



# EDUCATING BOTH THE MIND & THE HEART

Quality Education With Care Ltd

We have grown used to daily reports of violence, gang wars, rude behaviour, delinquency, vandalism, bullying, and low teacher morale. Some teenagers and children can seem completely un-teachable, disrespectful, immune to behaviour management strategies, and rejecting of anybody who dares to care. Yet their disruptive and hostile attitude is not simply willful defiance, but often originates in profound feelings of fear, shame, and powerlessness.

Those of us wanting to support troubled and troubling children and young people can feel deskilled and apprehensive when trying to relate to them, but finding the right approach can help them to flourish within our communities. The research shows that a sense of real connectedness with just one caring adult in their lives is enough to end their sense of aloneness, anger, feelings of being misunderstood, and prevent them from doing to others what was done to them (Sunderland, 2015. Sroufe, 2009). Hence the essential need for this course, especially when so few adults are specifically trained to work therapeutically with this challenging age group.

At **QEW**C we are firmly of the belief that relationships are the vehicles for social and emotional growth, and with the right approach, all our children and young people can learn how to monitor their emotional responses, tolerate some level of anxiety, respond to situations creatively and flexibly, move towards greater wellbeing and develop more positive patterns of relating. We believe that all of us, regardless of our professional positions and educational backgrounds, can do this work, if we focus on building an empathic relationship based on hope, trust, love, autonomy and respect.

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## Who Should Attend

This course is designed for those who already support troubled children and teenagers but who have had no formal training in counselling. It will provide participants with essential skills and sound theoretical knowledge necessary to work creatively, therapeutically, empathically and ethically with the children and young people in your care.

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*“The content of our course is both impactful and interactive and has my peers and I simply mesmerized”*

*Nick Richards  
Teacher & Senior Leaders  
★★★★★*

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## Content

- The course content
- Benefits
- Dates and course cost
- Student feedback
- About the Trainer:  
**David Taransaud**

# The Course Content



## During the training a range of themes will be explored, including:

- Child and adolescent development (emotional and social development; physiological , cognitive, and neurobiological changes; regression and individuation).
- The impact of abuse, deprivation, and adverse childhood experiences on emotional development.
- The inner world of the emotionally wounded children and young people (CYP).
- How to rebuild trust: practical tools for creating a safe, compassionate, predictable and robust environment in order to facilitate emotional growth, impulsive control, social interactions, and increase potential, independence, and problem-solving abilities.
- Self-Awareness: Understanding how our own untended wounds and unmet needs can negatively impact upon our interventions with CYP.
- Dealing with our own feelings of shame, fear and powerlessness, and how to use them to guide our interventions.
- Working with resistance, aggression, rejection, withdrawal and shame.
- Tools and techniques to safely connect and communicate with 'hard to reach' CYP and help them explore their experiences as they take place in us.
- Understanding and working with non-verbal communication.
- Creative strategies to safely bypass the protective walls CYP have built around their hurt and shame, and how youth culture can help us safely access and navigate their inner landscape.
- Issues and implications of working with self-harm and destructive behaviour in CYP as means of communication,
- How to be like a 'good-enough mother' (Winnicott, 1965) and act as an auxiliary ego in which our students can rediscover their inner truth, increase their social functioning, and learn how to be both vulnerable and robust.
- How to enable CYP to progress their feelings rather than unconsciously act them out, discharge them, or defend against them.
- How basic counselling skills can be used in a classroom/care environment.
- Working with our students ' immediate environment: strategies to work sensitively with parents, carers and teachers who need help to reflect on their relationships with young people in their care.



- Working knowledge of the therapeutic journey from initial meeting to ending process (i.e. how to assess, set up a contract, refer, reflect on sessions and on personal blocks, take notes, make use of supervisory support, etc.)
- How to assess the needs of CYP on an ongoing basis; and develop programs designed to meet these needs
- Supervisory support to further enhance personal awareness, and maintain ethical and professional practice.

## Benefits

### **This course will provide participants with:**

- A map to access, navigate and negotiate the complex inner world of challenging and aggressive children and adolescents.
- Practical tools for creating a safe holding environment where both adults and CYP can develop meaningful and robust working alliances.
- Innovative strategies to re-awaken attachment needs and bypass the protective walls emotionally wounded CYP have built around their shame and hurt.
- Creative activities and how to use them to support challenging CYP expand their behavioural options, develop new and healthier patterns of relating, solve conflicts peacefully, return to a more flexible way of living, and become successful learners.
- The ability to use the expressive Arts to help CYP work through their emotions and enhance their capacity to see and act upon creative options, as opposed to resorting to fixed patterns of relating.
- The ability to complement the strengths of your organisation by providing practical and emotional support to staff, parents and carers.
- Tools to assess the emotional wellbeing of your students on an ongoing bases; and to plan, organise and develop programs designed to meet the needs.

## Participants will also be provided with

- Code of ethics, code of practice and code of professional conduct for working therapeutically and ethically with CYP.
- Easy to use assessment tools to be used to set formal and/or informal treatment plans, and provide feedback to school management .
- Referral forms for parents/teachers and parental consent forms.
- Student/ Therapeutic mentor contract.



## Dates and Course Cost

### FEES (per person)

£1,400.00

### Venue

Cambrian House

Brymbo

North Wales

### Dates

Two days per month from January 2020 to June 2020  
(**dates to be confirmed**).

## For more information

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*"I can honestly say this course has opened my eyes and my mind."*

Julie Belk  
Foster Parent  
★★★★★

*"Without a doubt I can say that this course is the most compelling and inspiring that I've ever attended."*

Sue Goodrum  
Student Support/ Family Engagement  
Worker  
★★★★★

*Fascinating theory, practical tools, techniques and the sharing of personal experiences made this course the most interesting I've attended.*

Samantha Boxall  
Teaching Assistant  
★★★★★



## Feedback from Previous Students

*“When you are asked to provide feedback for a course it is normally very easy and straightforward. However, providing feedback for this course feels so much more complex!! This course is different, the tools you are given are not just for the children and young people with whom you work but for yourself. I have learnt that in order to understand and empathise with children and young people who are not yet SECURE (Strong, Enabled, Connected, Understood, Reassured and Empowered), it is essential to look into yourself and acknowledge your own vulnerabilities. This course has been a labour of love and at times hate, it has been empowering and compelling and a journey I have been lucky to share with some fantastic people.”*

**Shula Franklin - Teaching Assistant - West Kirby School (2017 - 2018)**

*“Without doubt I can say that this course is the most compelling and inspiring that I have ever attended. The knowledge, theory and experiential activities are both valuable and profoundly meaningful. Aspects of the course can be personally challenging and quite emotional, however David is adept at ensuring that we all feel completely safe and very supported. Fun included too!*

*I would highly recommend this course to anyone seeking to adopt a different approach, coupled with enlightened thinking, when supporting troubled young people - it could potentially result in changed lives and futures.”*

**Sue Goodrum - Student Support/Family Engagement Worker (2016 - 2017)**

*“Entrancing, exhilarating and enlightening! David is the only teacher I have ever had who holds my attention the whole time he is speaking.”*

**Daniel Hedge - Teaching Assistant (2015 - 2016)**

*“David is a remarkable gentleman and unique trainer for our ‘Counselling in Education’ course. The content of our course is both impactful and interactive and has my peers and I simply mesmerized.*

*Compelling listening, safe challenge and thought provoking images and film footage allows David’s authenticity to percolate his brand of interesting and simplified theory. In twenty years of teaching and over a decade working as a Senior Leader with responsibility for vulnerable children and families, my work alongside David is the realization of a dream I had to re-evaluate my thinking and approach and offer fresh solutions and hope to adolescent learners. Thank you!”*

**Nick Richards - Teacher & Senior Leader (2015 - 2016)**

*“Painful at times but now have the tools to deal with my own demons and to help others.”*

**Paul Guy - Foster parent /Agency Support Worker (2015 - 2016)**

*“So clever, so inspirational, so mysterious (in a good way)”*

**Allison Rudd – Learning Mentor (2016 - 2017)**



## Feedback from Previous Students

*"I have felt at ease, happy and enthusiastic throughout all the sessions. David Taransaud delivers the content in a creative, inspirational and engaging manner. Although some content and activities can prove emotional, David remains understanding, sensitive and supportive at all times. He ensures that attendees only take part in activities that allow them to keep themselves safe and allows the course to flow at a pace that suits all.*

*The course is delivered using terms that are easily understood and in a creative manner that engages and inspires me throughout, leaving me keen to share my knowledge and skills.*

*Fascinating theory, practical tools, techniques and the sharing of personal experiences make this course the most interesting I have attended during my time working aggressive adolescents."*

**Samantha Boxall - Teaching Assistant (2015 - 2016)**

*"Who am I? What makes me, me? Why do I think the way I do? How can I think and feel different? Chances are you asked one of these questions at some point. I feel have some answers to these questions now. The journey can be uncomfortable, draining at times, full of highs and lows but it's also a thrilling adventure of self-discovery. We cannot help the people around us properly or safely unless we have a grip of our own personal identity and experience of the world. I feel empowered to go back to my school and implement the things learned to help our wounded young people."*

**John Davies Pastoral Care Team - West Kirby School (2017 - 2018)**

*"It has been an absolute privilege working with David. Original, insightful, enlightening and thought provoking. This course is essential for anyone working with young people."*

**Simon Ellam – Teacher (2016 - 2017)**

*"This course will not change you, it will help you to get to know yourself better. If you pass on this opportunity you will not regret it because you won't be able to imagine what it is you have missed... there is no comparison or explanation and everyone's journey on this course is different and vital for ourselves and the children we work with."*

**Kerri Massey - First Affinity Fostering Services (2017 - 2018)**

*"I attended David's course and cannot recommend it enough, awe-inspiring and truly life changing. I also made friends for life. Thank you, I feel privileged."*

**Jackie Files - Teaching Assistant - Park Road School (2017 - 2018)**

## About the Trainer

- UKCP registered psychotherapeutic counsellor, consultant, author and tutor for Trauma Informed Schools UK.
- Author of:

***You Think I'm Evil: practical strategies for working with***

***aggressive and rebellious adolescents***; published by Worth Publishing UK (2011).

***I, Monster: Positive ways of working with challenging teens through understanding the adolescent within us***; published by Routledge (2016).

***The Rage for Life***; published by Hinton House (2018).

***Tu Pensi Che Io Sia Cattivo***; published by Angeli Editore (2014).

- Regular contributor to 'Attachment' (The John Bowlby's Foundation magazine), 'Play Therapy Magazine', and 'BACP: Children and Young People' (the professional journals for counsellors and psychotherapists).
- Regularly delivers workshops and tutorials for CCMH (Centre for Child Mental Health), IATE (Institute for Arts in Therapy and Education), Achieving for Children, CPPD (Centre for Personal and Professional Development), Engage in their Future, AAS (Alleviate Addiction Suffering), Trauma Informed Schools UK, etc.
- Member of The Institute for Arts in Therapy and Education (IATE) – The Humanistic and Integrative Psychotherapy College (HIPC) – The Wellbeing Visiting Faculty at IATE.
- Independently set up a counselling service in an orphanage for former child soldiers, AIDS orphans and young people affected by war and conflict in Kitgum, Northern Uganda.
- His short film: '**Kitgum's Orphans – Invisible Wounds**' was entered in the 2013 Social Impact Media Awards (SIMA). An international documentary and educational impact media award honoring members in the independent film and global humanitarian industry.
- Works as a psychotherapeutic counsellor, consultant and tutor in Karachi, Pakistan, for AAS Trust, a nonprofit organization that provides treatment, rehabilitation and aftercare to street children suffering from abuse, neglect and substance addiction.

An interview with David Taransaud in The Guardian:

<https://www.theguardian.com/careers/2016/oct/25/hearing-these-stories-changes-you-it-makes-you-more-human>

## For more Information

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*Educating the **MIND** without  
educating the **HEART**, is no  
education at all.*

**Aristotle**