

About me

My passion to support children, young people and their families therapeutically, stems from my background as a registered Social Worker working within a large Local Authority. My journey began within the Looked after Children Team, working with children made subject to different plans of permanency. I delivered high quality interventions in my role as well as undertaking complex assessments of need and delivering specialist intervention work to support primary caregivers and children experiencing complex and multiple difficulties.

My developing journey over the years has been completing therapeutic accreditations underpinning my already established practice, delivering high quality therapeutic interventions to children, young people and their families experiencing issues such as complex trauma, developmental delay, attachment difficulties, abuse, emotional and behavioural concerns.

I practice from an attachment perspective, using my creative tool kit to adapt to each client thereby helping children to communicate their inner experiences and help to heal their painful pasts and hurtful histories. I work with a number of public, individual and private providers offering my services, consultancy and experiential training.

I hold an enhanced current DBS certificate with update provision, Professional Liability and Indemnity insurance. I am a registered member of PTUK, Health and Care Professions Council (HCPC) and hold Graduate member status of the British Psychological Society MBPsS. I adhere to the ethics and values of my practice and am clinically supervised.

Psychology and Criminology BSc honours
Master of Social Work (MA)
Parent-Child attachment play
Level 1/2 Theraplay & MIMS assessment
Level 1 Dyadic Developmental Psychotherapy
Post Graduate Certificate in Therapeutic Play
Post Graduate Diploma Play Therapy
Post Graduate Diploma in Therapeutic Life Story Work
Post Graduate Certificate Practice Educator/Teacher

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Play & Creative Arts Therapy



Working with individuals,
families & professionals



Providing therapeutic
support to children, young
people & families

What is Play Therapy?

Play is the child's natural medium of self expression. It is an opportunity for the child to 'play out' their muddles within a safe & protected space..

Play Therapy is suitable for children and young people from three upwards and can equally be helpful for adults.

Play Therapy sessions provide a safe, confidential environment for children to explore issues that are affecting their lives. The aims are to help them to understand their emotions, feel better about themselves and to develop a positive sense of self and resilience.

Areas of need

Play therapy can help with:

- Social exclusion
- Transitioning
- Needs as a result of placement i.e. Looked after/adopted
- Grief/Loss/divorce/separation
- Trauma
- Attachment issues
- Abuse (all types) and neglect
- Family problems
- Low confidence and self esteem
- Social relationships/peers
- Illness
- Emotional/behavioural difficulties
- Stress & anxiety
- Anger issues
- Communication Problems

What happens?

Each session lasts 40 minutes. In that time the client will engage in what ever they choose to do as part of the therapeutic tool kit. The average number of play therapy sessions provided for a client is 12. Further sessions may be advisable if depending on level of need.

Play therapy sessions are normally carried out at the child/young persons school although an alternative location can be sought if required. Sessions are on the same day at the same time within a room that is private and free from any interruptions and outside influences.

Assessment

Before therapy starts a meeting is held between the therapist, referrer/ parent to gather information and ascertain hoped outcomes. This meeting gives everyone the opportunity to ask questions. Alongside this those involved with the child/young person will be asked to complete a Strengths and Difficulties Questionnaire (SDQ) which is a screening tool to identify areas of need. The same process will be carried out at the midway review and at the end of the therapeutic work. The pre-mid and final SDQ scores will be compared and the results will be included in the end of therapy report. Additionally, before therapy begins there will be a confidential meeting between the parent/carer and our therapist at which time there will be the opportunity to ask questions. The meeting also gives attendees the opportunity to arrange a day and time suitable to the child/young person for therapy to start.



Outcomes



Play therapy has many positive outcomes for children and young people.

The process has many benefits to the cognitive, social and emotional wiring of the brain. Research in the area of neuroscience has shown that play is essential to the successful development of the brain in particular the problem solving and pro social part of the brain, the neo-cortex.

Play releases chemicals in the brain that encourages calmness and wellbeing. Outcomes from schools/primary carers advise that children/ young people present as calmer, more regulated and in control, have higher concentration levels and can make sense of their muddles in a more appropriate way.



Helping to heal painful pasts & hurtful histories