

Dyadic Developmental Psychotherapy (DDP) – Level 2 training May 2015

I would like to take this chance to thank the FPSA for their generous funding to complete the level 2 training in Dyadic Developmental Psychotherapy (DDP). The course was a four-day programme run at Family Futures in London and offers training in an approach that has been developed for working with young people who have been traumatised and have attachment difficulties. DDP builds on the foundations of attachment theory as well as bringing in more current advances in neuroscience and psychology to inform how to work with children who have such difficulties, using their current relationships as a means of building more positive attachments and allowing them to develop a sense of safety in order to process their past trauma. This is particularly relevant as a specialist social worker working in a Looked After Children Service within CAMHS. DDP uses a principle model of PACE (Playfulness, Acceptance, Curiosity, and Empathy) in order to achieve its goals and exists as a treatment that comes highly recommended for use with children in the care system. It also sits comfortably alongside other attachment-focused therapies, including Theraplay.

The course was facilitated by Dan Hughes, founder of the DDP approach and developed for trainees who have completed the Level 1 DDP training and made use of a live peer supervision approach for those in the training focusing on the DVD recording of their work. There were people on the course who are foster carers, adopters, those who work as child therapists, educational psychologists, art therapists from both the private and public sectors.

Unfortunately, not very many people provided footage to share so the focus shifted to role play and Dan provided feedback and suggestions of how to improve practice. The training also included new learning in relation to advances within the fields of Neuroscience and Psychology and how this provides an evidence base for the effectiveness of using DDP.

We spent time practicing how to work with situations of Blocked Care (where our own parenting experiences and histories impact on us when we become parents) and examining our own attachment histories when thinking about what we bring into a room whilst we are carrying out therapeutic work with young people.

Completion of the training has enabled me to build on the foundation knowledge and skills that I developed through completion of the level 1 training and has increased by confidence in the approach, which is embedded within my clinical work. I am passionate about this approach and have seen the positive impact it can have with the young people, carers and professionals that we work with. Without the support from the FPSA I would not have been able to access this training and so I would like to thank you again for providing the funding.

Kind Regards

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