Our clinical offer: support for children, families and the workforce
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Introduction

Even before the coronavirus pandemic, the demand for children and families’ mental health services was growing. The pandemic has made a complex situation even more challenging, increasing stress for families and resulting in deteriorating emotional and mental health in infants, toddlers, children, young people and their families. The result is an unprecedented and sustained increase in emotional and mental health referrals by 60%.[i]

As so often is the case, the impact has been greatest on the worst-off: children living in poverty; children experiencing discrimination and exclusion; children at home, in families who have struggled to care for them or keep them safe; and children with special educational needs and disabilities.

The responsibility of meeting these needs so often falls to children’s services. Yet the scale of the challenge is such that it no one can resolve these needs on their own. Instead, those of us with a shared interest in helping children and families can best serve them by pooling our resources and by sharing expertise and understanding to deliver the services and support they so desperately need.

In autumn 2021, I started a conversation with leaders in children’s services to identify how best we can harness our skills and expertise. The result is this document, the Anna Freud Centre’s clinical offer. It’s divided into five sections and is designed to support staff working with children of all ages and their families, whatever their need.

This is the beginning of an iterative dialogue with children’s services systems leaders to co-design our offer in response to the needs of children and families, with a specific focus on the most vulnerable, and to support the committed children’s workforce with tools, resources and training. This is an invitation to work together to co-design support for you and your staff, to develop sustainable change for the children and families you work with.

Please take a look at our offer and get in touch with us - clinicalenquiries@annafreud.org. We would love to start a conversation about how we can work together.

Andrea King
Director of Clinical Services
Anna Freud Centre

“The Anna Freud Centre has led the way in shaping the national agenda for improving the scope and quality of care of children and young people experiencing distress. The range is wide, from individual psychotherapeutic work to making schools happier places with resilient children, but all of the work is underpinned by scientific rigour, taking the field forward for the benefit of all.”

Stephen Scott, CBE FRCPsych FMedSci
Professor of Child Health and Behaviour
President, Association for Child and Adolescent Mental Health
Director, National Academy for Parenting Research, Institute of Psychiatry, Psychology and Neuroscience, King’s College
Consultant Child and Adolescent Psychiatrist, Maudsley Hospital

“We’ve benefited hugely as a service from trainings offered by the Anna Freud Centre. The training courses our clinicians have attended have helped to equip them with the specialist knowledge and tools that they need in their work with children and families at the edge of care, during care proceedings, and who are Looked After. The quality of training events is always very high, in terms of the specialist content and how engaging and relevant they are.”

Dr Laura Smith
Head of Clinical Practice
Hackney Children and Families Services

[i] NHS Confederation (2021). Reaching the tipping point: children and young people’s mental health
Section 1: supporting adolescents

The Child Psychotherapy Service (CPS) currently offers direct clinical work with children and families at the Anna Freud Centre and is part of our Adolescent programme. Our team consists of psychoanalytic practitioners and trainees who work clinically, as well as offering training and supervision to professionals. In keeping with our historic origins, the CPS team continues to provide analytic treatment for children and young people in keeping with Anna Freud’s original psychoanalytic legacy. However, our specialist service which offers treatments across the age range (0-25 years) also strives to innovate and to diversify our offer.

As a team we aim to continue to offer traditional psychoanalytic interventions and clinical placements to doctoral psychoanalytic trainees, while also finding ways to disseminate our expertise through training and supervision. We also offer psychotherapists and practitioners a space to come together and think about clinical practice in our annual colloquium, which Anna Freud began 44 years ago. In 2021, our theme was ‘Emerging from Loss: Mourning and adaptation’, which followed our post-pandemic work and furthered our understanding and potential for dialogue about depression in young people today.

For many years there have been collaborative arrangements between the CPS team, the Under-Fives team, and the Family Trauma service. More recently with the Family Trauma team we have worked closely on the post-adoption project. As such, families may be seen individually by a child psychotherapist who works as part of CPS with parent support being offered by a Family Trauma practitioner. CPS is also part of the Mentalization-Based Treatment for Children (MBT-C) team and as such they deliver training and modality-specific intervention for adopted children.

Find out more on our website

Interpersonal psychotherapy (IPT) training

Target audience
Experienced mental health professionals.

Requirements for this course
- Evidence of completing a course of study in a model of psychological therapy
- A minimum of two year of post-qualification experience delivering psychological therapy
- At least two years’ employment in an NHS, private capacity or voluntary institution delivering psychological therapy with adults
- Registration with a professional body (HPC, BPC, APC, BPS, UKCP or BACP registration, or an equivalent registration outside of UK)

Focus
The six-day course will provide experienced mental health professionals with an introduction to the IPT model. The course will cover the knowledge competencies for IPT with depression and an introduction to the skills competencies, which will be developed more fully in supervised clinical casework. The course provides an overview of modifications of IPT for use with adolescent populations and with eating disorders and it application with anxiety disorders.

Costs
Typical cost for supervision on four cases in IPT is £3,250. The training fee is £1250.

Find out more on our website
Description
This course is jointly delivered by Roslyn Law and a young champion, who is a young person with lived experience of mental health care for young people. This course will provide accredited IPT practitioners with an introduction to working directly with adolescents with depression and to the ways in which IPT has been adapted in IPT-A and when delivered in a family context. IPT UK has stipulated that this type of CDP training is required for all IPT practitioners who work with clients aged 16+ and is strongly recommended for IPT trained therapists working with clients from 18-24 years of age.

The course will be delivered as a blended learning experience, including pre-recorded teaching, online discussion of clinical scenarios and small group exercises. In addition to providing practical skills training, the course will aim to increase participants’ knowledge of adolescent development and the evidence base for IPT-A and IPT delivered in a family context.

This course is of particular relevance now in light of the profound impact of COVID-19 on the lives of young people and their carers with school closures, uncertainty about the future, restricted access to support and significant changes to home routines. These have combined to have a negative impact on many young people’s mental health adding to already very high rates of mental health disorders, particularly among young women aged 12-25.

Feedback on the course from delegates

“[The trainer] was able to introduce a mind set shift for me around the perception of adolescents. Having the champion in the session too was very, very valuable.”

“This course will change my practice and help to develop my practice with young people. That is invaluable thank you very much.”

“The facilitators were enthusiastic and extremely knowledgeable. The genuine passion and their own experiences enhanced the learning.”

To book a place on this course, please visit our website

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1c Interpersonal psychotherapy training for adolescents with depression (IPT-A)

Target audience
Applicants should have a mental health qualification and at least two years post qualification experience of providing psychological therapy for young people with mental health problems. Applicants, who have completed two years’ full time training in delivering psychological therapies e.g. final year clinical psychology trainees, are also welcome to apply. Applicants with a range of training backgrounds are welcome e.g. clinical and counselling psychologists, counsellors, child psychotherapists, psychiatrists, nurse therapists, social workers, and GPs. The course is not suitable for applicants who wish to acquire basic therapeutic skills.

This course aims to:
- equip students to become skilled and creative independent IPT-A practitioners in the context of service transformation
- develop practical skills in delivering IPT-A for depression
- develop practical competency in working collaboratively with parents and educational services as part of routine treatment of depression in young people
- develop practice skills in conceptualising and formulating from an interpersonal perspective and to develop a critical understanding of the parameters of such an approach
- develop critical knowledge of the theoretical origins and research literature relating to IPT-A for depression

Costs
The training fee is £1250.

To book a place on this course, please visit our website

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Feedback on the course from delegates

“The facilitators were enthusiastic and extremely knowledgeable. The genuine passion and their own experiences enhanced the learning.”

To book a place on this course, please visit our website
Section 2: family trauma

The Family Trauma programme sits within our Clinical Division at the Anna Freud Centre. It comprises a multi-disciplinary team of mental health professionals, some with a background in social care and others in a CAMHS setting. Our specialist team undertakes assessments of whole families where children are on the edge of care and in care proceedings and makes recommendations about care, contact, therapy and support needs.

Packages of therapy can be commissioned for children, young people and their parents, carers and whole families following family trauma including abuse (physical, emotional, sexual, domestic abuse or homicide), neglect, traumatic loss or separation. The team also undertakes assessment and therapeutic work with children living in families with high levels of conflict between parents, and families with adopted children (see below for details). In addition, there are several projects sitting within the Family Trauma programme which work with whole systems, for example social care and CAMHS.

Other services available in the Family Trauma programme:
• Training to individuals and teams.
• Packages of individual and family therapy following care proceedings, while children are in the care of the local authority, and with families affected by trauma but where safety has been established.
• Consultation to networks and organisations working with family trauma.

2a Reflective programme

The Reflective programme of work in the Family Trauma team focuses on children in care and supporting families in an early intervention format. The programme takes on three strands:

Reflective Care

The Reflective Care programme of work builds on a successful pilot funded by the Department for Education and focusing on the development of the Virtual Mental Health Lead (VMHL) role in statutory services. The aim of the Reflective Care programme is to establish and embed VMHL function working across health and social care. To date, the Reflective Care programme has worked with nine local authorities through the Department for Education pilot programme, with positive feedback on the VMHL role throughout.

Reflective Fostering

Reflective Fostering is a group-based programme which consists of 10, three-hour sessions run by social care staff and experienced foster carers over 10–12 weeks. The main aim of the programme is to promote ‘reflective fostering’ to foster carers; that is, taking a reflective stance towards both themselves and their foster child. This enables carers to step back from situations and take a different perspective, by reflecting on their own internal states and the child’s. The programme is currently undergoing a large-scale randomised control trial, with local authorities and independent fostering agencies delivering the programme to over 300 foster carers before the end of 2022.

Reflective Fostering operates on a training and consultation model from the Family Trauma team. While current resources focus on the clinical trial, future plans for Reflective Fostering would support local authorities and independent fostering agencies to roll-out Reflective Fostering, ensuring that is a sustainable, cost-effective solution, while the development of an accreditation system for facilitators and consultants would ensure programme fidelity.

Reflective Parenting

Reflective Parenting, based on the same model as Reflective Fostering, is also a group-based programme designed to support a variety of parents and carers. To date, groups have been offered to support special guardians, dads, and adoptive parents, among others. Reflective Parenting is at an earlier stage in its evaluation, and twice-yearly training is offered by the Anna Freud Centre, with follow-up consultation provided as required (by Theresa Schwaiger, Clinical Lead).

Costs

The costs are £55 per session (£440 for the eight-week course) for self-funding families. We ask that parents and carers commit to attending for the whole eight weeks, where possible and that full amount is paid prior to the group starting.

Contact us

If you would like to make an enquiry or referral to the Reflective Parenting Group, please contact:

Telephone: +44 (0) 20 7794 2313
Email: referrals@annafreud.org

Find out more on our website
2b Parents in conflict

All parents and carers sometimes argue with one another, but sometimes, conflict between parents or carers can increase to a level that is not healthy for the family. Our clinical team has developed a therapeutic assessment model that aims to support families where there are concerns about the impact of parental conflict or parental communication breakdown on children. We have found that when working with children in this situation, involving the whole family has a much better outcome.

Contact and residence disputes

The Contact and Residence Disputes team is a multidisciplinary team with professional expertise including family therapy, social work, child and adult psychiatry and clinical psychology. The team has developed and delivers complex interventions for high-conflict parents, primarily involved with the family courts. Our therapeutic assessment model aims to support families where one or more of the below issues are present:

- There are disagreements or concerns about contact.
- Contact with one parent has not taken place for a long time.
- There are disagreements about where a child should live.
- There are significant concerns about the impact of ongoing parental acrimony and/or legal proceedings on children.

The team is usually instructed by the court, parent, or children’s services to make recommendations about contact and residence, and to help families for whom other interventions have failed to move forward, reducing the negative impact of separation and ongoing parental disputes on their children.

Costs

For all assessments and treatments within the service, the standard expert rate is £150 per hour per clinician for privately funded parties and third parties.

Where the cost of the assessment or treatment package is part funded by parties in receipt of Legal Aid Agency (LAA) funding, LAA funded parties will be invoiced in accordance with the LAA Guidance on the remuneration of expert witnesses. Psychiatry time is charged at £108 per hour, and all other disciplines at £100.80 per hour.

Contact us

For more information, please contact isabelle.greenway@annafreud.org or submit an enquiry form.

No Kids in the Middle multi-family groups for high-conflict separated parents and their children

This approach was developed in the Netherlands and has gained popularity across Europe as an effective intervention for high-conflict separated parents and their children. We led the adaptation to a UK context and, funded by the Department for Work and Pensions Reducing Parental Conflict Challenge Fund, supported the delivery and evaluation of an initial pilot phase of the UK adaptation.

For more information, read the full evaluation report or visit our website.

Family Ties project: protecting children from parental conflict

In collaboration with Child Attachment and Psychological Therapies Research (ChAPTRe). Family Ties Online builds on the same principles of the No Kids in the Middle multi-family therapy group but is adapted for families to access virtually on an individual basis. The programme was developed in response to need during the coronavirus pandemic lockdowns.

Family Ties Online is for parents who want to work on their communication, so that they reduce the impact of arguments on their children. The programme takes place through video calls between parents and the therapist over 12 weeks. Each parent will have 10 sessions, sometimes together with their co-parent, and other times with the therapist one to one. Parents will also be asked to complete ‘homework tasks’ between sessions and to think about these with their network.

Parental conflict may or may not be a result of or exacerbated by the coronavirus pandemic, associated stressors, and lockdown conditions. The parents may be living under the same roof, or they may be separated.

The intervention focuses on the child’s experience and supports children throughout lockdown and beyond by working with their parents, and their parents’ support network, to:

- minimise the negative impact of conflict on their child(ren)
- gain further understanding of their conflict and stressors (including understanding and managing different cultural expectations) in order to find more effective ways to co-parent
- build coping strategies to help them manage the stress associated with conflict, further reducing the impact of conflict on the child
- reduce anxiety and loyalty conflicts for the child
- protect the child against the possibility of their relationship with one parent breaking down as a result of parental conflict.

Costs

At present, we are working to secure funding to provide free places on this programme. Places will be offered on a first come, first served basis.

Contact us

For more information, please contact FamilyTies@annafreud.org or submit an enquiry form.
2c Family Ties: therapeutic assessment and treatment of high-conflict separated parents and their children

Description
This course provides participants with a framework for assessing and treating families where there is:
- chronic conflict between separated parents primarily around the residency of, and contact with, their children
- a long history of chronic litigation and allegations (by each parent) around the quality of parenting provided to the child and ‘parental alienation’
- a wish to intervene early in order to protect the child and reduce the involvement of the Family Court.

The harmful impact on children of involvement in such conflict is well documented however, traditional therapy has been found to be largely ineffective and professionals often find themselves stuck having exhausted existing resources with the family having made little or no progress.

The training is delivered by a specialist team who have developed an innovative conceptual framework drawing on mentalization, systemic and attachment-based approaches, and is based on the book they have recently published, High conflict parenting post separation: The making and breaking of family ties (2020) by Elia Asen and Emma Morris.

Focus
By the end of the course, participants will gain:
- understanding of a conceptual framework and guiding principles that they can use for assessing, decision making and treatment planning with families where there is high conflict and disputes between separated parents which is adversely affecting their children
- an overview of different interventions that can be used to help move families, their networks and professional systems away from polarised narratives about blame, including early interventions, group and individual family-based approaches and interventions to reinstate contact between children and parents
- support to think about safe and reflective practice when working with entrenched parental conflict.

Costs
The training fee is £750.

To book a place on this course, please visit our website

Section 3: early years therapeutic, training and reflective practice offer

The Early Years and Prevention programme sits within our Clinical Division at the Anna Freud Centre. It comprises a multi-disciplinary team of mental health professionals with child psychotherapy, clinical and educational psychology expertise in working with children aged 0-5 and their families.

We support the mental health and development of under-fives through services that prioritise the relationship between the child and their parents and carers, as this is a key factor in supporting children’s overall wellbeing. This includes therapeutic assessment and support for babies and toddlers and/or their caregiver(s), and psychoeducational reflective parenting programmes that enhance parents and carers understanding of their children’s feeling and behaviours and of their own feelings and reactions.

Based on the professional development needs identified within the early years workforce, we also provide targeted training courses and bite-sized learning to multi-disciplinary professionals working with children aged under five and their families, as well as reflective practice to teams and services.

Other services available:
- Packages of individual and family assessment and/or therapy with children under-five and their parents or carers, including those who are in the process of adoption or special guardianship and those who have recently been adopted or placed with kinship carers.
- Bespoke training to teams and services.
- Consultation to networks and organisations working in the early years.

Find out more on our website

To book a place on this course, please visit our website
3a Therapeutic support for under-fives and their parent(s) or carer(s)

We provide:

• Extended Assessments (typically circa 6 sessions, including feedback), to understand the presenting difficulties and needs.

• Psychological interventions that address relational and bonding/attachment difficulties. The sessions could be conducted individually with the parent(s) or carer(s), together with the child, or with other members of the family, depending on the current need of the family.

• Consultation to teams/other professionals working in Early Years (e.g., Early Help, Social Care, Nursery staff, GPs, Midwives, Health visitors, etc.).

Costs

For all assessments and treatments within the service, the standard expert rate is £150 per hour per clinician for privately funded parties and third parties.

For those families who have adopted or been awarded special guardianship orders, this can be funded via the Adoption Support Fund, which can be accessed via the Local Authority or Regional Adoption Agency.

For more information, please email referrals@annafreud.org or submit a referral form.

Visit our website for more information about referrals.

Description

Whilst having the potential to be a very rewarding experience, parenting can also be challenging and can evoke strong and difficult feelings, particularly when children are very young. We support families through this time by providing therapeutic assessment and treatment to children under five and their parent(s) or carer(s) or wider family.

We accept referrals for under-fives presenting with social, behavioural, and emotional challenges, physical symptoms, and children who have been exposed to traumatic experiences. Referrals can also be for parents and carers experiencing with parental challenges, such as, perinatal anxiety and depression, difficulties feeling connected to your child and understanding how to communicate with them, and those who have experienced something traumatic, for example, an abusive relationship or a traumatic birth.

We also work with families who are in the process of or who have recently adopted or who are kinship carers, to support the development of the attachment relationship between parents/carers and the child and to address any emerging issues.

Access and process

Please note that we do not offer support for parents and carers who are currently presenting with acute and severe mental health needs (e.g., active psychosis), active substance dependence, active risk of immediate harm to self or others, and/or where there is a need to support in a crisis or emergency. If you need urgent access to mental health services, please see this advice.

Given the need to provide therapeutic services in person with very young children, we only accept referrals from families in and around the London area, who can access our building in King’s Cross. Consultation to the wider professional network and support for parents and carers can however be provided nationally, online or by telephone.

We accept self-referrals from parents and carers with children aged under five, as well as from local services commissioned for children aged 0-5 years old.

Once we receive your referral, a member of our team will contact you. It may be that we offer you an initial telephone screening to gather more information and agree next steps.

We welcome families or parents/carers from all culturally diverse backgrounds and who are part of the LGBTQIA+ community.

3b Reflective parenting in the perinatal period (0-2)

The course aims to:

Reflective parenting in the perinatal period is a psychoeducational group-based programme for parents and carers with young children aged 0-2. The programme aims to help caregivers to develop a better understanding of the thoughts, feelings and intentions behind of their own and their child’s reactions and behaviours. It consists of a pre-group individual parent/carer consultation and eight, 50-minute, online sessions and is run by two mental health professionals.

Costs

The costs are £125 per session (£1,125 total for the pre-group consultation and 8-week course) for self-funding families and families being funded via local services or the Adoption Support Fund.

We ask that parents and carers commit to attending for the whole eight weeks, where possible and that full amount is paid prior to the group starting.

For more information, please email referrals@annafreud.org or submit a referral form.

Visit our website for more information about referrals.

Description

Caring for babies and toddlers is no easy task, due to their level of physical and emotional dependency and the range of very raw emotions that they both express themselves and that they evoke in caregivers. Reflective parenting involves taking a step back to think about the thoughts and feelings behind why your child might be behaving in a certain way and what they might be trying to communicate. It also involves identifying the reasons for your responses and provides practical tools that can be applied at home, to support the development of a more mindful parenting approach. This can enhance the quality of the relationship between you and your child, which is supportive of the improved wellbeing for everyone in the family. This group is also open to parents who have recently adopted and kinship carers with children aged 0-2.

Access and process

Please note that we do not offer support for parents and carers who are currently presenting with acute and severe mental health needs (e.g., active psychosis), active substance dependence, active risk of immediate harm to self or others, and/or where there is a need to support in a crisis or emergency. If you need urgent access to mental health services, please see this advice.

The group includes an individual, online consultation to start, to ensure the group is suitable to your needs, and then is delivered online over 8 weeks. We accept referrals from self-funding families directly, from local services who will fund the course on behalf of families and from families accessing the Adoption Support Fund.

We will contact you once we have received your referral but operate on a waitlist basis until we have sufficient numbers to form a group of parents and carers.

We welcome parents and carers from all culturally diverse backgrounds and who are part of the LGBTQIA+ community, fathers, single parents, co-parents, adoptive parents, kinship carers, foster parents and donor parents. Based on demand, there is the potential to develop groups for certain groups of parents and carers, for example, we have delivered groups specifically for fathers or for kinship carers in the past.
3d
Supervision in the early years course

Target audience
This course is suitable for any mental health clinician or early years professional who is working with families with children aged 0–5 in a supervisory role. This includes professionals working in perinatal mental health, infant mental health, parent-infant teams, birthing and parenting services, early years settings, CAMHS, family nurse partnership, IAPT under-fives, specialist health visitors and early attachment services.

Requirements for this course
• A core professional training for work with children in the early years (aged 0-5).
• 2 years’ intensive practice experience working in early years (0-5’s, with at least some experience with 0-2’s).
• Experience of multi-agency working with babies and toddlers, including knowledge and awareness of safeguarding practice.
• Experience of consulting and/or supervising other staff.
• Ability to present training cases within the workshops, including video of your supervisory practice.

Before booking your place on this course, you must complete an application form and have your place approved by a course tutor.

The course aims to:
• Develop a pathway for experienced early years practitioners to move into supervision roles.
• Develop specific skills for already experienced supervisors, particularly regarding supervision of work with under-fives and of the parent-infant relationship.
• To equip supervisors with knowledge and skills particular to reflective supervision that supports the mental health and development of children in the early years.
• To embed and enrich knowledge and skills in supervisory practice.

To book a place on this course, please visit our website

Costs
The training fee is £1,300.

Description
Early years (or 0-5’s) is a unique area of practice in which professionals simultaneously address the needs of the young child and wider family, whilst holding the needs of the former in the centre of their practice. It is well documented that it is an area of work that can be particularly emotionally taxing because of the vulnerability of babies and toddlers and the rawness of emotions during this period.

Supervision of this area of practice therefore requires an additional skill set to enable supervisors to support supervisees to carry out their work with diverse families with multiple needs, as well as to reflect on supervisees’ own experiences and emotional resonances.

This course is designed for professionals and clinicians working with children under five and their families, who wish to take on a supervisory role or may have been in a supervisory role for some time but want to develop their skills in this area. Through teaching seminars and smaller work discussion groups of up to 6 supervisors in training, where you bring recordings of your supervision sessions, you will have the opportunity to reflect on and develop your supervisory practice.

Description
Mentalizing refers to the active efforts that we can make to understand what is going on in our own minds and in the minds of others. This 2-day course introduces the theory of mentalizing and attachment and focuses on thinking practically about how it can be a helpful approach when working with parents and infants. Using practical tools, engaging activities and case material, we explore the application of this approach to the parent-infant relationship and how you can support parents and carers to mentalize their infants. We also consider how to support our own mentalizing as professionals when we face stressful and challenging situations, particularly around infant safeguarding and multi-agency working.
**3e Parent-infant relational assessment tool (PIRAT) global scales training**

**Target audience**
Health professionals working with parents and infants aged 0-2, including GPs, social workers, health visitors, midwives, infant mental health workers, psychiatrists, clinical psychologists, child psychotherapists and researchers in the field.

**The course aims to:**
- Teach health professionals the rationale for PIRAT and the techniques for its use.
- Provide an overview of assessment measures in infant mental health.
- Consider the use of PIRAT in professional, clinical and research settings.

**Optional reliability test**

This 3-day training course is the first part of the reliability training. To receive PIRAT accreditation, participants can choose to take part in the additional half-day reliability training and complete the first reliability test, which includes coding of 10 videotaped parent-baby interactions. Feedback on the first reliability test will be provided before participants complete the second reliability set, comprising 20 more parent-baby interactions. Reliability is tested on two levels, the screening of risk and global reliability scores.

**Description**
A growing body of research from different disciplines points to the importance of the early caregiving relationship in infant mental health. Difficulties in the parent-infant relationship can have an adverse impact on critical developmental processes and mental health in infancy and beyond. It is vital in such circumstances that health professionals can identify aspects of the parent-infant relationship that are a cause for concern.

Professionals working within the field of infant health and development, such as GPs, health visitors, social workers and community nurses are well placed to identify at the earliest opportunity parents and infants where the primary relationship is in difficulty. Grounded in the clinical practice of the Parent-Infant Project at the Anna Freud Centre, PIRAT has been specifically developed to enable a range of health professionals to observe and rate qualities of parent-infant interaction and identify infants at risk.

PIRAT can be used as a risk assessment tool and to elucidate the quality of the parent-infant relationship. It is time-efficient to learn and provides a shared language for health professionals from various professional backgrounds.

- PIRAT offers a systematic evidence-based framework for assessing risk to babies with their carers.
- Focused on infants aged 0-2 years, it offers a global rating of parent-infant and infant-parent interactions (affects and behaviours), which includes ratings of optimal behaviour and risk behaviour.
- Grounded in clinical practice, it has been adapted and developed to provide a flexible tool – easily incorporated into the health professional’s toolkit of expertise and efficient to use in everyday practice in the consulting room, clinic or home.
- Participants will learn the PIRAT manualised method of coding and assessing parent-infant interaction, using DVD material to practice the coding of the measure.

**Booking**
This course can only be commissioned directly by teams and services. For more information and cost, please email training@annafreud.org.

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**3f Think Baby training programme**

**Target audience**
This training programme is designed for nursery nurses, health visitors, play workers and social workers working with children aged 0-2.

**The course aims to:**
- Improve practitioner knowledge, confidence and competence in facilitating attachment-focused (drop-in) groups.
- Support practitioner application of learned parent-infant therapeutic techniques.
- Improve parental understanding of their child’s learning and development.
- Increase parental confidence in play activities with their child.
- Improve achieving parenting goals.
- Reduce parental isolation.
- Enhance community engagement.

**Description**
The Think Baby training programme is a six-session taught course, with interactive exercises aimed to develop practice that is more infant mental health informed and focused on strengthening parent-child interactions and relational security.

The manual for the Think Baby training sessions has been developed by the Early Years team and draws significantly on evidence-based, attachment-informed approaches for children aged 0-2, such as psychoanalytic parent-infant psychotherapy and mentalization-based treatment (MBT). The training includes interactive role plays, exercises and observation tasks with video clips. Strengthening reflective practice is key and we suggest this training goes hand in hand with reflective practice groups.

**Booking**
Due to the experiential nature of this course, it can only be commissioned directly by teams and services in and around the London area, as some face-to-face delivery is required. For more information and cost, please email earlyyears@annafreud.org.
3g Reflective practice for early years professionals

It is well documented that working with children aged 0-5 can be particularly emotionally taxing because of the vulnerability of babies and toddlers, which enhance anxieties around risk and safeguarding, and evoke raw emotions in professionals. Supervision of this area of practice therefore requires an additional skill set to enable supervisors to support supervisees to carry out their work with diverse families with multiple needs, as well as to reflect on supervisees’ own experiences and emotional resonances. There is evidence that reflective practice reduces staff burnout and increases job satisfaction, staff retention and the wider working environment.

Clinicians in the Early Years and Prevention team offer facilitation and/or guidance in implementing, enhancing or embedding reflective practice in teams and services working in early years and mental health settings. The frequency and duration of the groups and/or nature of the consultation support provided is determined according to the current need of the team.

Costs

We accept referrals from early years and mental health services nationally for groups of up to 6 people, at a rate of £200 per hour.

For more information, please email earlyyears@annafreud.org.

3h Early years fundamentals webinar series

Target audience

This series is suitable for any professional working with children aged 0-5, such as those working in early years settings, perinatal mental health, infant mental health, CAMHS under-fives, social work and health visiting.

This series aims to:

• To enhance understanding of infant mental health and early child development and various factors that can have an impact.
• To support the development of best practice with children aged 0-5.
• To provide bite-sized training that meets workforce development needs and that is agile and accessible.

Costs

Each webinar costs £20.

Description

The Early Years Fundamentals webinar series provides bite-size training on topics of key importance to professionals working with children aged 0-5. Each term, we will cover a theme, with several webinars, delivered monthly, included within that theme.

These topics have been identified based on workforce development needs, through discussions with and requests from professionals and service managers across the early years and perinatal workforce.

The webinars are designed to provide an accessible overview of relevant psychological and social theories, the latest research and practical guidance to working with children in the early years and their parents and carers, to support the implementation of evidence-based best practice in your work.

To book a place, please visit our website
Section 4: Adaptive Mentalization-Based Integrative Treatment (AMBIT) national and international training

AMBIT is a mentalization-based approach designed to help teams and networks improve their capacity to help clients with multiple needs who find helping relationships hard to trust. AMBIT is designed to be applicable to teams who work across a wide range of sectors, including health, social care, justice, education, youth work, secure settings and the voluntary sector. It has been developed to address the challenges that workers in these sectors have told us they experience in their helping work. AMBIT offers a number of principles and tools to support teams with four key aspects of their work:

- working with your client
- working with your team
- working with networks
- learning at work

AMBIT is a team approach and as such, we only offer training to teams or networks (i.e., several teams who work within a shared locality), rather than to individual workers. All AMBIT training is preceded by a consultation day which is split into two sessions. The morning session is attended by leaders, commissioners and other relevant senior stakeholders and the afternoon session is attended by frontline practitioners.

The purpose of the day is to help the team or network to reflect together on the challenges of their work and clarify what they might want a training to help with. A brief overview of AMBIT is shared in order to help the attendees assess how far AMBIT might be able to help them with their goals. Following the consultation day, the AMBIT programme produces a report which summarises the themes from the day, offers suggested training objectives and what the most appropriate format for the training might be. Any subsequent training is then adapted to the goals that have been agreed upon.

Find out more on our website

4a AMBIT single- or multi-team training (four days)

Target audience
For a single team or several teams who are local to each other who want to improve their capacity to work together or develop a shared approach to their work with clients with multiple needs who find help hard to trust or engage with. The teams may work across a range of sectors including health, social care, justice, secure settings, youth and community settings or education. The training is open to workers from any professional background.

Focus
To train the team/s in how to apply AMBIT in their local context. The training will be adapted to the training goals that were set at the consultation day. There will be a focus on learning about AMBIT, as well as practicing how to use the tools and ideas. Time is also dedicated to helping teams develop an implementation plan which covers how they will use AMBIT when they return to work. Post-training supervision sessions are offered to support the team to put their implementation plan into practice and to work through any barriers that they encounter in doing so.

Costs
Consultation day: £1500 (full day) or £1300 (half day - for a smaller team).
Four days of team training: £6900 (up to 16 people) plus £400 for each additional person up to a total maximum of 30 people.
Supervision: £1200 for six hours or £2100 for twelve hours.

Contact us
The first stage of training will be a 30 minute engagement call between an AMBIT trainer from the Anna Freud Centre, and your team and service manager(s) to discuss your training needs further. For any AMBIT enquiries, please contact: ambit@annafreud.org.

To book a place on this course, please visit our website
4b AMBIT Local Facilitator training

(previous known as AMBIT Train the Trainer)

Target Audience
This training is suitable for workers from any background who work in teams who support clients with multiple needs and who find help hard to trust. No prior AMBIT experience or training is required.

Focus
Attendees will attend with at least one other person from their team to be trained in AMBIT, as well as in how to share AMBIT with others. An implementation and training plan will be developed during the training focusing on how AMBIT will be shared and embedded beyond the training. Post-training supervision will support the attendees to put this implementation plan into practice.

Costs
Consultation day: £1500 (full day) or £1300 (half day).
Five days of team training: £10500 (up to 16 people) plus £625 for each additional person up to a maximum of 25 people.
Supervision: £1200 for six hours or £2100 for twelve hours.

Contact us
The first stage of training will be a 30 minute engagement call between an AMBIT trainer from the Anna Freud Centre, and your team and service manager(s) to discuss your training needs further. For any AMBIT enquiries, please contact: ambit@annafreud.org.

4c Motivational interviewing and mentalizing

Target Audience
This course is suitable for all practitioners who work with children, young people and families in the areas of health, social care, education and youth services. It will be of particular interest to those who would like to introduce MI interventions into their existing practice and already use mentalization-based practices in their work. But prior knowledge and experience of mentalizing approaches and MI are not required.

Focus
The course aims to help practitioners in a variety of settings to support people to engage in help and make change by:
• learning the core principles of MI and how they connect with mentalizing and mentalization-based practice
• developing skills in client-centred communication and maintaining a mentalizing stance
• developing skills that address ambivalence and elicit clients’ own motivation to change.

Costs
The training fee is £500.

To book a place on this course, please visit our website
Section 5: mentalization-based treatment for children and young people (MBT-CYP) national and international training

If we are mentalizing successfully, we are able to understand what is going on in our own minds and in the minds of other people, and realise how this is affecting the emotions, thoughts, and actions of ourselves and others. This understanding of our own perspectives as well as those of other people leads to more successful interactions and social relationships.

In some mental health disorders, such as personality disorders, individuals can be impaired in their ability to mentalize. This can lead to misunderstandings regarding emotions, thoughts and actions, and result in breakdowns in interactions and relationships. It is vital that individuals learn to mentalize successfully in order to improve mental health and social function.

Teaching individuals to mentalize as a therapeutic intervention forms the core of MBT. This evidence-based treatment has been shown to be highly effective in treating borderline personality disorder (BPD), and as a result has gained national and international attention.

Find out more on our website

5a Mentalization-based treatment with children (MBT-C) - a time-limited approach

Target audience

This training is suitable for professionals working in the field of child and family mental health. Ideally, applicants should have a mental health qualification, for example; child psychotherapy, psychology, psychotherapy, arts therapies, family therapy, counselling, psychiatry, mental health nursing, social work and have experience of working therapeutically with children and families. The course assumes prior experience of therapeutic work with children.

Focus

• To learn about the key features of time-limited MBT-C with school-age children and their parents and carers, including adaptations to online and remote therapy.
• To develop practitioner skills in assessment and case formulation.
• To promote practitioner abilities in employing a mentalizing stance in work with school-age children and parents and carers.
• To develop practical skills in employing MBT-C techniques for working with children and parents and carers to support the ‘building blocks’ of mentalizing – attention control, emotion regulation and explicit mentalizing.

Costs

The training fee is £500.

To book a place on this course, please visit our website

Description

This course will focus on working with children aged 5-12 who have experienced long-term relational trauma, physical, sexual, and emotional abuse and neglect and the impact of parental conflict and domestic violence. Work with children with both internalising and externalising responses to trauma will be discussed.

This course will provide further opportunities to learn about and practice the implementation and integration of the MBT-C approach.

1 We use ‘personality disorder’ and ‘borderline personality disorder’ here because they are widely recognised diagnoses. However, we recognise that this term is felt to be deeply stigmatising by many people.
5b Mentalization-based treatment with families (MBT-F)

Target audience
This training is suitable for professionals working in the field of child and family mental health. Ideally, applicants should have a mental health qualification, for example, child psychotherapy, psychology, psychotherapy, arts therapies, family therapy, counselling, psychiatry, mental health nursing, social work and have experience of working therapeutically with children and families. The course assumes prior experience of therapeutic work with children.

Focus
- To learn about the key features of MBT-F including adaptations to online and remote therapy.
- To develop practitioner skills in assessment and developing a mentalizing family profile supporting case formulation.
- To promote practitioner abilities in employing a mentalizing stance in work with families.
- To develop practical skills in employing MBT-F techniques for working with families including using games and activities to promote mentalizing between family members, techniques to disrupt non-mentalizing patterns of relating and interventions to help families identify unhelpful ways of interacting.

Costs
£750 training fee for those who have already completed: Mentalizing and mentalization-based treatments with children, young people and families (MBT-CYP) - an introduction.

£850 training fee including: Mentalizing and mentalization-based treatments with children, young people and families (MBT-CYP) - an introduction.

To book a place on this course, please visit our website

Description
Mentalization-based treatment for families (MBT-F) focuses on the application of mentalizing ideas in work with families, to enhance communication and minimise misunderstandings leading to stressful interactions and controlling behaviours. MBT-F is an integrative approach bringing together psychodynamic principles, systemic theory, cognitive behavioural therapy practices and a social-ecological framework to understanding and working with families. It is a flexible and time-limited approach for use in clinical settings to address a range of difficulties experienced in families, including emotional and behavioural problems, anxiety, depression, relational difficulties, and family conflict.

This training will introduce MBT-F, offering a practical approach to the key elements of the model. The training includes a focus on employing the core mentalizing stance with families, approaches to assessment including developing a mentalizing profile as well as the opportunity to develop specific skills and techniques for working with families from a mentalizing perspective.

A useful companion text for this training is Mentalization-based treatment with families. 1

5c Mentalization-based treatment with adolescents (MBT-A)

Target audience
This training is suitable for professionals working in the field of child and family mental health. Ideally, applicants should have a mental health qualification, for example, child psychotherapy, psychology, psychotherapy, arts therapies, family therapy, counselling, psychiatry, mental health nursing, social work and have experience of working therapeutically with children and families. The course assumes prior experience of therapeutic work with children.

Focus
- To understand why adolescence is a critical period and how mentalizing theory can help us to understand the developmental needs of young people.
- To learn about the key features of MBT-A and how to apply them in your work with adolescents.
- To develop practitioner abilities in employing a mentalizing stance in work with adolescents and families.
- To develop practical skills in employing MBT-A techniques in working with adolescents to support the young person in restoring and maintaining their ability to accurately represent the minds of others as well as themselves, lessening impulsivity, and interpersonal distress.

Requirements for this course
This training will assume a working knowledge of the concept of mentalization. Prior to starting this training, you must complete the self-guided online training “An Introduction to Mentalizing and Mentalization Based Treatments with Children, Young People and Families” (MBT-CYP). You will be given access to the MBT-CYP training one month before the training start date of your MBT-A training.

Costs
£750 training fee for those who have already completed: Mentalizing and mentalization-based treatments with children, young people and families (MBT-CYP) - an introduction.

£850 training fee including: Mentalizing and mentalization-based treatments with children, young people and families (MBT-CYP) - an introduction.

To book a place on this course, please visit our website

Description
This training will provide an introduction to mentalization based treatment for adolescents (MBT-A) offering a practical approach to the key elements of the model and how it can be applied in work with young people in clinical settings. Participants will gain an understanding of the specific complexities in working with adolescents and the relevance of mentalizing in relationships and in the maintenance of a self-esteem, affect regulation and impulse control. The course will also touch on issues such as working with self-harm, trauma, and supporting participants to develop skills in using a mentalizing approach with adolescents which they can integrate into their clinical work.

After completing the online introduction to MBT CYP training and the MBT-A training you will have a sound understanding of mentalizing theory, its relevance in relationships and adolescence and its importance in practice with adolescents. You will have developed a range of skills in assessment and case formulation for adolescents as well as having developed skills in understanding and managing self-harm. We hope you will be able to bring this knowledge to your current practice, whatever setting you are working in.

For those who want to be registered as an MBT-A practitioner, ongoing support and supervision will be important. This will help you to continue to develop your skills in implementing MBT-A techniques and support your ability to hold a mentalizing stance in working with adolescents. If you’d like to be recognised as an MBT-A practitioner, supervision with an MBT-A approved supervisor on two cases is essential.


To book a place on this course, please visit our website
5d  
**Mentalization-based treatment: Reflective Fostering**

**Target audience**
The course is suitable for anyone working with looked after children in either a social care, mental health, or private fostering setting. Reflective Fostering works particularly well when training up a whole team in this mentalizing approach. Local authority looked after children services may wish to initiate participation in the training for groups of foster parents following care proceedings. If you would be interested in commissioning a training locally, please email training@annafreud.org.

**Focus**
- To learn about the key features of Reflective Fostering and specific techniques associated with mentalizing.
- To promote practitioner abilities in employing a mentalizing stance with professionals working with children in care, foster carers and adoptive parents.
- To help professionals working with foster carers and children in care in their observations of the parent-child/youth person relationship and to identify breaks in mentalizing and how to address these.
- To gain knowledge in providing psychoeducation to foster carers and adoptive parents on the impact of developmental trauma and how this understanding can help in understanding current relational dynamics.

**Requirements for this course**
This training will assume a working knowledge of the concept of mentalization. Prior to starting this training, you must complete the self-guided online training “An Introduction to Mentalizing and Mentalisation-Based Treatments with Children, Young People and Families” (MBT CYP). You will be given access to the MBT CYP training one month before the training start date of your Reflective Fostering training.

**Costs**
- £500 training fee for those who have already completed: Mentalizing and mentalization-based treatments with children, young people and families (MBT CYP) - an introduction.
- £600 training fee including: Mentalizing and mentalization-based treatments with children, young people and families (MBT CYP) - an introduction.

**Description**
Reflective Fostering is a new approach to working with children and young people in foster care and aims to support their emotional wellbeing through working with foster carers, adopters, and the wider professional network. Reflective Fostering focuses on supporting foster carers to understand and manage their own emotional responses to having children and young people in their care. This is a psychoeducation approach, aimed at improving the core components of secure attachment, including increasing carer sensitivity and reflective capacity, developing reflective practice within the professional network, promoting collaboration around the child or young person and with the eventual aim of helping to stabilise placements where there has been a history of placement breakdown or instability.

A key feature of the Reflective Fostering model is the focus on the need to pay particular attention to the foster carers’ state of mind and support their mentalizing of the children in their care. This focus supports a carer’s ability to remain reflective and emotionally regulated in the face of high conflict situations or when a child is experiencing emotional disturbance. It is expected that almost all foster carers will, at some time, find it difficult to keep their mentalizing going when they are challenged by a child in their care who has had a history of unstable attachments and who has not learned how to mentalize themselves or others in their early development.

5e  
**Mentalization-based treatment: Reflective Parenting**

**Target audience**
This course is suitable for anyone working in primary or secondary care, early years mental health workers, health visitors, children’s centre staff and other professionals who are interested in parent-child relationships in the early years and perinatal mental health workers. It is equally applicable to services just working with parents. It would be of interest to centres wanting to train their whole staff group in an intervention aimed at increasing parental sensitivity and reflectiveness to improve parent-child relationships, particularly where there are difficulties in the attachment relationship. If you would be interested in commissioning a training locally, please email training@annafreud.org.

**Focus**
- To learn about the key features of Reflective Parenting, its theoretical link to reflective functioning, attachment and theory of mind, and its application to working with parents with young children.
- To promote practitioner abilities in employing a mentalizing stance in work with parents.

**Costs**
- £500 training fee for those who have already completed: Mentalizing and mentalization-based treatments with children, young people and families (MBT CYP) - an introduction.
- £600 training fee including: Mentalizing and mentalization-based treatments with children, young people and families (MBT CYP) - an introduction.

**Description**
This two-day course aims to introduce Reflective Parenting: a model of parenting based on theoretical ideas from mentalization and attachment theory. Reflective Parenting is based on the principles of attachment theory, and the course will explain its link with the concept of reflective functioning and the positive outcomes for children’s emotional and behavioural functioning. The model of Reflective Parenting makes distinct and explicit the need for self (parental) mentalizing and other (parent to infant, child, or adolescent) mentalizing. Based on research showing that it is parental self-mentalizing that has the greater impact on the quality of parent-child interactions.

This course is intended for professionals working in primary and secondary care settings who want to identify difficulties in the parent-child relationship and intervene directly to improve the connection between parent and child. This work can be with parents with new infants, or with parents and children who are struggling to manage behavioural and/or emotional problems and where there are tensions in the parent-child relationship. Equally, the model has been extended to work with parents struggling with adolescents.

To book a place on this course, please visit our website
5f
Online practitioner development groups: mentalization-based treatments with MBT-CYP, MBT-A, MBT-C, MBT-F

Target audience
Those with an existing mental health qualification, for example, child psychotherapy, psychology, psychotherapy, arts therapies, family therapy, counselling, psychiatry, mental health nursing, social work and have experience of working therapeutically with children and families.

Requirements for this course
• You have completed your basic training in MBT-C, MBT-F or MBT-A.
• You are able to attend the 10 group sessions.
• You will need to have identified or be working with at least two cases where you are using the MBT CYP model you trained in.
• You will need to permission to share material, this will be through video, audio or written session notes, or transcripts. At least one case needs to be video/audio recorded and consultation/ supervision offered based on those recordings.

Costs
The training fee is £850.

To book a place on this course, please visit our website

5g
Mentalizing and mentalization-based treatments with children, young people and families (MBT CYP): an introduction

Target audience
This training is suitable for professionals working with children, young people, parents, carers and teams who are interested in learning more about mentalizing and mentalization-based treatments with children, young people and families.

This course is also a prerequisite for attending the following MBT-CYP trainings:
• MBT for Families (MBT-F)
• MBT for Children (MBT-C)
• MBT for Adolescents (MBT-A)
• MBT: Reflective Parenting
• MBT: Reflective Fostering

Focus
The training consists of a series of short videos, presentations and activities that span four hours and can be worked through at the learner’s pace. Topics covered include what is mentalizing and why it’s important; identifying effective and ineffective mentalizing; how mentalizing develops; its relevance in childhood, adolescence, and family contexts; and will introduce the mentalizing stance which underpins mentalization-based treatments.

Costs
The training fee is £125.

To book a place on this course, please visit our website
“The Anna Freud Centre is the leading charity in child and adolescent mental health and a nationally recognised organisation for teaching learning and research. A unique set of complementary skills amongst the staff has delivered marked improvements in our understanding of mental illnesses in young people. The Centre has also established an outstanding track record in service delivery design and implementation. The positive impact on national policy development and service planning by the Centre has been outstanding. It has been a privilege to work with the Anna Freud Centre improving the lives of vulnerable young people.”

Ian M Goodyer OBE MD FRCPsych FMedSci
Professor Emeritus of Child and Adolescent Psychiatry
University of Cambridge

“Few charities in the UK have anything like the level of scientific expertise and excellence in child mental health across such a range of disciplines as the Anna Freud Centre. Their work in neuroscience in collaboration with UCL, evaluating therapeutic interventions and innovating services in child and family mental health has had a huge impact on educational and clinical services and represents a vital asset to this country.”

Professor Alan J Thompson, FMedSci, FRCP, FRCPI
Garfield Weston Professor of Clinical Neurology and Neurorehabilitation
Dean, Faculty of Brain Sciences, UCL