

Total Children's Therapy Training Brochure 2018



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www.totalchildrenstherapy.com

INTRODUCTION

Total Children's Therapy offers a large number of training opportunities for settings and organisations that can be offered in a number of different ways.

Our range allows your setting to access high quality training from specialist and experienced health care therapists and clinicians.

Examples of how training can be provided.

- Keynote Speeches for conferences and away days.
- Workshops (length designed to fit purpose) e.g. twilight (after school).
- Various lectures and training packages
- School INSET (2 day, 1 day or half day)
- LEA and School based consultancy/bespoke packages
- Parents/carers consultancy, workshops and talks
- Early years consultancy, workshops and talks

Our clinicians are experienced in providing training for both education and healthcare professionals. Many of them have lectured around the UK, with audience size varying from small informal groups to large conferences with a few hundred delegates.

The sessions can include a practical and interactive element if required.

In addition to those listed in this brochure we can also prepare bespoke training for the specific needs of a setting or put together a series, or day combining a number/mixture of topics/areas.

Fees are available on request, they will be dependent on duration and numbers attending.

TRAINING TITLES

EMOTIONAL, SOCIAL AND WELLBEING TITLES
<p>Promoting Resilience in Early Years Settings Workshop aimed at Early Years practitioners. This training session will focus on identifying risk and protective factors in children's lives and help you to identify areas to focus on. Participants will learn about strategies and activities to promote emotional resilience and develop emotional literacy skills.</p>
<p>Promoting Positive Behaviour in Early Years Settings Workshop aimed at Early Years Practitioners. This training session will focus on understanding what children may be communicating through their behaviour and adapting the environment and teaching new skills to promote positive behaviour.</p>
<p>Supporting children/young people who are reluctant to attend school/school refusers Workshop for parents and teaching staff. Participants will have the opportunity to explore why a young person may experience anxiety around attending school and how to offer support.</p>
<p>Understanding Children, cognitive development and managing expectations This workshop is designed for schools or parents with primary aged children and is an introduction to how we can understand children based on the stage of their brain development and the associated cognitive abilities. Understanding these factors help us communicate to children in an appropriate way and set realistic expectations.</p>
<p>Why does my teenager act like that? Understanding teenager's behaviours by using neuro-development, social identity theory and cognitive behavioural therapy. This workshop is designed for schools or parents with secondary school aged children and uses the neurological and psychological theory / evidence base to help us understand why a teenager may act the way they do. It will also consider how we may change our approaches and expectations to best support teenagers.</p>
<p>Angry Small People A workshop looking at the rise of angry young people in settings, with ideas and strategies to help with this issue. Suitable for early years/primary.</p>

Recognising and Supporting our Anxious Children

Managing anxiety is a growing area of need in children and young people. This workshop looks at possible reasons why, how it may present and ways to work with those whose anxiety impacts on their learning, potential, function and friendships.

Understanding and Managing Behaviour

Increasingly we are facing more challenging and angry behaviours that have real implications for the learning environment and relationships overall.

The more we understand and are able to recognise factors in challenging behaviours as well as our own triggers and responses, the more we are able to manage and approach the situation to better effect.

These sessions use a case study approach as well as theory and practical strategies to enable professionals to build on their skills and experience. There is also an emphasis on how to support and enable young people to understand and manage their own anger and conflicts with ways to help empower them develop important life skills.

Understanding and managing anger and challenging behaviour

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Trauma Informed Practice

Understanding Trauma and the presenting behaviours this manifests as well as understanding the impact this has on the school environment can help us to develop Trauma informed approaches and practice that supports children to feel safe, able to regulate their emotions and ultimately to learn. Being aware and able to respond to children and young people in ways that build relationship and connection is at the core of trauma informed approaches.

Building and Developing Self Esteem

Our self-esteem plays a crucial part throughout our lives in how we perceive, judge and enable ourselves to succeed. These sessions provide a context for understanding the concept of self-esteem and emotional resilience and highlights factors that influence how we can support and enable children and young people to develop and grow so that they can maximise their potential and develop a positive sense of who they are.

Attachment in Focus

Children's earliest experience of their primary care giver and their early emotional development is pivotal in how this shapes them for life. With growing research in psychodynamic and neuro-scientific fields we are learning more about the impact of a poor attachment on relationships and on learning. These sessions provide an overview of Bowlby's attachment theory and the impact of this on early emotional development. They seek to highlight the implications for relationships within the classroom and offer practical approaches for working with and supporting children in the learning environment.

Supporting Children Through Bereavement and Loss

Loss, change and family breakdown. Such sensitive issues face so many children and it is sometimes very difficult to know just what to do and how to help them. We can't be therapists, but we may well be key people in supporting both children and families through these life events. This workshop will help you understand the loss, grief and change cycles common to human beings and suggest safe ways to support children both through curriculum and pastoral work, focussing on practical activities and stories.

Childs voice-therapeutic and creative ways to help children to express and explore their world.

Exploring creative ways practitioners can enable children to explore and communicate their internal worlds; their thoughts and feelings and their understanding of the world around them. Without taking on the role as therapist but through the safe use of stories, puppets, art and play we can help children to express their thoughts, feelings and experiences and be able to make sense of their emotional as well as physical world.

Developing self-esteem and resilience through therapeutic small group intervention

There are growing numbers of children who require more intensive support to develop social and emotional skills and a sense of belonging. Establishing small group work with thorough, planning, direction and activities that support children to develop resilience, self-esteem is much needed in schools. These sessions help Inclusion Leaders, ELSA's and pastoral staff to develop an approach, activities as well as a look at assessment tools to measure impact and to support in moving children forward.

Setting up a Nurture Base

For some children, being in school is emotionally, socially and cognitively overwhelming and they need a smaller nurture base provision to enable them to feel safe and able to manage in school.

Setting up a nurture base involves careful planning and an approach that caters for SEMH needs as well as learning. This workshop offers a model of practice and an approach that builds on relationships and connection as the core and offers practical suggestions for how this can work within schools.

A guide to writing social style stories

A group session looking at how to structure and write social style stories to help children cope with difficult times.

PHYSICAL DEVELOPMENT TITLES

Visual Perception and its Impact on Handwriting

A look at the seven areas of visual perception and how they impact on motor skills and handwriting ability.

Autistic Spectrum Explored

A guide to looking at traits, managing them in your setting and advice regarding when to refer and seek further advice.

CP and its implications in sports and training

This lecture classifies Cerebral palsy and explores how to inspire, support and adjust sports-based activities for children and young people with a cerebral palsy diagnosis.

We will look at what Cerebral Palsy is, explain what 'abnormal tone' is, help you understand 'patterns of movement' and appreciate the natural progression of Cerebral Palsy into adulthood.

We will then work together to show what this means in terms of sports participation, health and fitness of this group of children and young people.

Part 1 Supporting Children with physical needs – Focus on Cerebral Palsy

A definitive guide to understanding, supporting and enabling our children in an educational /early year setting with a Cerebral Palsy diagnosis.

By the end of this workshop you should confidently understand what Cerebral Palsy is, what 'abnormal tone' is, 'patterns of movement' and what it feels like to have different types of CP. We will look at the support and treatment available for children in the UK with CP and appreciate the natural progression of Cerebral Palsy into adulthood.

Part 2 Supporting children with physical needs

A definitive guide to understanding, supporting and enabling our children with a medical diagnosis. We will look at a number of the more commonly seen diagnoses. We will explain the impact on learning and function and discuss ways to support and enable these children and young people so that they can reach their fullest potential.

Let's start at the very beginning a very good place to start – ways to motivate and improve practice

A workshop which examines the early development of children and the importance of building a firm base on which to build more complex skills later. It will include lots of ideas for what to do if children are not progressing in line with their peers and a chance to trouble shoot specific issues that you may have come up against in your setting. We will show you how to break down tasks and then build them back up in a way to help your children be successful.

Are a generation of Hookers, Slumpers and Proppers influencing change?

The first part of this training takes a look at the changing physical profile of our children and young adults and how this change is affecting the ways they function, learn and mature. The second part then takes a look at interventions that can positively impact on their physical and mental well-being and ability to learn and develop.

Sometimes to move forwards you need to take a step backwards

A chance to explore the building blocks of child development and look at how moving up and down the spiral of maturation children can backfill gaps/missed experiences. Once filled, children are often able to move forwards with more success and with confidence which then has a positive impact on learning more effectively.

Inclusion and differentiation for PE in schools

In this workshop we show how to include children of all abilities in PE and physical activities. This includes children with SEN as well as children without a diagnosis.

Sensory processing what is it and how does it affect our children

An informative and interactive workshop exploring our senses with strategies and ideas to take into your work settings the next day. It helps to simplify the world of sensory processing and make it relevant to the 'traits' that are seen in settings today.

When is Dyspraxia not Dyspraxia – A guide to understanding Developmental Co-ordination Disorder (DCD) and its impact in the classroom.

We take a look at the newer classification and the broad spectrum of difficulties that you may see in the classroom. We discuss ideas of how to help these children to move forwards in their motor skills and in so doing improve performance in the classroom. We will distinguish between those with a DCD diagnosis and those who's profiles are more as result of our society and way of living today.

Supporting Children with Down Syndrome

A comprehensive guide to understanding, supporting and enabling our children with a Down syndrome diagnosis.

Key to successful learning - a physical perspective

We will examine the changing physical profile of children in the general population. We look at potential reasons why this may be and how this is impacting on the skills children need to be successful learners in the classroom – e.g. pencil/fine motor skills, concentration, listening skills, communication.

We will review current trends in childhood experiences and some of the profound effects this is having on their development and prospects for the future. We will discuss foundation motor skills, why they matter, where they start and the long-term effects if they are not established.

We will provide a transparent link between establishing and consolidating foundation movement skills and the ability for children to reach their potential within education. We will show how to identify those with immature, missing or patchy motor skills at any age and ways to address these issues in order to improve performance.

Diversity in the classroom

We are all very aware of the increasing diversity within mainstream and the effect that it has on your children and staff. The aim of this workshop is to inform, update and give tools for staff to put immediately into practice in their setting to help support the range of differentiation that they are faced with on a daily basis.

SPEECH AND LANGUAGE TITLES

Selective Mutism and quiet children

Looking at reasons and causes and then give practical ideas that can be used in the classroom.

Part 1 Supporting SLT from early years to primary settings

Giving a general over view – exploring terminology, the most commonly seen conditions and how to support them.

A session packed full of strategies, ideas and resources that can be bought or made, for use within your setting.

Part 2 Supporting SLT from early years to primary settings

Giving a general over view - exploring terminology, other conditions (in addition to those looked at in part 1) and how to support them.

A session packed full of strategies, ideas and resources that can be bought or made, for use within your setting.

Working effectively with speech sounds

Improving speech sound development will have a positive impact on a child's ability to access phonics and develop their early literacy skills. This workshop focuses on how to identify the reason for a child's speech errors and provides guidance and practise for the decision-making process to choose the best course of intervention. There are case studies and practical activities to allow participants to experience and practise the techniques discussed. Plenty of opportunities to ask questions and to problem solve any specific difficulties experienced by the children in your setting.

Working effectively with receptive language

Many children with receptive language difficulties are not identified early on, especially if they have better expressive language skills and are willing to please. Receptive language skills that are not addressed can have a significant impact on academic performance as children miss out on much of the verbal input and follow cues from their peers to try not to be found out. Alternatively, the frustration of not understanding what their peers seem to follow can lead to frustration and avoidance behaviours in the school environment. This workshop looks at identifying and unpicking children's receptive language difficulties and devising effective strategies for supporting their development. There are case studies and practical activities to allow participants to experience and practise the techniques discussed. Plenty of opportunities to ask questions and to problem solve any specific difficulties experienced by the children in your setting.

Working effectively with expressive language

Children who experience expressive language difficulties may present as quiet in the classroom, following their peers and reluctant to speak out for themselves. Alternatively, you may see frustration or avoidance behaviours as they try to find alternative methods to verbally expressing their emotions. Expressive language problems will have an impact on literacy development as a child progresses. This workshop looks at identifying and unpicking children's expressive language difficulties and devising effective strategies for supporting their development. There are case studies and practical activities to allow participants to experience and practise the techniques discussed. Plenty of opportunities to ask questions and to problem solve any specific difficulties experienced by the children in your setting.

Working effectively with semantics/vocabulary/word finding

Increasingly, children are entering early years and primary school provision without the expected levels of vocabulary; this has a significant impact on their access to the curriculum, their language development and their social learning. This workshop looks at identifying and unpicking children's semantic, word finding and vocabulary difficulties and devising effective strategies for supporting their development. There are case studies and practical activities to allow participants to experience and practise the techniques discussed. Plenty of opportunities to ask questions and to problem solve any specific difficulties experienced by the children in your setting.

Working effectively with stammering

Stammering is a complex emotionally linked disorder which can become lifelong if consistent and early input is not provided. Children's nervous systems continue to reorganise into their teenage years and therefore childhood is the best time to make progress with treatment for a stammer. This workshop looks at identifying and unpicking children's stammers and devising effective strategies for supporting their development. There are case studies and practical activities to allow participants to experience and practise the techniques discussed. Plenty of opportunities to ask questions and to problem solve any specific difficulties experienced by the children in your setting.

Working effectively with social skills

Social interaction development is a widely under supported area that can have a huge impact on a child's success in education and employment. Unsupported social interaction difficulties can lead to continuously unsuccessful interactions and relationships which in turn results in low self-esteem, vulnerability, lack of confidence and underachieving. Children with social language difficulties are at a higher risk of developing mental health difficulties as teenagers and adults if they are not supported to understand and develop their skills. This workshop looks at identifying and unpicking children's social interaction difficulties and devising effective strategies for supporting their development. There are case studies and practical activities to allow participants to experience and practise the techniques discussed. Plenty of opportunities to ask questions and to problem solve any specific difficulties experienced by the children in your setting.

Signing fun

A fun way to learn to sign - a quick and easy way to learn lots of signs. Learn relevant and easy to learn signs through games, songs and interactive activities.

MORE TRAINING TITLES

Developing Memory Skills in the Classroom

Workshop aimed at teaching staff. Participants will learn about whole class, group and individual strategies for developing visual, auditory and working memory skills.

How to have fun with music therapy

A fun and engaging workshop with multi-talented music therapist Rachel, designed to show you lots of ideas of how to use music in therapeutic ways you have never imagined for children in early years!

Working playfully with Poo

A workshop designed to look at strategies and support for enuresis (wetting) or encopresis (soiling).

How to ensure a good night's sleep & the knock-on effects to pupils learning and behaviour

A workshop designed to look at issues around children and sleep.

Case studies and open forum

A chance for interesting and relevant case studies to be presented and for delegates to have access to therapists and be able to ask questions in an open and friendly environment.

Picky eaters

An interactive workshop exploring reasons and strategies for picky eaters.

Parenting Courses

Creating time between parents and children isn't always easy and relationships at home can be difficult and challenging. This programme aims to focus on developing, strengthening and building the relationships between children and their parents through fun, creative cooking and food related activities. Whilst the focus of the group is to have fun together, there is a core element to the course that aims to develop, build and strengthen relationships between a child and his/her parent. The course is carefully structured to allow time for the activities but also time to think about the skills of communication, cooperation and relationship between one another. It is reflective and structured in helping children and their parents to think about how they get on with each other, work together and how they can develop a greater insight and range of skills to build their relationship and benefit family life as well as enjoy the group experience.

1. Family Fun with Food

Family fun with food is a six-week programme for children and their parents to enjoy time together cooking and creating easy recipes with other families. The sessions are structured around activities, discussion and reflection.

2. Family Time

Family time is a six-week programme for children and their parents to enjoy time together in activity challenges and creative tasks whilst enabling them time to reflect and think about how they work together, communicate and value each other. The sessions are structured around activities, discussion and reflection.

COMMENTS FROM PAST DELEGATES

All our delegates are given a simple feedback form, here are some of the comments from them:

'Thank you for a really useful and informative session. Gave us lots of ideas and has certainly developed my knowledge & understanding.'

'Brilliant and very informative.'

'Very useful session with lots of ideas to use back in the classroom.'

'I found this very interesting and would love to learn more for a deeper understanding.'

'Reminded me that children use behaviour as a means of communication.'

'Made sure we understood what was being talked about.'

'Liked strategies to put into place straight away.'

'Very approachable.'

'Very informed discussions in groups.'

'Strategy ideas for my ELSA role'

'Very useful and helpful and relative to what I would be teaching in school.'

'Left with a clearer understanding and more awareness/next steps to what I can do for individual children.'

'Nice friendly feel to the evening.'

'Very friendly, very informative, but not too overwhelming. Great to be interactive.'

'Practical opportunities, link to adult experiences, link between the senses and needs'

'Friendly atmosphere- happy to input without feeling intimidated.'

'Activity ideas for the different types of sensory disorders.'

'Ability to ask questions freely, Lots of supportive ideas.'

'Opportunity to try various tools/aids.'

'Really useful course, practical activities were useful.'

'Friendly and professional team & very welcoming.'

'This was a very useful course with actionable ideas.'

'Questions asked were answered in detail.'

'All info was summarised well and helpful.'

'Clearly presented, with useful tips to take back to setting.'

'The friendly approachable nature of staff.'

'Practical game ideas and chance to practise.'

'Good explanations, chances to ask questions throughout session'.

'Lots of practical examples/ideas for activities.'

'Very informative session in a relaxed environment.'

'Enjoyed seeing resources available in addition to useful facts.'

'Very open, friendly environment, encouraged to participate.'

'Very clear presentation – useful strategies, very practical. An animated and dynamic presenter, so great to listen to.'

'Suggestions from others and from trainer. Visiting change – now, mid, later.'

'Resources – always helpful to learn about new resources to use.'

'To the point – relevant, friendly, informative.'

'Making a difference – tomorrow, ½ term, long term.'

'Very in depth & useful info, varied – not just sitting listening.'

'Really informative and for me re-enforced what I should be doing differently or what I am indeed doing correctly.'

'The trainer was able to answer all questions and was able to give examples to help support the information.'

'Getting us involved through mini activities.'

The examples of do's & don't and the suggestions of activities to help speech & language

'I found it interesting how they gave real life examples. I also found it interesting when they explained the reasons behind some speech problems.'

'Delivered well, very useful examples & well explained.'

'Group activities were great- it helps to stay focused and a chance to talk as a group discussing own experiences and knowledge. Very relaxed and I gained some useful information to support my practice.'

TRAINERS

WENDY JOY Grad Dip Phys MCSP - Highly Specialist Paediatric Physiotherapist



Wendy graduated in 1991 in London. In 2007 she left the NHS to set up and run Total Children's Therapy, based in Bournemouth. In addition, she also enjoys regularly lecturing for professionals from both health and education settings around the UK. Wendy believes in constantly pushing forwards and questioning current practice. She is a keen advocate of prevention and early intervention and has researched and developed the Storycises™ programme with her colleague Jane, which has been developed to help establish essential foundation motor skills in children.

JANE REYNOLDS BSc (Hons) MCSP - Highly Specialist Paediatric Physiotherapist



Jane qualified from the University of Southampton in 2003 and her specialty is working with children with neurodevelopmental conditions.

Jane left the NHS to work with Total Children's Therapy. Alongside this she also continues to work with a range of professionals in her joint venture with Wendy - Storycises™. She lectures regularly to education and health professionals about children's physical development, as well as co-authoring resources for education,

health and parents to use to maximise children's physical development.

SARAH HARVIE BSc (Hons) MRCSLT - Highly Specialist Speech and Language Therapist



Sarah qualified from University College London with a degree in Speech Sciences in 2004. She is a member of the Royal College of Speech and Language Therapists and is registered with the Health Professions Council. She has experience working with a range of speech, language and communication difficulties in both children and teenagers. She has worked in community clinics, early years settings, mainstream school specialist education and college

environments. She is passionate about supporting children and their families through the process of developing functional communication and interaction skills.

DEBBIE RANDALL BSc (Hons) MRCSLT - Highly Specialist Speech and Language Therapist



Debbie is a member of the Royal College of Speech and Language Therapists and is state registered with the Health Professions Council. She obtained a degree in Speech and Language Pathology and Therapeutics from the University of Central England in Birmingham in 1995. Since then she has worked with children of all ages in community clinics, early year's settings and mainstream schools in both North Kent and Bournemouth.

RUTH MORGAN BSc (Hons) - Highly Specialist Occupational Therapist



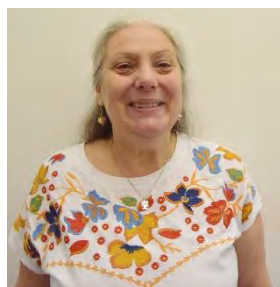
Ruth qualified as an Occupational Therapist in 2002 from Coventry University and is a member of the British Association of Occupational Therapy (BAOT) and is a state registered Occupational Therapist with the Health Care Professionals Council (HCPC). She is also a member of the Sensory Integration network and Children and Young people's specialist OT section.

Since 2005, Ruth has worked in a variety of paediatric settings within the NHS and has particular experience and training in working with babies born prematurely, children with Autism Spectrum Disorder, picky eating problems, neurodevelopmental disorders, physical disabilities, specialist postural seating and upper limb splinting. Ruth has worked across both mainstream and special schools. Ruth has level 1 post graduate training in Sensory Integration and is also a trained sleep practitioner.

In addition, Ruth has significant experience in providing parent education and training, her contribution to which was recently recognised in the NHS England Wessex Shine Awards. Having relocated with her family to Poole, Ruth combines her TCT work with her role as Head Occupational Therapist in the child, health and disability team at the Borough of Poole.

Over the years Ruth has encouraged and inspired many children and their families to believe in their abilities. She has helped to increase independence in many functional skills using a supportive, fun and motivational approach. Ruth will celebrate every goal and achievement with you and your child and ensure your therapy journey is personalised and tailored to meet your specific needs.

CAROLINE OVENS – Child and Family Therapist



Caroline started her career as a nurse and then moved on to work in therapeutic residential care with young children. Her training in counselling started in 1993 when she worked in a family support centre. She completed the advanced diploma in therapeutic counselling in 1996. Since then she has attended many other courses related to work with children, mostly recently completing a post graduate diploma in family practice from the University of Reading.

Her qualifications are in humanistic counselling and family practice, which were gained in Manchester and the University of Reading. She is a member of the British Association of Counselling and Psychotherapy (BACP) and also the Association of Family Therapy (AFT) - working within their ethical guidelines. She works with children and families in a creative therapeutic way along with play, story work etc as well as talking therapy.

She always endeavours to create a warm and accepting environment in which children and families can feel safe and supported and can therefore explore their concerns, fears, worries and feelings. In addition to her work at TCT Caroline also works for CAMHS in Dorset.

CLARE WILLIAMS BEd. (Hons) – Emotional health and wellbeing practitioner



Clare began her career as a primary teacher in East London. She then went on to become an advisory teacher in Tanzania, East Africa. On returning to the UK, she became an Adviser for an East London Behaviour and Advisory Team before qualifying as an Educational Psychotherapist which crystallised for her the relationship between emotional well-being and learning.

She completed her MA in Therapeutic Education in 2007 and then worked as Consultant for the Primary Strategy Team in Dorset, coordinating Social and Emotional Aspects of Learning (SEAL) and later as the Emotional Well-Being Adviser for the Borough of Poole.

Clare has written resources for schools and was the co –creator and author of Jigsaw PSHE.

Clare has a range of experience in training and consultative work having been a facilitator and trainer at National Conferences and a consultant trainer for the Institute of Education, London. Whilst working as a mental health practitioner for CAMHS, she led a programme of training on Emotional well- being, attachment and mental health across Dorset.

Clare has led a number of LA and multi- agency initiatives. She created and managed the Chesil Emotional Health and Behaviour Service, a team of professionals working to support children, families and schools, and created Thrive Education Zones that operated as Thrive nurture bases for children at risk of exclusion and supported families and schools to enable the children to return to mainstream provision. The project also worked with parents to support them and to enable them to build their own self esteem in supporting their children.

As well as working with Total Children’s Therapy, Clare is a consultant and trainer for Trauma Informed Schools UK and an Adviser for Optimus Education’s Well-being award as well as a trainer for the Incredible Years Programme and Incredible beginnings programme for nursery settings.

Clare is passionate about children and young people’s well-being and how this enables them to believe in themselves and to reach their own potential. She loves working with children and their families and strives also to inspire schools to develop approaches which have children and young people’s emotional health and well-being at the heart.

DR JAC DENDLE BSc (Hons), MSc, DClinPsy – Clinical Psychologist



Jac qualified from the University of Exeter. He is a chartered Clinical Psychologist and member of the British Psychological Society. Jac has worked with children of all ages in a number of different settings, including mental health, physical health, learning disabilities and brain injury. He has a specialist interest in working with children with psychological, behavioural and cognitive difficulties.

As a Clinical Psychologist, Jac is experienced in a range of evidence based assessments, formulations and interventions. Jac adopts a person-centred approach and can offer one to one therapy sessions or family work, depending of the need of the individual. He can also offer staff training, service evaluation, behaviour management programmes, specialist psychometric assessment and neuropsychological reports.



CAROLINE CARPENTER BA (Hons) – Educational Psychologist

Caroline Carpenter is a member of The Association of Educational Psychologists and registered with the Health Care Professionals Council (HCPC). She qualified as an Educational Psychologist from the Tavistock Clinic, London in 2000. Caroline works as an Educational Psychologist across the age range, in both the independent and local authority sector. Currently she is employed part time as a Senior Educational Psychologist within a local authority. Prior to training as an Educational Psychologist Caroline worked as a teacher in a range of primary schools and a specialist provision for pupils with social and emotional needs.

Caroline is committed to providing high quality psychological support through consultation and assessment. She specialises in providing advice and training in a number of areas including behaviour, emotional well-being and parenting support.

Caroline aims to empower adults to bring about successful change for children and young people. She passionately believes that through identifying strengths, making changes to the environment and teaching new skills individuals can engage, make progress and achieve emotional well-being.

RACHEL CRENNELL BSc Music Dip MT – Highly Specialist Music Therapist



Over the past 18 years, working as a musician and registered music therapist, Rachel has used music in a wide variety of health, education and community settings - working with children and adults of all ages.

After working at the Royal Hospital for Neuro Disability in London, Rachel moved to Dorset in 2001. In addition to the work she does with Total Children's Therapy Rachel works locally with pre-school children with developmental delay / additional needs. As well as with adults with acquired brain injury and people with dementia.

Rachel is a member of the British Association for Music Therapy and state registered with the Health Professions Council. She plays the flute and piano.