



THERAPEUTIC COUNSELLING

Counselling is a 'talking therapy' and allows a person (child or adult) to discuss any difficult feelings in a safe and confidential environment.

Counselling can help with bullying, bereavement, trauma, relationships, stress, anxiety and low self-esteem. Counselling can also help a person understand other people's point of view which can shed light on the way a person interprets words or actions.

A Counsellor will not tell a person what to do, but can help a person to understand the way they think and develop a clearer understanding of their problems to enable them to navigate their way through any difficulties and eventually feel more positive. In doing so a Counsellor may :

- assist in creating a plan of action to help reconcile the issues OR
- help a person find ways of coping



WINNER OF THE

OUTSTANDING ORGANISATION AWARD 2017

The Bungalow Partnership was announced 'winner' of the *Outstanding Organisation Award 2017* at the Volun-Cheers Award Ceremony on Tuesday 9th May at Teesside University.

We were recognised by Teesside University for our role in supporting their Psychology and Counselling students in volunteering roles within our schools. Our schools have been extremely accommodating by allowing the volunteers to gain invaluable practical experience and enhance their skills and knowledge whilst providing schools with additional support for small groups and individual children. A BIG 'thank you' to all those schools involved for your support.



Therapist Spotlight

Nikki Dickens has been working with the Bungalow Partnership for nearly 4 years, having completed Psychotherapeutic Counselling training with The Northern Guild. Nikki has a wide range of experience in supporting people that has included roles within management, co-ordination of volunteers for Barnardo's Services and direct work with children and families.

Nikki provides therapeutic support to children, young people and families across Middlesbrough and Stockton. Within her work Nikki provides children and young people with a range of creative and play materials to help them to express themselves and communicate their needs.

Those who know Nikki find her to be a passionate advocate for the children that she supports and her energy and playfulness make her sessions uplifting and just the ticket for children who are struggling to find their voice. Nikki spends much of her week visiting children and young people in various schools and meeting parents to support them in helping their children to achieve their potential.

We are very fortunate to have Nikki as part of our team as she has an unwavering belief in each child's capacity to develop in their own unique way and has the vibrancy and warmth to make the impossible appear possible! Anyone who has met Nikki will comment on her unique laugh and the frequency with which her laughter features in her sessions and interactions with children, parents and professionals. Nikki works tirelessly here at The Bungalow Partnership to bring laughter and joy back into the lives of the children she supports.



RAISING FUNDS for The Bungalow Partnership

Dave, husband of Tina Jackson (PSA) at Rose Wood Academy is once again embarking on a cycling event to raise funds for

The Bungalow Partnership. Dave, who works for Ashburn Wealth Management is cycling 150 miles from the East Coast to the West Coast in the **Longest Day 'DAWN TIL DUSK' event on Saturday 24th June 2017**. All funds raised will be used to provide 'continued' therapeutic support during the 6-week summer break for those children who may otherwise be at risk or reach crisis point. If you want to help by sponsoring Dave please contact The Bungalow Partnership for a sponsor form.

CONGRATULATIONS TO

Green Lane Primary Academy who

continue to be 'Good' in their OFSTED Inspection which took place in January 2017.

Ofsted said *"Your strong child-centred values and high expectations are at the heart of the school's work. Crucially, you have built a strong, cohesive and passionate committed team of leaders and staff who share your values, ambition and determination for every one of your pupils to be 'the best they can be'.*

Well done from all at The Bungalow Partnership.





Year 6 Resilience Group Work

Marie Blythe, Play Therapist was commissioned by Hartburn Primary School to provide a 6-week resilience intervention programme for a group of Year 6 pupils during the Spring term.

The group sessions explored *Identity, Emotional Expression, Self Perception, Self regulation, Team Work Skills and Transition and Endings*. The activities were designed to develop confidence, resilience and prepare pupils for the challenges of school transition. Activities were adapted to meet the needs of the individuals and involved personal exploration and group discussion. A wide range of creative media were provided to allow pupils a range of ways to communicate their feelings, experiences and needs. Group discussion and individual presentations was embedded within the session and provided each pupil with an opportunity to be heard, contribute to discussions and receive feedback. All participants gave very positive feedback about the sessions and said they would attend another Bungalow Group.

USING PLAY DOUGH IN PLAY THERAPY



Playdough is the perfect resource in play therapy, **it can be created into anything that is needed ...** and you can use playdough to make it!

Use playdough as an assessment tool, have the child **create themselves out of playdough** (It's a variation of a Draw-a-Person assessment) and can be interpreted somewhat the same. Think about how it would feel to be that person ... does that person look capable, friendly, happy, open to the world? Ask the child about your interpretations i.e., "Hmm, I'm wondering ... your person looks like he's pretty stuck without any feet. I wonder if he feels like he can't move." Sometimes the child will agree with me ... and sometimes I'll get a response like this, "No, I just ran out of that colour" This use of playdough can be great at the beginning of session as an ice-breaker to start to get to know each other .

UNDERSTANDING 'FIGHT OR FLIGHT'

Imagine sitting outside on a beautiful summer's day with friends having a picnic. The sun is shining and you settle down to chat to a friend. A fly lands in your hand, you barely register it, but notice it enough to brush it off. Past experience has told us that flies don't cause us any harm and you don't get overly bothered by it.

Now imagine yourself in that same situation, but four weeks before you had a really bad reaction to a bee sting and went to hospital for life-saving treatment. It's taken you ages to feel better again and you've not ventured into your garden since. How do you think you feel this time round? Your body responds completely differently – at the first sign of a flying, buzzing creature you recognise and remember danger. The sympathetic nervous system leaps into action and triggers a host of bodily responses - increased heart rate and blood pressure, the body ready to do whatever to respond to the threat. By the time you realise it's only a fly that's landed on your arm you're already primed for *fight or flight* – and that's just one bee.

We know that memories associated with fear last a long time. Now imagine that instead of it being an adult and swarming bees, it is a child and abuse and neglect that's happened day in, day out for most of their lives, and we can begin to see why their 'off' switch doesn't kick in. These children are functioning all the time on their sympathetic nervous systems which inhibits the brain storing good memories and getting back to a less aroused state. Some people have described it as being like an emotional short-circuiting or like living with an over-sensitive smoke alarm inside your head. The merest sniff of something that might be in the vicinity of something that might once have been dangerous is enough to set the smoke alarm ringing. This triggers the *fight or flight* response without the child being able to stop and notice what's going on around them and think about whether it is a dangerous situation.

The bees was a very simple example, where it's quite easy to see the connection between a scary event and a reaction. Unfortunately it's not always that straightforward. Our experiences build up our perception of the world, layer by layer over time, until foundation layers are so long ago that we can't recall them; it's often impossible to trace the thread that goes from reaction to foundation experience. Children who have experienced abuse and neglect usually can't explain why they've done something or reacted in a certain way. It's not usually that they're being deliberately obstructive, but the underlying reasons will be buried deep and they probably won't have access to them.

If we think of children who have had months and perhaps years of abuse and neglect, we can begin to understand the importance of being able to notice when a child has shifted into a *fight or flight* response, because the first job is to try and get them back into the state of mind where they're feeling safe and calm.

Taken from *Improving Sensory Processing in Traumatized Children*
Sarah Lloyd 2016

FORTHCOMING TRAINING EVENTS

Attachment & Trauma : Wed 27th September 2017

Anger Management : Wed 1st November 2017

Autism Awareness : Wed 29th November 2017

Places are limited, to book please contact The Bungalow Partnership