

The Yarramundi Therapeutic Program was established with a special priority on First Nations young people. Non-indigenous young people will equally benefit from Therapeutic Life Story Work as it is particularly helpful for:

- Children who present with impulse control issues and who struggle with emotional regulation
- Children with developmental and attachment disorders (ASD, ADHD, ODD, PDD etc.) and the intersectionality of trauma or grief and loss
- Young people who have a fragmented childhood trauma history and difficulty maintaining relationships and lack the capacity to process relational information
- Children who have impaired social functioning
- Families who struggle to connect with their child or young person due to social skills deficits and executive functioning impairments
- Children who have struggled to understand how to respond to a secure and nurturing attachment offering including the inability to interpret body language and social cues
- Young people who have struggled with impulsive, risk taking behaviours, or who have struggled with social settings and social rules
- Children with language and sensory processing difficulties

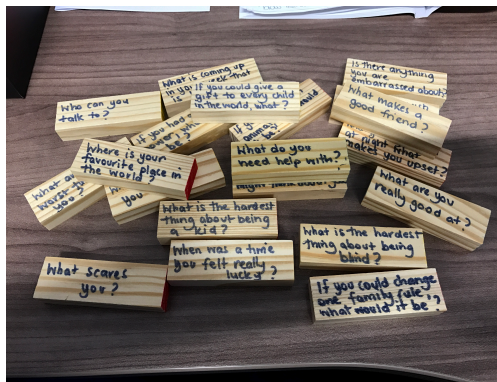
All Behaviour is Communication

Understanding the roots of the presented behaviour and reflecting what is being communicated verbally and non-verbally will empower the child to refine and reframe their communication process so as to be more effective in achieving their best interests.

- Rose 2012



Strengthening Relationships



Therapeutic Life Story Work enables children and young people who have struggled with developmental and relational issues and are struggling with the pain of their identity and sense of self to reflect, develop compassion for themselves, empathy for others and move on. **It is a defined approach, drawing on sensory integration therapies, narrative therapies, and social storying to help children strengthen their theory of mind and relationships.**

Once these are strengthened, the child is supported in considering how to make significant changes, as a result of a far deeper understanding and awareness of self, a stronger sense of control and a greater capability in social functioning. In essence, the Yarramundi Therapeutic Program is not just about the who, what, where, when, why and how, but how a difficult start to life, and misinterpretation of social experiences, if not understood and worked through, can go on to blight the present and future. **Instead, if we can help children to strengthen their social skills, have a greater sense of agency in their functioning, a stronger ability to communicate their needs and experiences, and a greater confidence in building and maintaining family relationships; they can move forward with an improved quality of life.**

YARRAMUNDI THERAPEUTIC PROGRAM

(THERAPEUTIC LIFE STORY WORK - The Rose Model & TBRI® Approach)
Strengthening functional capacity and relationships through yarning (social stories) so children and their families can be strong to enjoy life and access community.

BEYOND BEHAVIOUR
COMMUNITY SERVICES &



Together in Partnership



Each young person who participates in the Yarramundi Therapeutic Program is supported to strengthen theory of mind (understand their own thoughts and emotions), improve empathy and mind mindedness, improve social communication skills, build information processing strategies, and increase self-control. They will be supported to better manage transitions, challenge magical thinking (false beliefs), discover social and family connections, and belonging; strengthen identity, and explore potential for their future. The child is the Yarramundi (meaning) story-teller and the work is concluded with their very own hard cover memoir.

We are accepting referrals.

A referral must consist of:

- Child or young person's details
- Primary carer details
- Location
- Diagnosis
- Specific capabilities and challenge



'The value and power of the life story approach to reconstructing and reconnecting a child using personal narrative cannot be underestimated'.
Perry, B (2012) Life Story Therapy with Traumatized Children

Not all Kids are teh same. It's important to keep in mind that the solution for one may be very different than the solution for another. Our program is individually tailored.



Beyond Behaviour Community Services wishes to thank the Dharug Elders who were consulted before using dalang in the naming of the program.

BBCS also wishes to thank Yarramundi for being a great leader, warrior, and example of a nurturing, caring and loving Father.

Contact:
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BEYOND BEHAVIOUR COMMUNITY SERVICES & EMPOWER FOR SOLUTIONS

Leisa Bennett and Katrina Lewis are specialist Practitioners trained in the Rose Model of Therapeutic Life Story Work, and give special thanks to Professor Richard Rose for his outstanding work with children and their families. We incorporate the TBRI approach into our model of practice. Together, Leisa and Katrina are leading teams of Practitioners to deliver this vital therapeutic intervention for children and young people in Queensland.



TLSW PREPARATION:

Prior to TLSW beginning with the parent or carer and child, an assessment needs to be conducted. The assessment usually includes interviews with significant people in the life of the child, a child protection file review (if applicable) and an initial meet and greet with the child along with their parent or carer. A sensory profile assessment will be completed when applicable.



TLSW SESSIONS:

Sessions are conducted at the same place, at the same time and with the same people each fortnight for a period of 6 - 18 sessions depending on the individual needs of the child. The TLSW practitioner works together with the child and their nominated parent or primary caregiver and captures the child's story on rolls of paper (sometimes the program will be adapted in the 'Service Agreement', so will not be structured exactly as below.

6 sessions - **All About Me** - Phase 1 (For those requiring a brief intervention)

6 sessions - **More About Me** - Phase 2 (For those requiring a longer intervention)

6 sessions - **TLSW** - Final Phase (For those requiring the completion of the work and book)



TLSW BOOK:

Once the sessions have concluded, the child becomes the editor of their own social story book. A book is then created, and the child is presented with two copies at the celebration and final meeting. The aim is for the child to be empowered to understand their own sensory profile, improve their social skills, increase their social and emotional language and communication skills, strengthen their theory of mind, increase empathy, and find a place of connection and stability with their Mudyin (family) whatever that looks like for them now.

