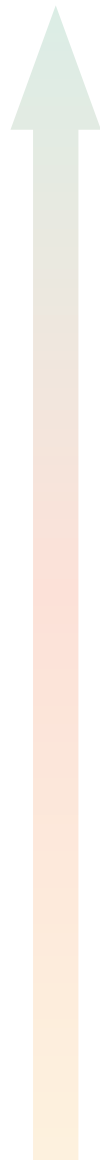
We all have a role to play in supporting the emotional needs of the children and young people we work with but some children need a more specialist approach to help them deal with past traumas, loss and to strengthen the relationships in their network.

The HIVE Team have a range of professionals trained in evidence-based approaches that we know can benefit our children and young people.

For more advice, information and referral details please go to our website:

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

The HIVE Team base their therapeutic approach on The Neurosequential Model by Dr Bruce Perry. This is a developmentally sensitive, neurobiologically informed approach to therapeutic work. It is a comprehensive and integrated approach to the child or young person and their network.



Part of Brain	Presenting Behaviour of Child or Young Person	Purpose of Support	Support / Intervention / Resources available	Assessment Tools
<b>Third Foundation</b>  <b>Neo-Cortex</b>  Thinking, learning, language and inhibiting	<ul style="list-style-type: none"> <li>Relationships with adults and peers in network in need of strengthening</li> <li>Life story not understood</li> <li>Child / Young person unsure of their identity</li> <li>Appears in need of addressing past trauma, losses and bereavements</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen relationships and build a safe network to support into adulthood.</li> <li>Increase understanding of life experiences and create clearer sense of self.</li> <li>Reduce sense of shame from past experiences</li> <li>Improve sense of self-efficacy</li> <li>Improve peer relationships</li> <li>Improve ability to access learning and plan for future</li> </ul>	<ul style="list-style-type: none"> <li>Dyadic Developmental Psychotherapy (DDP)</li> <li>Therapeutic Life Story Work</li> <li>Counselling</li> <li>Group Theraplay</li> <li>Drawing and Talking</li> </ul>	Strengths and Difficulties Questionnaire School Resilience Survey Three Houses Children's Impact of Events Scale (CRIES-8) Stirling Children's Wellbeing Scale (SCWBS)
<b>Second Foundation</b>  <b>Limbic</b>  Attachment and Emotional Development	<ul style="list-style-type: none"> <li>Adults around child (parent / carer / school staff) need support to mentalise / co-regulate</li> <li>Child / young person struggling to form secure attachments</li> <li>Adult around child / young person needs support to regulate own emotions</li> </ul>	<ul style="list-style-type: none"> <li>For parent / carers / school staff to be able to provide a secure base</li> <li>Increase ability of adult to co-regulate and mentalise</li> <li>Enhance attachments at home or school</li> <li>Improve ability to access learning</li> </ul>	<ul style="list-style-type: none"> <li>Theraplay</li> <li>Thrive (Individual and Family)</li> <li>Therapeutic Parenting</li> <li>Team Pupil</li> <li>Supervision</li> <li>Video Interaction Guidance</li> <li>Human Givens Approach</li> <li>Dyadic Developmental Psychotherapy (DDP)</li> <li>States Continuum Consultation</li> </ul>	Strengths and Difficulties Questionnaire KINDL-R (Kiddy, Kiddo & Kid) Rope Hold Me and My Home / School Three Houses Brief Parental Self-Efficacy Scale Kim's Flowers Adult Attachment Assessment Marshak Interaction Method Assessment
<b>First Foundation</b>  <b>Reptilian</b>  Brainstem / Primitive brain  Sensory motor input and Survival	<ul style="list-style-type: none"> <li>Often in survival mode fight / flight / freeze</li> <li>Has difficulties regulating emotional responses</li> <li>Instability at home or education</li> </ul>	<ul style="list-style-type: none"> <li>Enhance sense of safety</li> <li>Encourage and support co-regulation with adult</li> <li>Increase stability at home and / or school</li> </ul>	<ul style="list-style-type: none"> <li>Sensory Attachment Intervention approaches</li> <li>Therapeutic Parenting</li> <li>Theraplay</li> <li>Thrive</li> <li>The Key Programme</li> <li>'In Balance Together' programme</li> <li>Trauma related skill-building sessions</li> </ul>	Occupational Therapist Sensory assessment Fagus assessment Thrive assessment Brief Parental Self-Efficacy Scale Me and My Home / School Marshak Interaction Method Assessment