

Training Attended: Level 2 - Dyadic Developmental Psychotherapy (DDP/L2)

Venue: Doncaster

Trainer: Bonita Fradd

Work Role: Therapeutic Social Worker & Certified Theraplay Practitioner

Summary: DDP/L2 training focuses on gaining a deeper understanding of the theory, successes and barriers experienced by participants in applying the model in practice, more videos and discussion of DDP and the impact of participant's own attachment experiences. It builds on the knowledge and skills taught on level one and is aimed at those who are beginning to incorporate the principles of DDP into their practice. Attendees develop a deeper understanding of children and young people with developmental trauma and the impact of caring for them in family settings, including residential homes and foster families.

The training provides both theoretical knowledge and practice of the interventions and parenting principles of DDP, with several opportunities for attendees to discuss aspects of their own work and applications of DDP principles into practice. There were opportunities to engage in small group work, discussions, role play 'dabbles' and viewing video footage of real DDP work with families.

Experience of Training: I had completed DDP level 1 course has been a while ago, and I had settled into my own ways of practice that are comfortable to me. I began to reflect on where I go to when my own attachment patterns trigger discomfort, such as sitting back into the expert 'psycho-educational' role, or the social work role of trying to 'fix' things, instead of sitting with the pain of not knowing or powerless inability to provide the instant solutions that the caregivers often want.

We explored some of our own attachment history and took turns to use the core concepts such as connect and chat, storytelling, affective- Reflective dialogue, and a PACE way of being, to move our role play 'client' through their attachment landscape, building safety and a sense of being deeply understood. At times there were some points of mis-attunement, which led to ruptures in the therapeutic relationship, even in the short space of the practice sessions. These elements felt uncomfortable and potentially a shame-inducing bit of the learning process that I would rather gloss over or avoid; however, they also provided opportunities to practice repair, which is likely to happen in our practice with young people and families too.

The Developmental Trauma Matrix (K. Golding) was introduced to assist in working out the starting point of the family and agreeing the approach systemically that is to be commissioned. This felt helpful in framing the DDP approach and how this differs from other modalities or generic therapeutic parenting. I am now in a position to be able to move onto the DDPI practicum and continue to develop these incredibly useful skills in 'being with' children and families at their trickiest times.

Therapeutic Registered Social Worker and Certified Theraplay® Practitioner