



Dyadic Developmental Practice and Psychotherapy (DDP)

Psychological interventions and parenting approaches with children and adolescents who have experienced developmental trauma and have attachment difficulties

Level Two Training

This DDP Level Two 4-day or 28 hour course is open to clinical psychologists, social workers, parent mentors, therapists and other practitioners, who have completed the 4-day Level One training.

It follows on from the ideas and skills introduced in Level One and is suitable for those who are beginning to use the principles and interventions in their day-to-day work.

Courses can run for 4 consecutive days, 2 x 2 days or 1 x 4 days.

The aims of this training are:

- To gain a deeper understanding of the theory and practice of the interventions and parenting principles used in this approach.
- To follow up on any relevant themes that participants would like more teaching on.
- For each participant to have opportunities to focus on the successes and barriers experienced in applying the model in their practice via supervision or consultation about their work with families or their specific practice. This is the main aim.
- To provide participants with the opportunity to explore (in small groups of 3 people for one hour a day) how their attachment history and experiences may inform and have an impact on their work.

Who can attend?

Sometimes practitioners who complete Level One feel that Level Two isn't for them, thinking it is mainly for people working as therapists directly with children and their families. This is not the case. Level Two is aimed at all practitioners in this area of work.

This can include practitioners or social workers who primarily work with foster or adoptive parents, undertaking assessments and placement matching, or initial work with parents and later placement or family support. It doesn't matter if the practitioner doesn't work with children; the parenting aspects of this approach will be relevant. The same applies for social workers and practitioners working with children in care and children in birth families.

What happens during the 4 days?

Each participant will have an opportunity to receive consultation about his or her work. It is hoped that people have been able to record their work to get direct consultation using clips. However recording work has become much harder over the years and this is almost impossible if you work in a Local Authority team. If this isn't possible, consultation and discussion of your practice can be effectively done via specific case discussion.

Sometimes using the idea of "practice in action", with people in the group role-playing being the child or parent. This can be done as part of a case discussion and picking out a complex or difficult conversation that has happened to discuss in more detail and, for example, consider ways of bringing in PACE. The trainer will always offer to role play being the therapist, social worker or practitioner, as doing this in front of the group can feel daunting and it is usually easier at first to role play being a parent, carer or child.

During the 4 days, practitioners will have opportunities to further develop their skills, talk through work they feel is going well and work where they feel stuck, whatever level they feel they are at. The trainer will tailor the course to meet the consultation and skills training needs of the group.

Therapists will bring examples of their work with children and their parents and caregivers or their work with parents. Sometimes social workers and professionals who work primarily with parents, or in residential or educational settings, wonder what work examples would be helpful to bring. Specific information for social workers has been included below.

[Some examples of practice that social workers could bring for consultation, who are working primarily with adoptive parents and foster families.](#)

These are just examples. Any area of your practice would be suitable to bring where you are forming a relationship with parents or carers and you either need to assess them or they are bringing a problem to you that they want help with.

- Undertaking an assessment with prospective adopters or foster carers, where there are some difficulties and you are uncertain about how to talk with them about this
- An uncertain matching process where you are not sure whether the foster carer(s) or adopters and child/children are a good match and how to work with complex factors
- Initial work with newly placed child where parents are feeling at a loss at how to manage as it is all so overwhelming
- Helping a family where the parents are struggling with the child's difficult or challenging behaviour, such as rejecting them or controlling behaviour
- Later adoption or foster care support, where things have been OK in the past, and difficulties arise, such as in adolescence or starting secondary school, or around use of Facebook, or a child tells about abuse that was not known before
- Helping parents having to tell very difficult news to a child, like they are asking for the child to live somewhere else, or less difficult news, such as they want them to go to residential school, or they need respite
- Helping parents who are exhausted, irritable and feel at the end of being able to cope, and they want you to take the child away
- Working with adoptive parents, or foster parents, and the network or system, where there are child protection concerns, such as having hit their child, or their child has gone into school saying their parent has hit them or locked them in their bedroom.

Participants generally say they get a great deal out of Level Two as hearing about other people's work, and listening to consultation about this, is helpful as issues tend to be shared.

Talking about an aspect of your attachment history in groups of 3

Each person takes a turn in talking for the hour allocated on days 1, 2 and 3 while the other two people listen and ask questions as appropriate. This information will not be shared with the group. On day 4, the groups spend 20 minutes reflecting together about what they have learned and another 20 minutes talking in the whole group about the process. It will be the responsibility of each individual to only share personal information that they are happy about. The aim is to link aspects of your own history to doing this kind of work.

GENERAL INFORMATION AND CERTIFICATION AS A PRACTITIONER IN DDP

After completing Level Two you can apply to become certified as a practitioner in DDP. Since January 2014, there is a new process to enable social workers and practitioners without a therapy qualification to have their skills and experience in this area of work formally recognised, such as working with parents or caregivers only or working in educational settings only. It is also possible for an organisation, team or residential unit to become formally recognised as practicing using DDP principles and components via the newly developed process of Organisational Certification.

There is detailed information about all certification processes in the Dyadic Developmental Psychotherapy Institute (DDPI) sections of the website ddpnetwork.org
DDPI Board , 6 February 2014