



The Handbook of Counselling Children and Young People

Edited by

Sue Pattison | Maggie Robson | Ann Beynon

bacp

British Association for
Counselling & Psychotherapy



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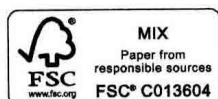
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The Handbook of Counselling Children and Young People



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List of Abbreviations

AA	Alcoholics Anonymous
ADHD	Attention Deficit Hyperactivity Disorder
AFT	Adolescent-Focused Therapy
AN	Anorexia Nervosa
APA	American Psychiatric Association
ASA	Adoption Support Agency
ASCA	American School Counsellor Association
ASD	Autistic Spectrum Disorder
ASLI	Association of Sign Language Interpreters
BACP	British Association for Counselling and Psychotherapy
BACP CYP	British Association for Counselling and Psychotherapy Children and Young People
BAPT	British Association of Play Therapists
BN	Bulimia Nervosa
BPS	The British Psychological Society
BSL	British Sign Language
BTE	Behind-the-ear
CAF	Common Assessment Framework
CASE	Child and Adolescent Self-harm in Europe
CAMHS	Child and Adolescent Mental Health Services
CBT	Cognitive-Behavioural Therapy
CCS	Catholic Children's Society
CORC	CAMHS Outcome Research Consortium
CORE-OM	Clinical Outcomes in Routine Evaluation – Outcome Measure
CORS	Child Outcome Rating Scale
CPS	Crown Prosecution Service
CSRS	Child Session Rating Scale
CYP	Children and Young People
CYP IAPT	Children and Young People's Improving Access to Psychological Therapies
CYP PRN	Children and Young People Practitioner Research Network

DCHP	Deaf Children of Hearing Parents
DfE	Department for Education
DoH	Department of Health
DPM	Dual Process Model
DSM-5	The Diagnostic and Statistical Manual of Mental Disorders
EBD	Emotional and Behavioural Difficulties
EBP	Evidence-Based Practice
EDNOS	Eating Disorder Not Otherwise Specified
FBT	Family-Based Treatment
GCSE	General Certificate of Secondary Education
GP	General Practitioner
HCPC	Health and Care Professionals Council
HI	Hearing Impaired
IAPT	Improving Access to Psychological Therapies
IPT	Interpersonal Therapy
IQ	Intelligence Quotient
LA	Local Authority
LMS	Local Management of Schools
LSCB	Local Safeguarding Children Board
MCE	Manually Coded English
MHF	Mental Health Foundation
MUPS	Medically Unexplained Physical Symptoms
NAYPCAS	National Association of Young Peoples Counselling and Advisory Services
NDPT	Non-directive Play Therapy
NHS	National Health Service
NICCY	Northern Ireland Children's Commissioner for Children and Young People
NICE	National Institute for Health and Clinical Excellence
NSPCC	National Society for the Prevention of Cruelty to Children
OCD	Obsessive Compulsive Disorder
Ofsted	Office for Standards in Education, Children's Services and Skills
ORS	Outcome Rating Scale
PACE	Playfulness Acceptance Curiosity and Empathy
PBRN	Practice-Based Research Network
PBE	Practice-Based Evidence
PCA	Person-Centred Approach
PHA	Public Health Agency
PTSD	Post-Traumatic Stress Disorder
RBCSB	Rochdale Borough Safeguarding Children Board

x List of Abbreviations

RCT	Randomised Controlled Trial
SAN	Sub-threshold Anorexia Nervosa
SATs	Standard Assessment Tests
SBPCC	School-Based Person-Centred Counselling
SBN	Sub-threshold Bulimia Nervosa
SCIE	Social Care Institute for Excellence
SCoPReNet	School-Based Counselling Practice Research Network (now CYP PRN)
SDQ	Strengths and Difficulties Questionnaire
SE	Signed English
SEE	Seeing Exact English
SENCO	Special Educational Needs Co-ordinator
SIGN	Scottish Intercollegiate Guidelines Network
SPT	Individual Supportive Psychotherapy
SSE	Sign Supported English
TaMHS	Targeted Mental Health in Schools
UKCP	United Kingdom Council for Psychotherapy
UNCRC	United Nations Convention on the Rights of the Child
UPR	Unconditional Positive Regard
VA	Voluntary Action
WAG	Welsh Assembly Government
WHO	World Health Organisation
YCORS	Young Child Outcome Rating Scale
YIACS	Youth Information Advice Counselling and Support Services
YP-CORE	Young Person's Clinical Outcomes in Routine Evaluation
ZPD	Zone of Proximal Development

About the Editors and Contributors

Sue Pattison is Lecturer in Education and Counselling at Newcastle University and has strong experience of working in all four nations of the UK, Africa, the Middle East and Asia. She is Director of the Integrated PhD in Education and Communication. Her main research interests are the social and emotional health and well-being of children and young people and she is an accredited counsellor (BACP) in practice as a therapist and supervisor and trainer.

Maggie Robson is a senior teaching fellow at Keele University where she was responsible for the professional counsellor training programmes to Master's level. She is also a qualified play therapist and has a special interest in working with, and researching, children's bereavement. She has taught play therapy programmes in the UK, Kenya and the US and trained the first play therapy supervisors in Kenya. In her free time she is a bit of a water baby and enjoys sailing, canoeing and swimming. She also loves walking and bike riding and the occasional glass of wine!

Ann Beynon has worked as a teacher, counsellor, trainer and service manager for the last 40 years. She is convinced of the eclectic role of the counsellor in the development of effective learning relationships in educational and community settings. This conviction led her to focus on ways of developing integrated time for reflection, for teachers. To this end, she researched the application of a non-management therapeutic model of supervision within the educational context. Based on positive findings from this research, she has now established a service which provides regular Structured Time for Reflection, for head teachers and their staff.

Erica Allan has a background in psychology and is working as research assistant within the Eating Disorders Program at The Royal Children's Hospital, Melbourne, Australia.

As part of her involvement in the Eating Disorders Program, Erica has been involved in the management of a clinical trial for adolescents with anorexia nervosa.

Wilma Barrow is an educational psychologist working in Scottish Borders Council. She works with children and young people, their families, schools and other agencies to support learning and wellbeing through the application of psychology. She has been involved in postgraduate training of educational psychologists for ten years and is currently an Academic and Professional Tutor on the DAppEdPsy Programme at Newcastle University. She is interested in the role of dialogue within all aspects of educational psychology practice and particularly in its transformative potential for teaching and learning and participative practices.

Cathy Bell has worked with children and young people in statutory social services settings, within a voluntary organisation and in a residential setting in the developing world. While working with the NSPCC, Cathy set up the school counselling services in Northern Ireland, now Independent Counselling Services for Schools (ICSS) funded by the Northern Ireland Department of Education. Cathy is currently the ICSS coordinator, committed to advocating for a rights-based approach to services for children. Since September 2012 Cathy has been chair of the BACP's Children and Young People's Executive and has recently been awarded a Fellowship with BACP.

Edith Bell has worked for 14 years in schools and community practice with children, young people and parents. She is the Director of Counselling for Familyworks and has undertaken specialist CYP research and training as part of her CBT Master's. She has written and developed undergraduate courses and taught extensively at undergraduate and postgraduate levels, as well as in the voluntary and statutory sectors. She is a BACP Accredited Counsellor. She sits on the BACP CYP Executive Committee and was a member of the BACP Expert Reference Group in developing national competence standards for CYP counsellors.

Graham Bright is Senior Lecturer in Childhood and Youth Studies and Youth and Community Work at York St John University. He was formerly a lecturer in counselling on the Teesside University franchised FdA and BA (Hons) Counselling at Darlington and Redcar and Cleveland colleges, and is co-editor (with Gill Harrison) of *Understanding Research in Counselling* (Learning Matters/SAGE, 2013). His PhD study with Durham University is provisionally entitled: '*The Role of Personal Narratives, Vocation and Personal and Professional Development in the Formation of Youth Workers and Counsellors: A Comparative Narrative-Interpretative Phenomenological Inquiry*'.

Wendy Brown is an experienced trainer, supervisor and counselling practitioner having worked in charitable and social care settings, as well as private practice. Currently

practising as an adult and young persons' counsellor and supervisor, Wendy also works within the care system, working systemically to support professionals around the child. Wendy runs groups, offers consultations, carer and child work, and develops and delivers trainings for social work staff and foster carers with the aim of helping understand behaviours and create attachment between the child and the carer. Wendy is a BACP Accredited Counsellor and has been a member of the BACP CYP Executive Committee since 2010, and Deputy Chair since 2012.

Divine Charura is a Senior Lecturer in Counselling and Psychotherapy at Leeds Metropolitan University. He is an adult psychotherapist in the NHS, voluntary sector, and in private practice. Divine is also an independent trainer, supervisor, and coach. He contributed various papers and to various books. His latest book contributions are two books on the therapeutic relationship: *The Therapeutic Relationship Handbook: Theory and Practice* (McGraw-Hill Open University Press, forthcoming, edited with Stephen Paul) and *An Introduction to the Therapeutic Relationship in Counselling and Psychotherapy* (SAGE, 2015, with Stephen Paul). In his spare time Divine is a lover of art, photography, music and outdoor pursuits.

Mick Cooper is a Professor of Counselling Psychology at the University of Roehampton, a chartered counselling psychologist, and a fellow of the British Association for Counselling and Psychotherapy. He has been involved in the evaluation of counselling with children and young people since 2003, leading on a range of quantitative and qualitative studies. Mick was Clinical Lead on the Counselling MindEd e-learning programme (www.minded.org.uk), and is author of a range of texts on humanistic and existential approaches to therapy. These include *Working at Relational Depth in Counselling and Psychotherapy* (SAGE, 2005, with Dave Mearns) and *An Existential Approach to Counselling and Psychotherapy* (SAGE, 2015). Mick lives in Brighton with his partner and four children.

Niki Cooper is Programme Leader for professional qualifications at Place2Be, which is the leading UK provider of school-based emotional and mental health support services, supporting 75,000 children in 200 schools. She is co-author of the Place2Be Postgraduate Diploma in Counselling Children in Schools and has also overseen the development of a comprehensive professional qualifications pathway from Level 2 to MA. Before joining Place2Be in 2002, she was a community-based counsellor in South London for London Marriage Guidance and a secondary school counsellor.

Karen Cromarty works for the British Association for Counselling and Psychotherapy and is their Senior Lead Advisor. In her role Karen works strategically with opinion formers, academics, governments, and service managers in all sectors, across all of the UK, to try to ensure that counselling services for children and young people are accessible, effective and based upon the most recent research. Karen is an experienced counsellor,

supervisor, trainer and researcher, and in her spare time has worked for many years as a Chair of Governors of a large successful secondary school in the North East of England.

Ani de la Prida is a counsellor, lecturer and supervisor. She has worked to develop the DipHE in Counselling Children and Young People in her role as Course Leader at Anglia Ruskin University and Programme Leader at Renew Counselling, a charity based in Essex and East London. Ani is a person-centred therapist and arts counsellor who has worked with children and young people in schools, exclusion projects, foster care and drug treatment programmes since 1999. She has also worked as a foster carer for a number of years. Her special areas of interest include person-centred art therapy, looked-after children and digital media in therapy having recently completed research into the therapeutic use of digital media for her MA in Counselling & Psychotherapy at the University of East London. Ani was an author on the Counselling MindEd e-learning programme (www.minded.org.uk). In addition to her current work in private practice Ani is also an active member of the BACP Professional Education Development Forum, an Examiner for ABC Awards and Chief Examiner for AQA Counselling Courses.

David Exall studied counselling at Lewisham College. He has worked with children in the voluntary sector for 14 years and has worked in schools, further and higher education as a trainer and counsellor. He is a certified supervisor. David joined Place2Be as a School Project Manager in 2001 before becoming a full-time trainer, delivering training to staff, volunteers, professionals working with children and families, and trainee counsellors. He is currently Head Trainer and continues to deliver training, while developing new programmes and holding overall responsibility for the Quality Assurance of training. David continues to work therapeutically within schools and currently works with young people in a secondary setting.

Simon Gibbs is Reader in Educational Psychology at Newcastle University and is the Programme Director for the Doctorate in Applied Educational Psychology and Head of the Education Section. Before that he worked as a secondary school teacher, and as an Educational Psychologist in Cleveland, Hartlepool and latterly as Senior Educational Psychologist in North Yorkshire. He has an MEd in Human Relations, an MA in Child Psychology (Education) and a PhD in Psychology. His current research interests include the effects of teachers' 'Efficacy Beliefs' and attributions on their practice and the development of inclusion. He is also General Editor of *Educational and Child Psychology*.

Lisa Gordon Clark. After motherhood and six years as a primary school teacher in the London Borough of Hounslow, Lisa trained as a play therapist at Roehampton in the mid-1990s and has been in private practice ever since, recently transferring her therapeutic base from London to Wiltshire. For over a decade she was active on the Board of Directors of BAPT, chairing the Communications and Public Relations

subcommittee. She remains Editor of the annual *British Journal of Play Therapy*. Since 2008 Lisa has taught on the Play Therapy MA at the University of Roehampton where she is now Senior Lecturer and Programme Convener.

Terry Hanley is the Programme Director for the Doctorate in Counselling Psychology at the University of Manchester. He is Editor of the British Psychological Society's *Counselling Psychology Review*, the lead author of *Introducing Counselling and Psychotherapy Research* (SAGE) and the lead editor of *Adolescent Counselling Psychology* (Routledge).

Belinda Harris is associate professor in the School of Education at the University of Nottingham, where she is responsible for undergraduate and postgraduate taught programmes, and led the Master's in counselling children and young people for several years. Belinda's original interest in counselling began through her experience of working as a modern languages teacher in an inner city school in very challenging circumstances. Following training in person-centred counselling and then Gestalt psychotherapy she established therapeutic services for students and their families, and worked closely with teachers and school leaders to enhance their capacity to create effective working relationships with the most vulnerable young people. This focus on the relationship between education and therapy is central to her work and research. She has published widely, and recently conducted a scoping review of school counselling in 105 countries for the BACP/DoH MindEd project. Belinda is a UKCP Registered Psychotherapist, an ICF Certified Professional Coach and has a small practice working with families and young adults. She is assistant editor of the *British Gestalt Journal*.

Elizabeth K. Hughes is a research fellow with the Eating Disorders Program at The Royal Children's Hospital and University of Melbourne, Australia. She received her PhD in Psychology from Monash University and holds honorary positions with the Murdoch Children's Research Institute and the School of Psychology and Psychiatry at Monash University. Dr Hughes' research focuses on the treatment of eating disorders in adolescents, particularly family-based treatment for anorexia nervosa. Her research interests also include co morbidity in eating disorders, emotion regulation, and family systems.

Sally Ingram is the Director of Counselling at Durham University. She is a qualified adult counsellor, child and adolescent counsellor, supervisor and trainer, with 15 years' experience of managing counselling services. During that time she has served as the deputy chair for the BACP's children and young people's division, as well as their journal editor. She was a contributor to the MindEd program with a focus on adolescent development and attachment experiences and how these impact on their well-being. Sally is passionately committed to the psychological and emotional well-being of children and young people and was awarded commitment to students in 2014 by the Student Union. In her spare time she enjoys hillwalking, photography and independent cinema.

Peter Jenkins is Senior Lecturer in Counselling at Manchester University. He has been a member of both the BACP Professional Conduct Committee and the UKCP Ethics Committee. He has extensive experience of training counselling practitioners and organisations on children's rights and legal aspects of therapy, and has researched and published widely on this topic. His publications include *Counselling, Psychotherapy and The Law* (2nd edn, SAGE, 2007) and, as co-author with Debbie Daniels, *Therapy With Children* (2nd edn, SAGE, 2010) plus a training DVD on ethics and law in counselling children, 'A Confidential Space' (Counselling DVDs/University of Wales).

Sue Kegerreis is Director of the Centre for Psychoanalytic Studies at the University of Essex, where she is a Senior Lecturer and Course Director for the MA Psychodynamic Counselling. She trained as a teacher; as a child and adolescent psychotherapist at the Tavistock; and later as an adult psychoanalytic psychotherapist with the Lincoln. She has practised privately and in a range of other settings: school, hospital and CAMHS, as well as teaching on many courses, both clinical and applied. She worked for many years as a school counsellor. She has published widely in professional journals and her book *Psychodynamic Counselling with Children and Adolescents* was published in 2010.

Daniel Le Grange is Professor of Psychiatry and Behavioral Neuroscience and Director of the Eating Disorders program at The University of Chicago Medicine. Dr Le Grange obtained his PhD in Psychology at the Institute of Psychiatry, University of London and completed postdoctoral training at the University of London as well as Stanford University School of Medicine, California. Dr Le Grange's research interests focus primarily on psychosocial treatment trials for adolescents with eating disorders. His peer-reviewed articles concerning these and other related topics number more than 150, and are published in prestigious journals such as the *American Academy for Child and Adolescent Psychiatry*, *American Journal of Psychiatry*, *Archives of General Psychiatry*, *Archives of Pediatrics and Adolescent Medicine*, and *Pediatrics*. Dr Le Grange has co-authored 7 books, more than 40 book chapters, and more than 150 abstracts and presentations for national and international scientific meetings. Dr Le Grange is a Fellow of the Academy for Eating Disorders, a Member of the Eating Disorders Research Society, Associate Editor for the *Journal of Eating Disorders*, serves on the editorial boards of the *European Eating Disorders Review* and the *International Journal of Eating Disorders*. Dr Le Grange is currently Principal Investigator on several National Institute for Mental Health-funded treatment studies in the United States.

Penny Leake started her professional life as a teacher, but later retrained as counsellor, social worker and clinical supervisor. She began counselling in 1980, and since 1992 has specialised in working with children and young people. She spent many years as practitioner, manager and clinical supervisor for therapeutic services in the North East

of England, in both the statutory and voluntary sectors. She is BACP Senior Accredited as both Supervisor and Counsellor, and now works freelance in Derbyshire. Her supervisees have included several CAMHS workers and play therapists. She strongly believes that workers have to feel well supported themselves if they are to support others.

Tom McAndrew With over 10 years' experience in education in British and international institutions, Tom McAndrew has spent most of his teaching career working with deaf children. He holds an MA in Deaf Education from Leeds University and is a qualified Teacher of the Deaf. Passionate about British Sign Language, he is a keen traveller and aspires to build bridges between the hearing and deaf cultures, and empower young deaf and hard of hearing children from around the world. In 2011 he ran the London Marathon raising money for Deaf Child Worldwide. He has two young children and currently lives and works in Kuala Lumpur with his family.

Katherine McArthur is a research associate at the University of Strathclyde, currently undertaking action research on mentoring for looked after children. She practices counselling with adults in a research setting, and with young people in a Glasgow secondary school, using a humanistic approach. School-based counselling is her main research interest and the focus of her PhD from the University of Strathclyde. In 2013 she was awarded the British Association for Counselling and Psychotherapy's Outstanding Research Award for a pilot randomised controlled trial of school-based counselling. Her previous research interests include the needs and rights of disabled children in the UK child protection system. She is a core group member of the Children and Young People Practice Research Network developed by the British Association for Counselling and Psychotherapy, and a member of Psychotherapists and Counsellors for Social Responsibility. In 2012, she co-edited a school-based counselling symposium edition of the *British Journal of Guidance and Counselling*.

Nick Midgley is a child and adolescent psychotherapist and a lecturer at University College London, where he is Course Director of the MSc in Developmental Psychology and Clinical Practice, and Academic Director of the DPsych in Child and Adolescent Psychotherapy. He has written and edited several books, including *Reading Anna Freud* (Routledge, 2013) and *Child Psychotherapy and Research* (Routledge, 2009).

Richard Parker is an educational psychologist working in Newcastle University and a local authority. He has worked as an educational psychologist for more than 30 years, holding specialist and management posts in a number of local authorities and with responsibilities from pre-school to Further Education. Richard's interests focus on professional reflection and learning, how professionals' views affect their practice, developing professional supervision and the impact on life course development of relationships.

Peter Pearce is Head of the Person Centred Department at Metanoia Institute where, amongst other trainings, he runs a Post Qualification, Conversion Diploma from Adult to Adolescent and School Counselling. Peter has provided person-centred counselling with young people within NHS and education settings since 1989. He has worked as a school counsellor in secondary school settings since 1999. He has a 17-year-old son and four small daughters.

Mark Prever was a counsellor, trainer and supervisor. He was lead professional for Every Child Matters at Yardleys School in Birmingham; a Chair of Open Door Youth Counselling Centre; former chair of the BACP's Counselling Children and Young People division and a lecturer at Worcester University which he had hoped to carry on through his retirement. Mark wrote regularly and his books include *Mental Health in Schools: A Guide to Pastoral & Curriculum Provision* (SAGE, 2006) and *Counselling and Supporting Children and Young People* (SAGE, 2010). Mark passed away in March 2013.

Gwen Proud has been employed in educational organisations for the majority of her working life including being a secretary in local government and independent schools, counselling in secondary schools in the North East of England for a children's charity and later for the local education authority. She completed a Master's Degree in Counselling at Durham University, a Doctorate in Counselling Studies at the University of Manchester, and is a BACP Accredited Counsellor. Gwen has divided her working practice between primary care and school settings and is experienced in working therapeutically with groups of children of secondary school age.

Olga Pykhtina is doctoral student at Newcastle University. Under the supervision of Dr Sue Pattison and Professor Patrick Olivier, she is investigating how primary school children and therapists can use digital technology at different stages of play therapy. Her study aims to establish a paradigm of understanding as to what are the advantages and barriers for the use of multi-touch technology in therapeutic context. She is exploring whether there is a place within non-directive play therapy for the designed in her research application Magic Land. Her main research interest is the impact of digital toys for child-therapist therapeutic alliance.

Toby Quibell is a school teacher and drama therapist. In 1993 he set up The Learning Challenge, a charity that worked for 20 years in the most deprived schools in the North East of England. Over this time Toby initiated, piloted and tested a range of therapeutic group interventions designed to dovetail into the delivery of the school curriculum. Working between 2008 and 2010 with a team of specially trained teaching staff in two large secondary schools he co-ordinated the delivery of a combined package of therapeutic support as a timetabled slot for all Year 7 and Year 9 children.

Dee C. Ray is Distinguished Teaching Professor in the Counseling Program and Director of the Child and Family Resource Clinic at the University of North Texas. Dr Ray has published over 85 articles, chapters and books in the field of play therapy. Dr Ray is author of *Advanced Play Therapy: Essential Conditions, Knowledge, and Skills for Child Practice*, *Child Centered Play Therapy Treatment Manual*, *Group Play Therapy* and *Child Centered Play Therapy Research*. She is current editor of the *Journal of Child and Adolescent Counseling* and former editor of the *International Journal of Play Therapy*. Her research interests focus on effectiveness and mediator variables in play therapy.

Kaye Richards is Senior Lecturer in Outdoor Education at Liverpool John Moores University and a Chartered Psychologist of the British Psychological Society. She has worked and published widely across the areas of outdoor education, sport, adventure therapy, and counselling and psychotherapy, with a specialist focus on young people. She is a longstanding member of the Adventure Therapy International Committee, Chair of the Special Interest Group of Outdoor and Adventure Therapy for the Institute for Outdoor Learning and was launch editor of the academic *Journal of Adventure Education and Outdoor Learning*.

Ros Sewell is Primary Tutor for the Post Qualification Conversion Diploma from Adult to Adolescent and School Counselling at Metanoia and a BACP Accreditation Assessor. She has provided person-centred counselling with young people within NHS and education settings since 1989 and worked as a school counsellor in secondary school settings since 1997. She has two teenage children.

Caryl Sibbett is a Registered Member MBACP, a BACP Senior Accredited Counsellor/Psychotherapist and a BACP Fellow. Caryl is a Trustee of the BACP. She is also an Art Psychotherapist (HCPC Reg.). As an experienced trainer, she is also a Fellow of the Higher Education Academy and Chair of the Counselling Children and Young People Training Consortium (NI). Caryl works in private practice and sessionally in a Health and Social Care context. She supervises for a wide range of organisations providing services for children and young people. An experienced researcher, she has published and presented nationally and internationally.

Barbara Smith is Assistant Clinical Lead in the Children and Adolescent Mental Health Service at Alder Hey Children's Hospital, a UKCP registered Child and Adult Psychotherapist and a BACP (Senior) Accredited Counsellor. She works in private practice offering individual and group psychotherapy. She spent many years delivering counselling training, supervises practising counsellors and is a member of British Red Cross psychosocial support (disaster) team. She has a strong research background in cross-cultural psychotherapy having undertaken her doctoral research in the Maldives.