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CREATIVE AND INNOVATIVE APPROACHES TO NEUROREHABILITATION IN 2020 AND BEYOND: Face to face and remote responses

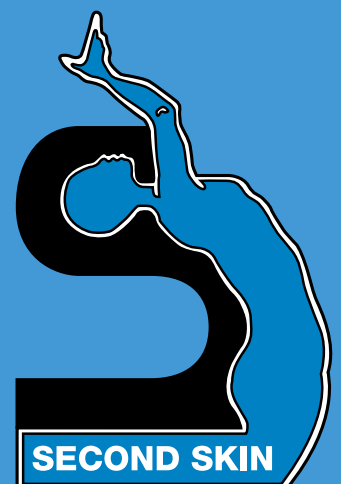


THIS FREE WEBINAR TRAINING TOOK PLACE ON 17TH NOVEMBER 2020. THE RECORDED SESSION IS NOW AVAILABLE, FREE OF CHARGE FOR THOSE WHO COULDN'T MAKE IT

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CREATIVE AND INNOVATIVE APPROACHES TO NEUROREHABILITATION IN 2020 AND BEYOND: Face to face and remote responses

Since September 2020 the team at Recolo have been working using a blended approach of both remote and face to face contact with their clients. They are now in a position to reflect on this new way of working and share their experience on how they have created opportunities for creativity and innovative ways of meeting the challenges clinicians are faced with today and moving forward into 2021.

We are delighted to present this beneficial webinar recording which took place on 17th November and includes 5 presentations covering various aspects of neurorehabilitation from different members of the team from Recolo.

During this webinar recording the team present case examples from their clinical work and discuss how the blended approach to neuropsychological rehabilitation is working and address the ongoing challenges for conducting rehab using this approach. They demonstrate different and creative approaches with specific benefits for the clients.

During this recording they will talk about the novel interventions that collaborative working can bring, particularly in the area of identity for young people, following a brain injury. This is done in conjunction with AT Therapy.

Two Educational Psychologists at Recolo discuss the challenges facing professionals and school staff. They provide information on the educational context, now that schools are teaching face to face and include the Department of Education initiatives.

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EXPECTED LEARNING OUTCOMES

Increased knowledge of:

- How the blended approach to neurorehabilitation is working
- Approaches to risk assessment
- Current educational initiatives
- How Educational Psychologists at Recolo are working in schools, what works well and challenges
- Knowledge of working with developing and promoting positive self-identity in young people with a brain injury, with specific reference to MyAbility intervention

WEBINAR AGENDA

- Introduction, how landscape has changed since September, blended approaches, our approach to this (risk assessments, supervision, school and home visits)
Dr. Sophie Gosling, Clinical Lead & Clinical Psychologist
- Current educational context, Dept of Education initiatives and implications for schools and children with ABI
Dr. Rebecca Ashton, Educational Psychologist & Recolo Supervisor
- How Recolo Educational psychologists are responding and support children in schools. Challenges and reflections including case examples
Josie Richmond Educational Psychologist & Recolo Supervisor
- How does the blended approach work in practice, case examples of creative working
Dr. Peter Tucker Research & Development Lead, Recolo Supervisor & Clinical Psychologist
- Collaborative working on identity following TBI
Dr. Andrea Pickering, Clinical Lead & Consultant Clinical Psychologist, Recolo UK Ltd
- Final remarks: Dr. Sophie Gosling
- Q & A

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BIOGRAPHIES



Dr. Sophie Gosling

Clinical Lead & Consultant Clinical Psychologist, Recolo UK Ltd

Dr Sophie Gosling is a Consultant Clinical Psychologist and HCPC Registered Practitioner Psychologist. She joined Recolo in 2011, and from 2015, is the Clinical Lead for the organisation. Dr Gosling qualified as a Clinical Psychologist in 1993. She brings a breadth and depth of clinical expertise in working effectively with children and their families. She has worked in the NHS, University and Independent sectors in the UK and has also worked in Australia and Belgium. Her areas of special interest and expertise are in the field of paediatric brain injury rehabilitation, and she obtained a Diploma in Paediatric Neuropsychology from UCL in 2016. She seeks to engage and work with families collaboratively, bringing expertise from her extensive clinical experience as well as being able to formulate and intervene at a number of levels: child, family and system. She uses a goals systems approach to her work with families which ensures that clinical work is focussed, measurable and meaningful.

She has co-authored over 25 papers, articles, and book chapters. Most recently she co-wrote a chapter with Katie Byard, 'Reflections on outcomes measurement in child neuropsychological rehabilitation: a child-centred approach in 'Psychological therapies of Paediatric Acquired Brain Injury' (2020), edited by Jenny Jim and Esther Cole. She won a 'Best Paper' award in Australia and has presented at numerous conferences, including the Recolo/ABI solutions conference 'Growing a New You' in 2019.



Dr. Rebecca Ashton

Educational Psychologist, Recolo UK Limited

Rebecca Ashton qualified as an Educational Psychologist in 2003 and gained her Diploma in Clinical Paediatric Neuropsychology in 2010. She has been working in child neuropsychology ever since, winning a British Psychological Society Division of Neuropsychology prize in 2013 for outstanding practice.

Rebecca has 11 years' experience working as an educational psychologist for a Local Authority. Since leaving in 2014 she has worked in a specialist NHS paediatric neuropsychology service, in private companies offering psychology services in the community, and directly for schools. Rebecca now splits her time between educational psychology work commissioned by schools and specialist brain injury rehabilitation for Recolo.

As well as her practitioner work, Rebecca enjoys learning, teaching and writing. Rebecca completed her Doctorate in Educational Psychology in 2016, with a thesis on sleep and working memory. She is also an accredited Video Interaction Guidance practitioner, achieving full qualification in 2018. She teaches on neuropsychology courses at UCL and Manchester University. Rebecca contributed the chapter on educational neuropsychology to "Neuropsychological Rehabilitation of Childhood Brain Injury", a book edited by the Directors of Recolo. She also has numerous articles published in peer-reviewed journals. Rebecca has also written on diverse topics including shaken baby syndrome, transition to secondary school, writing directly to children and social competence in children with brain injury.

Rebecca is a registered practitioner psychologist with the Health & Care Professions Council, a Chartered member of the British Psychological Society and a Full member of the Association of Educational Psychologists.

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BIOGRAPHIES



Josie Richmond

Educational Psychologist, Recolo UK Ltd

Josie Richmond is an Educational Psychologist. She specialises in working with children and young people with acquired brain injury. Through Recolo, she is active on cases requiring neuropsychological assessment and educational remediation and also provides training in neurodevelopmental disorders to colleagues. Josie's specialist skill areas are child neuropsychological assessment, interpretation and intervention, taking a lead role in working with children with disabilities and their families (within a Local Authority) alongside a broad experience of providing advice and support to schools including special provisions. She also has specialist experience of supporting children with acquired brain injuries in their educational placements.



Dr. Peter Tucker

Consultant Clinical Psychologist, Research Lead, Recolo UK Ltd

Dr Peter Tucker is Research & Development Lead within Recolo. He is a member of the Senior Clinical Team and a Clinical Supervisor. Peter qualified as a Clinical Psychologist at the University of Birmingham in 2001, then obtained a Diploma in Applied Clinical Neuropsychology from Kings College London in 2004. Peter previously worked as neuropsychology lead for Young People's Neurorehab at the Royal National Hospital for Rheumatic Diseases in Bath.

Peter has an Honorary Lectureship with the University of Bristol providing research supervision and teaching. He has previously held positions in training in clinical and neuro-psychology at Universities of Bath and Exeter. He conducts research into outcome measurement in neuropsychological rehabilitation. He has a keen interest in real world, practice based evidence. He has published papers on goal setting, neurorehabilitation of children and young people and cognitive problems in children with Chronic Fatigue Syndrome/ME.

Peter has worked in clinical settings ranging from Social Services, Child & Adolescent Mental Health Services and Young People's Health Services, often helping children and young people and their families adapt to big changes in their lives. He uses a range of approaches from behavioural, cognitive and collaborative routine development with the young person, their family and health team. This has most recently included use of telerehabilitation where therapy and liaison are conducted remotely.

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BIOGRAPHIES



Dr. Andrea Pickering

Clinical Lead & Consultant Clinical Psychologist, Recolo UK Ltd

15 years practicing as a Clinical Psychologist with 12 years working specifically in paediatric neuropsychology and learning disability services. Working within NHS and Social Care Partnerships, private practice within Benenden Health, and teaching at Canterbury Christchurch University and University College London.

Key Areas of Expertise: Specialist expertise of children and young adults with traumatic and acquired brain injuries and their families. Specialist expertise of children and young adults with complex medical and developmental conditions. Specialist expertise of children and young adults with mental health problems, including eating disorders. Specialist clinical neuropsychological assessment, interpretation and intervention. Psychological interventions for emotional and behavioural problems, including CBT, Trauma-Focused CBT, EMDR, and Applied Behavioural Analysis. Specialist support for young people and their families including Systemic Therapy and Solution-Focused Approaches to mobilise coping strategies.

Areas of research: Principal investigator in partnership projects between the NHS and University College London and University of Kent addressing the needs of parents of children with developmental disorders and neurological conditions, including epilepsy. Previous publications in international peer reviewed journals addressing mental health.



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