Drawing and Talking

Drawing and Talking: Beyond the individual

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Drawing and Talking

Welcome
About Drawing and Talking
Cath Beagley – CEO

- Established in 2003
- Over 35,000 adults have been trained to use Drawing and Talking with Children and Young People
- Over one and a half million children have benefited from this intervention.

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Schools are under pressure to meet the social and emotional needs of the whole community. Vast investment emotional support both 1-2-1 and groups, but there needs to be a greater emphasis and understanding how and when to transition to therapeutic group work.

A natural progression from 1-2-1 therapeutic intervention

Important transition and growth in safe and secure attachments

Ability to fulfil and evidence the objectives of DFE 8 Principles to WSA to Mental Health and Wellbeing

Community is essential to human success

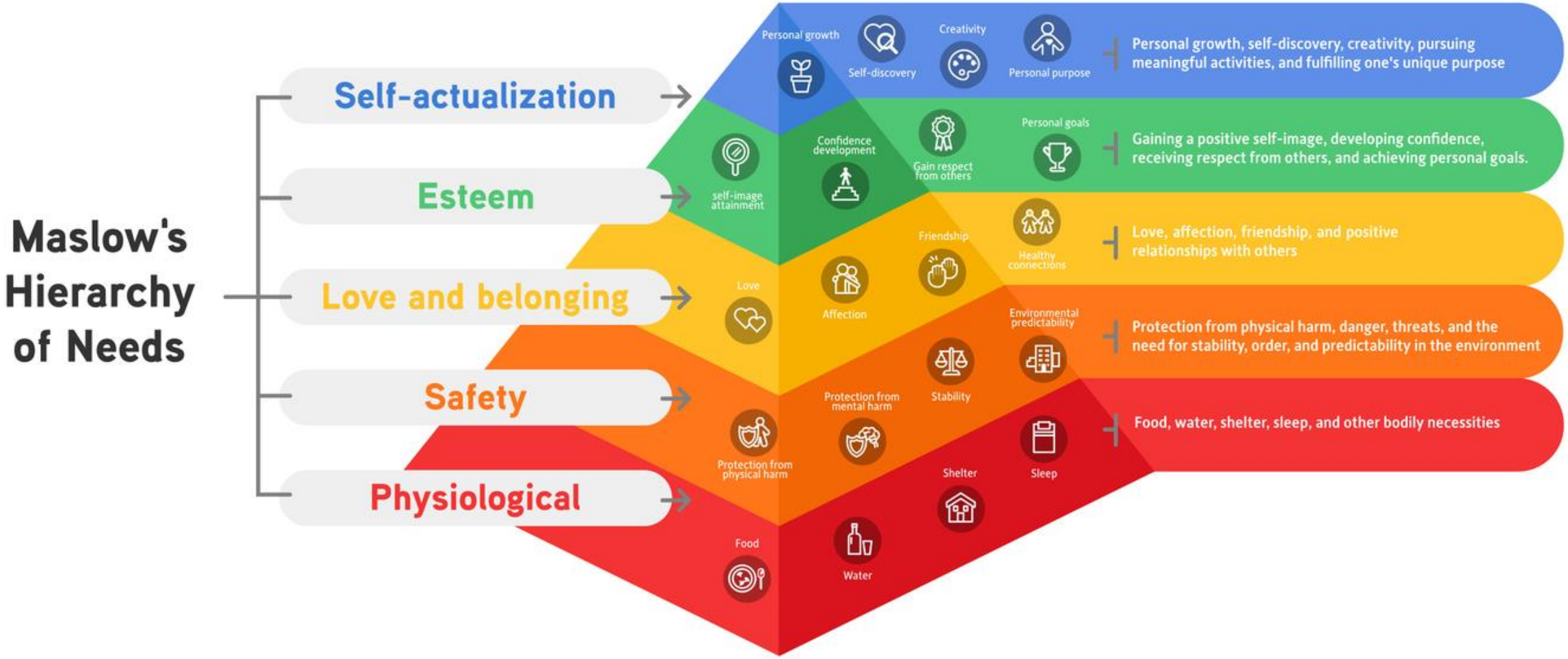
Definition of Community

Definition:

1. **a group of people living in the same place or having a particular characteristic in common.**
2. **the condition of sharing or having certain attitudes and interests in common.**

Humans are social creatures. We like to live in communities. It is important we have friends, families, and loved ones.

This isn't just a logical choice we make sometime in life; it's also a biological imperative. We're wired to want to connect with others.


Maslow's Hierarchy of Needs
Self-actualization
Esteem
Love and belonging
Safety
Physiological
Personal growth
Self-discovery
Creativity
Personal purpose
Personal growth, self-discovery, creativity, pursuing meaningful activities, and fulfilling one's unique purpose
self-image attainment
Confidence development
Gain respect from others
Personal goals
Gaining a positive self-image, developing confidence, receiving respect from others, and achieving personal goals.
Love
Affection
Friendship
Healthy connections
Love, affection, friendship, and positive relationships with others
Protection from physical harm
Protection from mental harm
Stability
Environmental predictability
Protection from physical harm, danger, threats, and the need for stability, order, and predictability in the environment
Food
Water
Shelter
Sleep
Food, water, shelter, sleep, and other bodily necessities

Transacting -v- Connecting

Transacting

- Reciprocity: Give a little something to get a little something in return.
- Commitment: People want their beliefs to be consistent with their values.
- Social Proof: There's nothing like feeling validated based on what others are doing.
- Authority: You will obey me!
- Liking: The more you like someone, the more you'll be persuaded by them.
- Scarcity: When you believe something is in short supply…You want it more!
- Unity: If you feel included, you're more likely to participate.

Connecting

- Sharing feelings: to feel seen and heard
- Being willing to be vulnerable: uncertainty, risk, and emotional exposure
- Nourishing: support on emotional level transcending mere acquaintance or surface level interaction
- Seeking understanding: Empathy, trust and intimacy
- Bridging between cognition and emotion
- Has meaning and value: a way of being or believing that we hold most important

Objectives of Community Therapy

- Learn to feel safe in community and experience social connection and acceptance
- Expressing unique emotional landscapes within a collective environment
- Participants support each other to heal
- Creates a safe space for participants to reveal their inner challenges and learn from each other's experiences
- The value of empathy and collective resilience

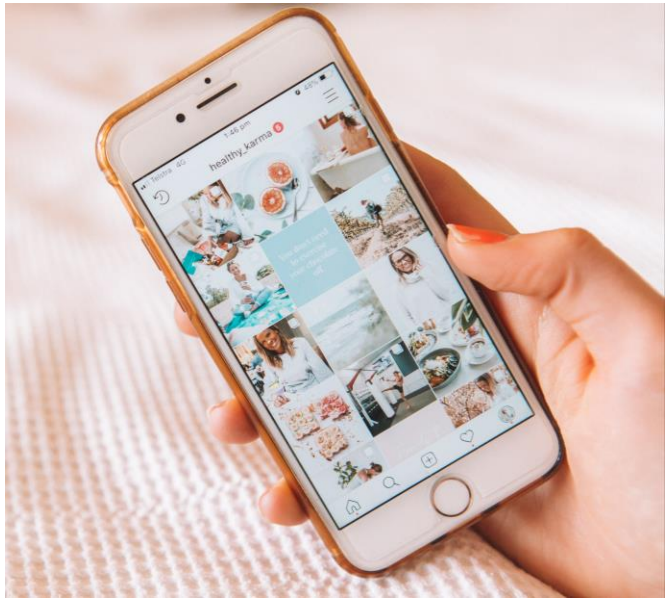
Source: Peter Gray

What do children turn to find social connection and social proof?

Virtual World / Social Media

"From age seven, children prefer playing with iPad and Game Consoles"

Utilising Virtual worlds and Social Media as forums enables adolescences connect with other.



But are these statements true?

Source: Happyfamiles BC

Gangs, Grooming and County Lines

- Belonging – Many gang members see them as family not gangs (this is even replicated in words used)
- Sense of power (exerting self-control)
- Sense of community

What are they missing?

What are they acting out?

What do Children Want?

The BIG ASK survey indicate that children still prefer to play outdoors with friends when they have the chance.

In one recent international survey, 54 percent of mothers reported that "Playing outside at a playground or park" ranked among the activities that made their children happiest.

Outdoor play outranked all other activities, including "Watching television, films, or videos" (41 percent) and "Using electronic games" (19 percent).

IKEA Corporation sponsored survey:

- 58 percent of those in the entire international sample said that their preferred place to play is outdoors.
- 89 percent of the children preferred outdoor play with friends to watching television, and
- 86 percent preferred it to computer play.

These results occurred even though all of the children in the study were computer savvy and had access to computers at home (the survey was conducted via the Internet)

Source: Peter Gray

How do you feel about GROUPS?

Exercise

In 3's think back and share with each other the following:

- Your scariest memory?
- What happened, where were you?
- How did you feel?
- Where did you feel it your body?
- What did you do?

Now answer these questions to yourself

What did you notice about how you felt sharing in a group?

Was what you shared influenced by what the others shared?

How did you feel when the group listened?

Outcomes of Therapeutic Group Work

- Develop communal interests and competencies;
- Learn how to make decisions, solve problems, exert self-control, and follow rules inside of group dynamics;
- Learn how to be vulnerable as well as co-regulate their emotions;
- Make friends and learn to get-along with others as equals;
- Experience joy.

Source: Peter Gray

Primary School feedback Years 2 to 6

'I've made new friends in different year groups that I wouldn't have done normally'

"It has helped me to know that I can talk to people. Before, I was scared because I didn't think I could trust people but now I can. It's also helped me realise that I can be whoever or whatever I want to be. I think it's helped with friendships because I know that they start but can also end just like these sessions."

' I wanted to do it for longer !'

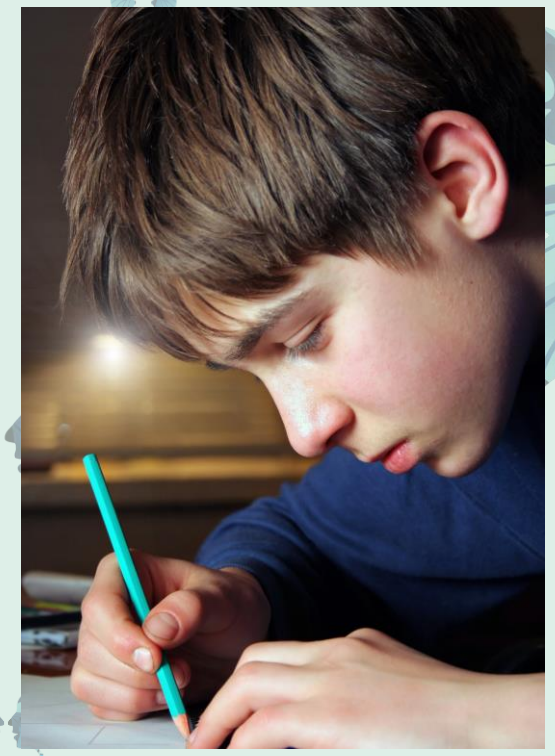
' I didn't really want to share my problems but realised that all of the group have things that they worry about too. It made me feel like I could cope better with school'

' I knew I didn't have to share if I didn't want to and felt safe being with others. I knew we had group rules'

Feedback from Secondary School, Drawing & Talking Practitioner

"I have recently finished the emotions group work with 6 children I have been blown away with their response to the sessions. They went from worrying why they had been chosen, to telling me they were so glad they had been. The understanding has grown between them - not just in the sessions - but in class. One child who did not want to share about being anxious (admitted he did feel anxious, but not about what) until another child showed her picture and he said, "that's what happens to me! "And opened-up. They all said they would love to do more, and one said if she had the choice of going home early or doing D& T, she'd rather do D&T! And that's from someone who was struggling to get to school on some days! It was lovely watching them all talk together and share.

I'm definitely going to introduce this to other classes next term. It is so powerful!"



Drawing & Talking

Drawing and Talking is a person-centered therapy:

- A safe and gentle therapeutic approach
- Person centered – the person chooses what to bring to the session
- Play therapy
- A symbolic way for children to process pain
- Short Term Intervention

Who will benefit from Drawing and Talking therapeutic intervention ?

- Those who have suffered trauma
- Have been or are in the process of being adopted or fostered
- Suffer because of separated or divorced parents
- Are young carers
- Are vulnerable teenage parents
- Experience emotional trauma because of their LGBT status
- Are socially disadvantaged
- Are suffering from the effects of domestic violence
- Suffer from anxiety, stress or phobias
- Have suffered loss or bereavement of any kind
- Are withdrawn or continually unhappy
- Are ill, disabled or autistic
- Find it difficult to make friends
- Quarrel frequently with peers or siblings
- Bully others or is bullied themselves
- Suffer from disrupted or disturbed sleep
- Display inappropriate behaviour
- Do not play
- Are not realising their full potential either socially or academically
- Are at risk of being, or have been excluded from school