

# Sensory Attachment Intervention Consultancy

[www.sensoryattachmentintervention.com](http://www.sensoryattachmentintervention.com)



## SAI Foundation Training

Introduction to SAI: The Impact of Developmental Trauma  
and Insecure Attachment on Sensory Processing

*An Introductory Course for Professionals working with Children, Young  
People and Families*

**5th-7th August 2024**

Treacy Centre, 126 The Avenue, Parkville  
Victoria 3052, Australia

**Fee: \$1500**

Course Tutors: Chris West & Angela Tieman

## **Course Overview**

This course will look at the theories that provide the framework for SAI. Emphasis will be on the impact of trauma on sensory processing, and on the capacity for self and co-regulation. Participants will learn the neurosequential approach to intervention; that is, when it is most effective to use interventions such as narrative work, play therapy, and education. They will learn the principles of up-regulation and down-regulation to enable physiological adaptation for social engagement and academic learning.

## **Learning Outcomes**

Over the course of the three days you will learn:

- The impact of Developmental Trauma and Insecure Attachment on behaviour and regulation.
- A basic understanding of Sensory Processing.
- An understanding of Levels of Self Regulation and how these inform our choice of intervention/s.
- How to provide enriched regulating environments in the home, school, clinic and contact centres.
- The benefits of a trans-disciplinary approach - case study illustration.

**To book contact:** [chris@sensoryconnections.co.uk](mailto:chris@sensoryconnections.co.uk)

## Course Author

**Éadaoin Bhreathnach** is an Occupational Therapist and Attachment Counsellor. She is a visiting lecturer on the University of Roehampton M.Sc. in Attachment Studies Course. She has worked in the field of Developmental Trauma for 40 years. Éadaoin developed her model Sensory Attachment Intervention in response to seeing children, young people and adults who were overwhelmed by the process of therapy. Her approach is to facilitate the ability to self-regulate and co-regulate with others through the use of sensory regulation tools and the self-reflective process. Éadaoin is the author of the Scared Gang Series and The Scared Gang Are Asked to Tell How to Enable Narrative Expression and Affect Regulation.

## Course Tutors

**Chris West** is a Consultant Occupational Therapist, and member of the SAI Training and Education Board. She has over 25 years' experience of working with children, young people, and adults with a range of mental health, learning, and physical health needs. This includes child and adolescent mental health, developmental trauma, and physical and learning disabilities. She has a specialism in working with young people who have sensory integration and attachment difficulties due to developmental trauma, and are in residential care, working closely alongside their support workers. Chris' main approaches to intervention are Sensory Attachment Intervention, and Sensory Integration. Her passion is working with individuals who have had early adverse experiences that impacts on their capacity to regulate their arousal states, and their ability to connect with others and the world around them.

## **Angela Tieman**

With a career spanning 17 years, Angela has worked as a paediatric occupational therapist in Australia and the United Kingdom. Specializing in sensory integration and trauma-informed care, she is dedicated to assisting children and families who have faced early adversity. Angela's main approaches to intervention are Ayres Sensory Integration, Sensory Attachment Intervention, Theraplay and the Safe and Sound Protocol. She is passionate about the mind-body connection and brings a playful approach to her work. Angela enjoys developing others through clinical supervision and building the capacity of parents and educators through sensory awareness and supporting behaviour through relational neuroscience.

## **Testimonials**

*"So good, really felt like we were seeing SAI in practice with the setting and way the training was run."*

*"Extremely informative and presented in such a way that learning and experiencing was an easy process that encouraged thoughtful questioning."*

*"Helped me to reflect on what I will consider in my practice on what further learning I would like to do."*

*"Thank you I arrived quite strung-out and I leave inspired, grounded - and I know what I need to do."*

*"Felt like the missing piece."*

# Time Table

## Day 1

**9am to 4.30pm**

- 9.00** Introduction.  
Grounding Exercise.  
The importance of self-regulation to avoid burnout.  
Overview of contributing theories:  
- Schore: Psychobiological Regulation/Co-Regulation.  
- Epigenetics.  
- PTSD and Developmental Trauma.
- 11.00** Tea/Coffee Break.
- 11.30** Perry; NMT: the neurodevelopmental impact of early childhood trauma.  
Principles of use dependent learning.  
Group Practical.  
Porges: Polyvagal Theory and the use of the Social Engagement System for  
Self and Co-Regulation.  
Group Discussion.
- 1:00** Lunch.
- 1.45** Polyvagal Theory Continued.  
Insecure Attachment: the impact on physiological regulation.
- 3.00** Tea/Coffee.
- 3.20** Facilitating Regulation, 2 Case Studies.  
Case 1: Flight Fight Bias.  
Case 2: Freeze Dissociation Shutdown Bias.
- 4.30** Finish.

## Day 2

**9am to 4.30pm**

- 9:00** SAI Trauma Impact Chart: review of Day 1 Content.  
Introduction to Sensory Processing:  
Our Proximal & Distal Sensory Systems;  
Sensory Modulation: Thresholds and Arousal States.
- 11:00** Break - Food Exercise. Have your Favourite Snack.
- 11:30** Practical Session on the Regulating Properties of Play Activities.  
The Principles of Up Regulation and Down Regulation.  
Group Analysis of Play Activities.
- 1:00** Lunch.
- 1.45** Differentiating Sensory and Attachment Behaviours.  
SAI Nosology.  
Introduction to the Sensory, Arousal States, Attachment, and Physiological Profile.  
(SAAP) Questionnaire for School Age Children.
- 3:00** Break.
- 3:20** Enriching Environments to promote parent child engagement.
- 4.30** Finish.

## Day 3

**9am to 3.30pm**

- 9.00** Sensory Discrimination – Spatial Temporal Organisation.  
Enabling Narrative Expression.  
Treasure Chest Exercise.
  
- 11.00** Mindfulness Eating.
  
- 11.30** Sensory Processing, Development of Memory Systems, Reflective Integration.  
What is a Trauma Informed Approach to Intervention?
  
- 1:00** Lunch
  
- 1.45** Planning Intervention - A regulating-sequential approach.
  
- 2.45** Break.
  
- 3.00** Case Study Presentation. A transdisciplinary approach to intervention.  
Illustration of SAI Parent Child Engagement Sessions, using Sensory Processing Analysis.
  
- 3.30** Finish.