

# Neuro-diverse-attachment training (2025-2026)

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## ***“Through the child’s eyes...”***

Foster care training



Designed and Delivered

by

***Dr Heather Pickard-Hengstenberg***



## Dr Heather Pickard-Hengstenberg

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(PHD., MSC. AUTISM & RELATED CONDITIONS, BSC., P.G.C.E.)

### CONTACT

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**#openly-autistic-ADHD**

**#openly-neuro-diverse**

My passion is to support individuals (their families) with and without a neuro-diverse diagnosis to truly understand their difficulties & differences, to positively embrace these so that they can reach their full potential in life. My personal and professional experiences, as well as MSc. and PhD. in this field, have equipped me with the tools to provide wellness support, consultancy, and training throughout the UK to individuals, families, education, and health authorities.

My work experiences are wide ranging: I have been working for 16+ years delivering foster care training, I previously worked as a lecturer, then as an autism practitioner at Swansea University, now continuing as a free-lance neuro-diverse trainer, consultant, wellness Practitioner and writer. My published PhD research is in the process of resulting in published materials which will support day-to-day transitions and transitions from one educational phase to another. I am writing and about to publish several books relating to neuro-diversity.

**Currently I deliver foster care training, consultancy and one-to-one neurodiverse wellness practitioner sessions to TACT fostering throughout the UK.**

**References are available upon request.**

## Services & Pricing:

- Virtual Foster Care Training - 10-12.30 - £300 (including all materials)
- Virtual Foster Care Consultancy - 1 hour - **£50 per hour** plus **£100** for a written report and/or professional letter summarising needs (NB: first consultation usually needs 2 hours (e.g., £50x2 + written report/letter £100 = **Total cost £200**)
- One-to-One neuro-diverse wellness Practitioner sessions - 1 hour - £50 (including written summary following every appointment)

## **Core foster care training courses encompassing 'National Fostering Framework: learning and development targets'**

1. ADHD
2. Challenging Behaviours
3. Change & Transitions
4. Child Development
5. Diversity
6. Enabling SEN children to positively communicate and interact
7. Health & Wellbeing
8. Self-regulation & De-escalation
9. Supporting Education and Development
10. Teenage Brain
11. Trauma & Self-harm
12. Understanding Children and Young people's mental health

## **Other foster care training courses (that can be adapted to meet core training requirements)**

1. Children with NDD/ASD and sensory issues with food
2. Eating disorders & disordered eating
3. Critical life skills that a child needs for adulthood
4. Enabling children to be assertive & problem solve when faced with; challenges, confrontation, issues, mistakes.
5. Enabling children to live healthily (the importance of exercise, nutrition & sleep).
6. Enabling children to positively change through the use of 'motivational interviewing' techniques
7. Enabling children to positively manage change and transitions
8. Enabling children to reach their full potential
9. Enabling children/teens with social (awareness, interaction &/or understanding) difficulties to positively communicate and socially interact
10. Enabling S.E.N. children to; plan, organise themselves and learn.
11. Encouraging your child to be independent and overcome executive functioning difficulties (difficulties with the concept of time, organisation, multi-tasking, remembering, planning and problem-solving)

12. Energy: balancing your day-to-day life and improving your wellbeing
13. Holistic understanding of A.S.C./Autistic Spectrum condition through the child's eyes & appropriate positive strategies.
14. Holistic understanding of sensory processing disorder (S.P.D.) through the child's eyes & appropriate positive strategies
15. Holistic understanding of sleep problems through the child's eyes & appropriate positive strategies
16. How the results of trauma (abuse & neglect) can result in self-harm
17. How trauma impacts the child in terms of their neurology, 'self' identity and over all well-being.
18. Improving children's 'Self' (self- awareness, self-belief, self-esteem, self-confidence) & overall emotional intelligence.
19. Supporting children with; anxieties, obsessions, panic attacks, phobias, repetitive behaviours, sensory issues.
20. Supporting children with; loneliness &/or social difficulties.
21. The differences and similarities between attachment disorder and other neuro-diverse conditions (Autism/ADHD)
22. Using cognitive behaviour therapy techniques to encourage positive thinking
23. Using your senses for mindfulness and relaxation

## **Core foster care training courses**

### **1. ADHD**

***This training will enable the foster carer to:***

During this training the trainee will gain a greater awareness of the; myths, facts and diagnostic criteria of A.D.H.D., it's co-morbidity with other disabilities (e.g. A.S.D., O.C.D., D.C.D., etc.). We will focus on how it feels to have A.D.H.D., through the eyes of a child, the amazing characteristics of this condition that can be enhanced, the techniques that can be used to enable a child to overcome any difficulties that they might have so that they can "reach their full potential"; academically, emotionally, socially & legally (considering their human and legal rights). We will pay particular attention to positive strategies that can be used to help to manage specific challenging behaviours that often occurs as a result of this condition. We will conclude with all the advice and support that is available for a child with A.D.H.D. and their family.

### **2. Challenging Behaviours**

**Encompassing the learning framework: Understanding Challenging Behaviour and Promoting Positive Strategies**

***The trainee will:***

- Be aware of what is expected behaviour for children and young people at different stages of development and to consider why children might behave in certain ways
- Develop practical skills in behaviour identification and strategies to support the longevity and stability of placements
- Understand the need to adapt their behaviour and communication in order to influence that of the children and young people they are caring for
- Understand the need to look after themselves in order to be able to respond appropriately to the children and young people they are caring for

***This training will enable the foster carer to:***

- Identify the why the child in placement might be behaving in a certain way and consider the most appropriate response to that.
- Describe how they are positively promoting the behaviour of the child in placement.

### 3. Change & Transitions

**Encompassing the learning framework: Transitions for children and young people**

***Aims & Learning Objectives***

- During this training the trainee will gain a greater awareness about the impact of change on children and young people

***This training will enable the foster carer to:***

- Reflect upon how previous transitions will impact on subsequent ones
- Consider how this can effect day to day changes such as starting school or going on holiday
- Consider changes in placement and ways to prepare for these
- Examine how a foster carer can help a child or young person manage such transitions
- Describe how they will help the child in placement to manage the changes in their life, taking in account their past experiences.

### 4. Child Development

**Encompassing the learning framework: Child Development**

***The trainee will:***

- Have knowledge of key child development milestones for children and young people (0-18)
- Explore the link between play and development
- Have considered the factors that can delay or interrupt a child's development (e.g. poor early years experiences, the impact of trauma and nutrition).
- Understand the need to meet the child's development stage rather than their chronological age
- Have considered the approaches by foster carers that can support children and young people's development

***This training will enable the foster carer to:***

Identify the stage of development of the child in placement and the impact of their past experiences upon that. The foster carer will be able to use this knowledge to adapt their parenting and care giving approach.



## 5. Diversity

### Encompassing the learning framework: Equality & Diversity

- ❖ **Equality, Diversity, Inclusion, respect & the law**
  - The Equality Act 2010, Human rights act 1998 & The Mental Capacity Act 2005 (16+)
  - Hate Crimes
- ❖ **Equality Act 2010: Protected characteristics and individuals' rights**
  - Age, Disability, Marriage, Pregnancy, Race, Religion and belief, Sex, Gender, Sexual orientation
- ❖ **Human Rights Act 1998: Fairness, Respect, Equality, Dignity, Autonomy**
  - How to be mindful of 'FREDA'
- ❖ **Discrimination, Harassment & Victimisation**
  - Discrimination: Direct (including by association & perception) and Indirect.
  - Harassment
  - Victimisation
  - Unconscious bias, prejudice, stereotype and assumptions
- ❖ **Hate Crimes (& Hate incident)**
  - Hate Crime & the law
  - Types of Hate Crimes
  - Reporting a hate crime

### ***This training will enable the foster carer to:***

- Learn and reflect on the varied backgrounds that children, young people and their families originate from
- Learn about legislation relevant to this subject
- Promote each child and young person's uniqueness
- Discuss the different forms of discrimination and consider strategies to address
- Discuss their understanding of discrimination and evidence their ability to promote anti-discriminatory practice.

## 6. Enabling SEN children to positively communicate and interact

### ***This training will enable the foster carer to:***

During this training the trainee will gain a greater awareness of how specific disabilities/S.E.N. may impair a child's ability to positively communicate &/or socially interact with others. We will focus in depth on the varied forms of communication (verbal and non-verbal) and the positive strategies that we can use with a child to enable them to overcome any difficulties that they may have in terms of communication &/or social interaction.

### Encompassing the learning framework:

- Understanding Challenging Behaviour and
- Promoting Positive Strategies
- Living with Teenagers



## **All Wales Induction Framework for Health and Social Care:**

- Section 2: Principles and values of health and social care (children and young people)/subsection 7 - Communication
- Section 4: Health and Well-being (children and young people)/subsection 1. Wellbeing/subsection, 2. Factors that impact upon health and wellbeing/ subsection, 3. Positive environments for the health, well-being and development of children and young people/subsection, 5. Speech, language and communication

## **7. Health & Wellbeing**

### **Encompassing the learning framework: Promoting good health & wellbeing - Caring for the whole child**

#### ***The trainee will:***

- Advance their knowledge of the health outcomes for looked after children and young people
- Increase their understanding of specific health topics such as mental health
- Develop their understanding of their role as the foster carer in promoting the health and wellbeing of looked after children
- Gain awareness of their responsibilities under the Social Services and Well-being (Wales) Act 2014

#### ***This training will enable the foster carer to:***

Identify the ways in which they promote the health and wellbeing of the child in placement in accordance with their care and support plan.

## **8. Self-regulation & De-escalation**

#### ***This training will enable the foster carer to:***

This training will focus on what self-regulation means, how the brain makes this possible, why some individuals find it difficult to regulate their emotions and why it is important. We will then move on to focus on a pro-active strategy to teach your child the skills needed to self-regulate their emotional responses. Finally, we will look at the most appropriate reactive response strategies and de-escalation techniques to use to diffuse emotional outbursts and or meltdowns.

## 9. Supporting Education and Development

### Encompassing the learning framework: Supporting education & development

- Identifying the key difficulties that may affect the education of children and young people in care
- Exploring the impact of unmet attachment needs and trauma on the ability of children to achieve their educational potential
- Identifying ways to encourage and support children and young people with their education (including early years, further education, training) and help them overcome setbacks

### ***This training will enable the foster carer to:***

Identify the ways in which they promote the education of the child in placement.

## 10. Teenage Brain

During this training the trainee will gain a greater awareness of how a teenager's brain changes neurologically during puberty and the effects that this has on them in terms of:

- Their emotional state, focussing in particular on sudden difficulties with empathy
- Their behaviour state, focusing on why they begin to take more risks
- Their general mental health, focusing on; addictions, depression, self-harm
- Their sleeping patterns, why a regular sleep pattern is essential

Throughout this training particular attention will be placed on improving understanding of the teenage brain, from their perspective, and the positive steps that can be implemented to enable them to achieve their full potential.

### Encompassing the learning framework: Living with teenagers

- Understanding teenage brain development, puberty, and the impact on behaviour
- Exploring a range of communication skills that can be used to maintain relationships, for example negotiating rules and boundaries
- Understanding the importance of social development and presentation in adolescence
- Exploring how to help teenagers manage transitions and access appropriate support

### ***This training will enable the foster carer to:***

Describe the needs of teenagers with increased insight into how they will meet them.

## 11. Trauma & Self-harm

***This training will enable the foster carer to:***

During this training the trainee will gain a greater awareness of how the effects of trauma (abuse & neglect) can result in them self-harming. We will consider the following:

- The self-harm spectrum in terms of behaviour (Sleeping, eating, exercising, self-injury, addiction, etc.)
- What triggers self-harming behaviours
- The urges that triggers often cause

Throughout this training particular attention will be placed on improving understanding of what self-harm means, how to spot the signs, the reasons why an individual self-harms (from their perspective) and the positive steps that can be implemented to enable them to recover.

**Encompassing the learning framework:**

- Child Development
- Supporting Education and Development
- Advanced Attachment and Trauma
- Domestic Abuse
- Understanding Children and Young People's Mental Health

**All Wales Induction Framework for Health and Social Care:**

- Section 5: Professional practice as a health and social care worker
- Section 6: Safeguarding individuals

## 12. Understanding Children and Young people's mental health

**This course will include**

- Increase knowledge of specific mental health topics such as self-harm, eating disorders and suicidal thoughts
- Understand the role of the foster carer in promoting the mental health and well-being of looked after children
- Gain awareness of the different types of support available for children and young people who are experiencing mental health difficulties

***This training will enable the foster carer to:***

Describe what they will do to support children and young people facing mental health issues.

## **Other foster care training courses (that can be adapted to meet core training requirements)**

### **1. Children with NDD/ASD and sensory issues with food**

#### **Aims & Learning Objectives**

This training will focus on the reasoning behind a child having issues with food, from their perspective. Looking at children, whether diagnosed or not, presenting with neuro-developmental disorders (NDD), such as autism, ADHD, dyspraxia/DCD (developmental co-ordination disorder), who have issues with food. We will focus on their sensory system differences and how these may influence eating habits and or unusual eating behaviours. We will consider co-occurring conditions such as OCD (obsessive compulsive disorder) and mental health, and the part that this might also play. We will then discuss how you can empathetically support the child to form a positive relationship with food. Finally, we will touch on professional support services that might need to be considered if 'issues with food' develop into eating disorders.

### **2. Eating Disorders & Disordered Eating**

#### **Aims & Learning Objectives**

This training will focus on the reasoning behind a child having issues with food, from their perspective. Looking at children, whether diagnosed or not, with an eating disorder such as; anorexia, bulimia, binge eating, avoidant restricted food intake, PICA. We will also consider children, whether diagnosed or not, presenting with neuro-developmental disorders (NDD), such as autism, ADHD, dyspraxia/DCD (developmental co-ordination disorder), who have issues with food. We will focus on their sensory system differences and how these may influence eating habits and or unusual eating behaviours. We will consider co-occurring conditions such as OCD (obsessive compulsive disorder) and mental health, and the part that this might also play. We will then discuss how you can empathetically support the child to form a positive relationship with food. Finally, we will touch on professional support services that might need to be considered when 'issues with food' turn to eating disorders.

### **3. Critical life skills that a child needs for adulthood**

#### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of the critical life skills needed for adulthood:

- Behaviour
- Mobility
- Money management
- Personal care
- Physical and mental health
- Social
- Work habits

We will focus on the barriers that some children face transitioning into adulthood, how to effectively support any difficulties, and support services that may be available. We will pay particular attention to positive parenting strategies that can be used to enable the child to learn the necessary critical life skills so the child can reach their full potential (whatever that may be) as they transition into adulthood.

### **4. Enabling children to be assertive & problem solve when faced with; challenges, confrontation, issues, mistakes.**

#### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of the importance of a child being able to be assertive and be able to problem solve when faced with; challenges, confrontation, issues &/or mistakes, in relation to a child's; academic, emotional and social life. We will look at the reasons why a child might have difficulties being assertive &/or problem solving and the positive techniques that we can use with them to enable them to be assertive &/or problem solve. We will then look at examples of: challenges, confrontation, issues & mistakes, that foster carer's children are currently experiencing and will consider appropriate positive techniques that could be used in each specific example.

## **5. Enabling children to live healthily (the importance of exercise, nutrition & sleep).**

### **Aims & Learning Objectives**

#### ***Exercise***

During this training the trainee will gain a greater awareness of the importance of; exercise, nutrition and sleep, for the child's; physical health, mental health, growth and overall development. We will focus on why exercising and taking part in physical activities is sometimes difficult for children with; disabilities, S.E.N., suffering from trauma, etc., and, with this in mind, ways we can encourage them to take part. We will pay particular attention to the importance of developing fine motor skills (hand eye co-ordination) and major motor skills (body co-ordination) for the body and mind. We will consider appropriate positive techniques that we can use with a child to encourage them to be active. We will consider the importance of your child's mental health, why a healthy mind is sometimes difficult from their point of view and ways to encourage positive mental health in a fun way that they'll enjoy.

#### ***Nutrition***

We will discuss the importance of nutrition and why eating/drinking healthily is sometimes difficult for a child from their perspective. We will focus on the ways that you can teach a child about healthy eating and the importance of water, in a manner that is relevant to them.

#### ***Sleep***

Finally we will discuss the importance of sleeping a 'reasonable' number of hours per night and why this is sometimes difficult for a child from their perspective. We will focus on how food & exercise can help or hinder sleep and the positive techniques that you can use with a child to enable them to have a healthy sleeping regime.

## **6. Enabling children to positively change through the use of 'motivational interviewing' techniques**

### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of what 'Motivational Interviewing' techniques involve. They will learn the key principles for positive behavioural change to take place, the techniques that

they can use with their foster child to encourage this and why the following are vital for positive change to happen:

- Building positive rapport with their foster child by; expressing empathy towards them, their needs, feelings, perspective, etc., and by becoming more aware of how difficult and stressful change/transitions can be for certain children in their everyday lives.
- Supporting their foster child's 'self-belief' that they have the capacity to change (self-efficacy), focusing on their success, highlighting their skills and strengths to be able to succeed in positively changing, in turn enabling them to have 'hope' in their future. As well as the importance of praise/positive encouragement so that we reinforce changed behaviour and the overall well-being of the child.
- Managing their foster child's resistance to positive change through a non-confrontational approach using de-escalation techniques when necessary.
- Developing their foster child's ability to examine their discrepancies, any mismatch between where they currently are and where they want to be, as well as their future goals.
- Motivating their foster child to want to positively change through the use of: Open-ended questioning techniques, Affirmations (recognising strengths), Reflection (reflective listening and responding) and Positive summarising (recapping what's been discussed/occurred)

Finally, the trainee will learn about the change cycle, the importance of facilitating change/transition, rather than dictating it, by taking into account the following essential things that a child needs in order to be able to manage change/transition; hope in their future, appropriate information/help, the ability to change, as well as the ability to set their own positive goals. We will look at the strategies which will encourage a child to use "change talk", through a variety of simple conversational techniques, how 'Change Talk' is the pathway to a child's commitment to change, being ready to change and take the important steps needed for positive change to begin.



## **7. Enabling children to positively manage change and transitions**

### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of how difficult and stressful change/transitions can be for certain children in their everyday life, particularly children on the Autistic spectrum. We will look at the reasons why a child might react in a challenging way to change/transitions, how we can take into account their point of view and make the overall process easier for them. We will pay particular attention to the importance of helping a child to learn specific key skills that will help them to cope and manage the features of change/transitions, the: what, where, when, how and who. We will focus on positively facilitating change/transition, rather than dictating it, by taking into account the following essential things that a child needs in order to be able to manage change/transition; hope in their future, appropriate information/help, the ability to change, as well as the ability to set their own positive goals. Finally we will focus on specific questioning techniques that will enable the trainee to positively influence a child's decision to change &/or manage transitions as well as learning about the techniques we can use with a child to help to reduce their anxieties during this process. Finally, we will look at the importance of praise and positive encouragement so that we reinforce the changed behaviour and overall well-being of the child.

## **8. Enabling children to reach their full potential.**

### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of; what is meant by an individual being able to "reach their full potential" and the factors that may prevent this from happening. We will focus on positive techniques that we can use with a child to ensure that they are provided with the opportunities to "reach their full potential" and the positive strategies that we can use with them to enable this to happen. We will pay particular attention to the child's human and legal rights to be able to "reach their full potential" and the measures that may need to be put in place in school to ensure that this happens.

## **9. Enabling children/teens with social (awareness, interaction &/or understanding) difficulties to positively communicate and socially interact**

### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of the root causes of a child's/teen's social (awareness, interaction &/or understanding) difficulties. How abuse, neglect, specific disabilities (S.E.N.s), &/or trauma can have a negative impact on these areas. We will look at the negative consequences that often occur when a child/teen experiences such difficulties, for example: anxiety, inappropriate behaviour, etc. We will focus in depth on how to support children/teens having social difficulties, the importance of enabling them to learn how to communicate (verbal & non-verbally) appropriately as well as the positive strategies that can be used to encourage them to communicate and socially interact. Throughout this training particular attention will be placed on the importance of improving a child's/teen's; Emotional intelligence, Life skills, 'Self' (self-awareness, self-belief, self-esteem, self-confidence), and how each of these areas influence a child's/teen's ability to positively communicate and socially interact

## **10. Enabling S.E.N. children to; plan, organise themselves and learn**

### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of how specific disabilities/S.E.N. may impair a child's ability to; plan, organise themselves & learn. We will consider the important role we play in enabling a child to reach their full potential; academically, emotionally and socially, by improving our understanding of their conditions and difficulties. Finally, we will focus in depth on relevant positive strategies and teaching techniques that we can use with a child, which are specific to each child's individual difficulties.

## **11. Encouraging your child to be independent and overcome executive functioning difficulties (difficulties with the concept of time, organisation, multi-tasking, remembering, planning and problem-solving)**

### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of executive functioning difficulties such as:

- Managing Time (the concept of time)
- Organising themselves
- Managing tasks/multi-tasking
- Remembering information
- Planning
- Problem solving

We will focus on why some children have executive functioning difficulties, how to effectively support these difficulties, and any additional support services that should be provided to the child by their school/college. We will pay particular attention to positive parenting strategies that can be used to enable the child to overcome their executive functioning difficulties, improving their outcomes; academically, emotionally, socially, so that they can reach their full potential.

## **12. Energy: balancing your day-to-day life and improving your wellbeing**

### **Aims & Learning Objectives**

This training will focus on you. Starting with: Day-to-day stressors, energy takers, what these might be and how these take energy from you (mentally and physically). Day-to-day energy givers, what these are and how to ensure that these become a natural part of your day. We will then discuss techniques to ensure that you balance energy taking activities and energy giving activities to optimise your overall health and wellbeing.

### **13. Holistic understanding of A.S.C./Autistic Spectrum condition through the child's eyes & appropriate positive strategies.**

#### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of individuals with Autistic Spectrum Condition, their areas of difficulties (communication, social, obsessive interests & repetitive behaviours). We will focus on the uniqueness of each individual in terms of:

- Capabilities & needs
- How ASC is usually linked to other conditions
- Behavioural characteristics associated with ASC and how to positively respond to these
- How to communicate effectively with them

Finally, we will discuss the importance of person-centred support in terms of:

- Structure & routines
- Others (school, family members, social workers, etc.)
- Formal/informal support networks

to ensure that the individual's learning and mental health needs are fully understood so that they can reach their full potential.

### **14. Holistic understanding of sensory processing disorder (S.P.D.) through the child's eyes & appropriate positive strategies.**

#### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of the; myths, facts and diagnostic criteria of S.P.D., it's co-morbidity with other disabilities especially A.S.D. (as well as: A.D.H.D., O.C.D., D.C.D., etc.). We will focus on how it feels to have S.P.D. by viewing it through the eyes of a child, looking at how the sensory system works (the senses, proprioceptive & vestibular systems), paying particular attention to the amazing characteristics of this condition that can be enhanced, the techniques that can be used to enable the child to overcome any difficulties that they might have so that they can "reach their full potential"; academically, emotionally,

socially & legally (considering their human and legal rights). We will pay particular attention to positive strategies that can be used to help to manage specific challenging behaviour that often occur as a result of this condition. We will conclude with all the advice and support that is available for a child with S.P.D. and their family.

## **15. Holistic understanding of sleep problems through the child's eyes & appropriate positive strategies.**

### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness about the importance of sleep and why a child may experience difficulties sleeping (e.g. due to A.D.H.D., A.S.D., S.P.D., trauma, diet, exercise, stress...). We will focus in depth on the positive strategies and techniques that can be used with a child to enable them to sleep better by taking into consideration external and internal factors related to sleeping (e.g. the sleeping environment, stimulants, A.D.H.D. medication stopping the production of melatonin, etc.).

## **16. How the results of trauma (abuse & neglect) can result in self-harm**

### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of how the effects of trauma (abuse & neglect) can result in them self-harming. We will consider the following:

- The self-harm spectrum in terms of behaviour (Sleeping, eating, exercising, self-injury, addiction, etc.)
- What triggers self-harming behaviours
- The urges that triggers often cause

Throughout this training particular attention will be placed on improving understanding of what self-harm means, how to spot the signs, the reasons why an individual self-harms (from their perspective) and the positive steps that can be implemented to enable them to recover.

## **17. How trauma impacts the child in terms of their neurology, 'self' identity and over all well-being.**

### **Aims & Learning Objectives**

During this training the trainee will consider what trauma means, including lack of proper attachment, the effects that this has on the developing brain during key developmental stages and the neurological changes that occur. We will focus on ways in which traumatic stress manifests from child to child, possible reasons for differences (e.g. genetics, other conditions), the brains reaction to persistent stress, and the resulting symptomology (presentation). We will consider risk and protective factors, the impact of trauma on long term physical health/well-being as well as the power of neuroplasticity to heal. Finally, we will conclude with the impact of trauma on 'Self' identity (the false self, victimhood thinking, passive-aggressive and passivity), psychological issues resulting from childhood trauma, the importance of mindfulness for general well-being and how we can support a traumatised child (individual).

## **18. Improving children's 'Self' (self- awareness, self-belief, self-esteem, self-confidence) & overall emotional intelligence.**

### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of what 'self' skills are (e.g. self-awareness, self-esteem) and why it is vital for a child to positively develop these skills in order for them to live a happy/healthy/successful life. We will also focus on the importance of a child developing their emotional intelligence which is another important element needed for a positive life. Particular attention will be paid to positive strategies that we can use with a child to enable them to develop each of their 'self' skills and their overall emotional intelligence.

## **19. Supporting children with; anxieties, obsessions, panic attacks, phobias, repetitive behaviours, sensory issues.**

### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of the facts & myths about:

#### ***Panic Attacks***

We will focus on how it feels for the individual suffering with a panic attack, what is really happening inside their body/mind (negative associated thoughts) and the ways we can positively help them to avoid/prevent future attacks. We will conclude with all the advice and support that is available for an individual suffering with panic attacks.

### ***Anxiety***

We will focus on how it feels for the individual, what is really happening inside their body/mind (negative associated thoughts) and the ways that we can positively help an individual with anxiety. We will conclude with all the advice and support that is available for an individual suffering with anxiety.

### ***Obsessions &/or Phobias***

We will focus on how it feels for the individual, conditions that are usually linked with this such as; A.S.D., O.C.D., etc., what's really going on inside their body/mind (negative associated thoughts) and the ways that we can positively help them with their obsessions &/or phobias. We will conclude with all the advice and support that is available for an individual suffering with obsessions &/or phobias.

### ***Repetitive behaviours &/or sensory issues***

We will discuss the facts and myths about repetitive behaviours & sensory issues. We will focus on how it feels for the individual, conditions that are usually linked with this such as; A.S.D., O.C.D., etc., what's really going on inside their; body (the sensory system), mind (negative associated thoughts), and the ways that we can positively help them with their repetitive behaviours &/or sensory issues. We will conclude with all the advice and support that is available for an individual suffering with repetitive behaviours &/or sensory issues.

## **20. Supporting children with; loneliness &/or social difficulties.**

### **Aims & Learning Objectives**

During this training the trainee will gain a greater awareness of what loneliness really feels like, what causes someone to feel so alone and techniques that we can use to help an individual to cope with these feelings. We will focus on how a person might feel who has social difficulties, techniques that we can use to enable them to learn appropriate skills that they need for social interaction and to encourage them to interact with others. Particular attention will be placed on the appropriate skills that are



needed for social interaction and the importance of noticing the signs when loneliness may become a more serious mental health condition. We will conclude with all the advice and support that is available for an individual suffering with loneliness &/or social difficulties.

## **21. The differences and similarities between attachment disorder and other neuro-diverse conditions (Autism/ADHD)**

This training course is designed to deepen participants' understanding of the neurological profiles of children with attachment disorder, Autistic Spectrum Condition (ASC), and Attention Deficit Hyperactivity Disorder (ADHD). Trainees will explore the unique and overlapping features of these conditions, with a focus on how they influence a child's behaviour, emotional responses, and capacity to learn. Through comparative analysis, participants will identify key similarities and differences across the three neurodevelopmental conditions. The course will also provide practical, positive strategies for managing challenging behaviours that often arise due to neurological differences. Additionally, we will examine issues surrounding diagnosis and misdiagnosis, the potential benefits or drawbacks of diagnostic 'labels', and discuss whether and how a child's neurological functioning can be positively influenced through targeted interventions and support strategies.

## **22. Using cognitive behaviour therapy techniques to encourage positive thinking**

### **Aims & Learning Objectives**

This training will focus on how you think. Identify and reframing dysfunctional thinking patterns into positive thoughts through CBT techniques that you can use to help you to positively manage day-to-day stressors.

## **23. Using your senses for mindfulness and relaxation**

### **Aims & Learning Objectives**

This training will focus on your sensory system, any differences or difficulties that you may have and how these may influence day-to-day anxiety/stress levels. We will then discuss how you can use your senses for relaxation and to improve your overall wellbeing.

## **24. Understanding Separation & Loss in Fostered Children - A Neurodevelopmental Lens**

### **Aims & Learning Objectives**

This training session will explore the complex emotional, behavioural, and neurological effects of separation and loss on foster children. Participants will gain insight into how these experiences shape a child's development, with particular focus on how age, developmental stage, and neurodiversity influence the way loss is processed and expressed. The course will help professionals identify key signs of unresolved trauma and loss, and equip them with trauma-informed, empathy-based strategies to support healing and strengthen secure attachments. In addition, the training will address the emotional needs of carers and birth children when children move on from their care and provide guidance on supporting foster children through transitions and the challenges of separation.

## 25. Teen Life Skills

### Aims & Learning Objectives

This four-session teen life skills course is designed to empower young people with the emotional, social, practical, and financial tools they need to thrive as they move towards adulthood. Each session runs for two hours and combines fun, interactive activities with real-world learning to ensure teens stay engaged and feel confident using their new skills in everyday life.

The course is divided into four core sections:

**Session 1: Emotional & Self-Management Skills** - Teens will learn to identify and express their feelings, develop strategies for calming down when stressed, ask for help when needed, set personal goals, manage anger or frustration, and build confidence in themselves.

**Session 2: Social & Communication Skills** - This session focuses on helping teens connect with others by practising how to introduce themselves, make conversation, read body language, handle disagreements respectfully, and understand what it means to be a supportive, trustworthy friend.

**Session 3: Independent Living Skills** - Practical and hands-on, this session helps teens develop essential life skills such as cooking a basic meal, doing laundry, cleaning their room, planning their day effectively, and navigating public transport safely and confidently.

**Session 4: Money & Responsibility Skills** - Teens will explore how to budget their money, earn income through small jobs or opportunities, and understand how to open and manage a bank account—laying the groundwork for responsible financial habits.

Every participant will receive their own *Teen Life Skills Journal*, a personalised and easy-to-use workbook that includes session summaries, reflective activities, goal-setting prompts, and space to record progress. This journal not only supports learning during the course but also serves as a lifelong resource teens can return to as they grow.