

Advanced Practitioner Certificate in Parent-Child Relational Health (live streaming on-line)



Admissions

The training is for practitioners who work directly with parents in schools or organisations. Qualification (not just attendance) required from TISUK or wellbeing training, counselling or psychotherapy.

Vision and aims

This training course aims to empower practitioners with a wealth of evidence-based interventions that support both parent and child mental health. The training is backed by cutting edge research on the neuroscience and psychology of parent-child interactions (over 800 research studies).

When parents haven't been parented themselves with emotion coaching, PACE (play/acceptance/curiosity/ empathy) affect attunement, mental state talk, relational repair etc, why should they know how to parent in this way? Yet when these experiences are missing, negative interactions can all too easily become the norm, resulting in parents and children having a miserable time together, often for years. This then impacts negatively on both parent and child mental health.

So, this training is designed to support practitioners in skilling parents with effective relational interventions that bring consistently contactful connections. As part of this, practitioners will learn how to model voicing empathy, engaging in social joy, staying regulated and attuned under stress, all from a position of PACE. The training also includes skills in how to a) run 'tea and talk time' psycho-education groups for parents who want help in how to respond well in challenging situations b) carry out effective therapeutic sessions with parent-child dyads where relational repair is needed. The training will also include small group supervision of work-based learning.

Benefits from attending

Gain skills in how to support parents to:

- Develop the art of PACE, mental state talk, social joy and relational repair.
- Understand transactional analysis including being able to cross transactions and avoid psychological games.

- Use DDP interventions effectively e.g., speaking about the child/speaking for the child
- Mentalise, attune to and engage with children at different developmental stages: infancy, middle childhood, the teenage years.
- Make the shift from stress-inducing to stress reducing-interactions.
- Engage in conversations on sensitive issues with children and teenagers.
- Create a family atmosphere which is enriching and contactful instead of stressful and/or with family members in separate rooms/on their own devices.
- Stay regulated and contactful in the face of behaviours that challenge.
- Put down boundaries in a way that is respectful and non-shaming.
- Address their own mental health/recognise when they've got triggered and what to do about it.

Assessment

Evidence of relational skills with peer and staff throughout the training. Short PowerPoint presentation evidencing effective relational work with a parent or group of parents. Please note: the training can be attended without assessment and the award.

Time commitment

5-day training including assessment

Day 1 and 2 training intensives

1 month break for work-based practice

Day 3 and Day 4 training intensives

1 month break for work-based practice

Day 5 presentations of work-based learning (observation only option for people who are attending only)

To apply and for more information

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