



Person-centred approaches to supporting children and young people: Two-day residential course

9-10 October 2025 | Hilton DoubleTree Glasgow

Course Brochure



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ABOUT US

Children in Scotland



Giving all children in Scotland an equal chance to flourish is at the heart of everything we do.

By bringing together a network of people working with and for children, alongside children and young people themselves, we offer a broad, balanced and independent voice. We create solutions, provide support and develop positive change across all areas affecting children in Scotland.

We do this by listening, gathering evidence and applying and sharing our learning, while always working to uphold children's rights. Our range of knowledge and expertise means we can provide trusted support on issues as diverse as the people we work with and the varied lives of children and families in Scotland.

www.childreninscotland.org.uk

Our Trainers



Jan Montgomery is an experienced therapist who works across the lifespan. She is a qualified Life Coach, Play Therapist and Adult Psychotherapist. Jan specialises in working with trauma and has a passion for sharing her learning in an accessible and creative format.



Nicola McAllister has worked with children and young people for more than 25 years. Her passion lies in nurturing understanding of child development and regulation, empowering adults to create environments and opportunities for engagement, in which children can thrive.



Three Sisters Consultancy was founded and is run by two sisters, Corrie & Rhiann McLean who focus on training those who work with people with additional support needs. Corrie has more than a decade of experience in education with a focus in sexual health and inclusive learning. Rhiann has a background in research and improvement of health and social care.

COURSE RATIONALE

This unique residential course, taking place at the Double Tree Hilton Hotel in Glasgow, will provide you with the opportunity to enhance your understanding of person-centred practice. This carefully curated course will raise awareness and build confidence in how to create and maintain environments that encourage self-regulation, well-being and inclusivity.

Over two days, you will explore the importance of using person-centred approaches to supporting children and young people, colleagues and yourself. Through understanding the different theories and complementary strategies and tools, you will be able to embed these in your practice to enhance relationships with others and yourself.

WHO IS THIS COURSE FOR?

This residential is for practitioners working directly with children and young people.

The residential provides a foundational understanding of person-centred approaches that would be suitable to practitioners who work directly with children and young people, no prior learning is required. The training would be especially suited to those who work in the following or similar roles; community support workers, additional support needs workers, early years workers, family support workers, afterschool care workers and sessional workers who deliver programmes to children and young people (sport coaches, mentors and tutors etc).

The learning experience during the two days is everyone's responsibility. Please be prepared to create a safe space for learning, where all questions and reflections are respectful.

TESTIMONIALS

Our trainers have delivered an extensive range of training sessions on behalf of Children in Scotland.

Participants from our March 2025 Residential said:

“Really good - it is so important to understand how to look after yourself. These jobs have unique challenges and it has been nice sharing with people.”

“It is always good to do new training so that practice can be developed and combined. Look forward to applying the tools which will benefit children and young people.”

“Every area was outstanding. I have learnt so much and been affected an invaluable opportunity to decompress from work and home to process the info and exercises we did.”

“After attending for the whole ‘weekend’, I realised the benefits from it not just being over a day.”

COURSE LEARNING OUTCOMES

At the end of this programme, you will:

1. Understand how to minimise the reoccurrence of distressed behaviour and bring about long-term change for our children and young people.
2. Recognise the importance of the brain-body connection and how attuned relationships and co-regulation can be used to support children to regulate their own stress responses.
3. Build resilience by using tools and strategies to support your own wellbeing and bounce back from challenges, manage pressure, navigate changes, and look ahead to the future.
4. Increase your awareness and understanding of different types of neurodiversity such as autism, dyslexia, and ADHD, and how neurodivergent children and young people may experience barriers to learning, participating, and communicating with practitioners and peers.

STRUCTURE OF LEARNING

This training requires participants to attend the full two days and be present at the allocated start times of each session. Places for this residential are limited, so if this is something you are not able to do, please refrain from registering, so all places can be used by delegates who are able to fully engage in the programme.

Day 1 – Thursday 9 October

10.30	Check-in
11.00	Official start Welcome by CiS staff
11.15	Session 1 (1hr 45mins) Distressed not 'difficult'—supporting distressed behaviour in children Nicola McAllister
13.00	Lunch (45mins)
13.45	Session 2 (1h 30mins) The Biology of Behaviour: using co-regulation to develop self-regulation Nicola McAllister
15.15	Afternoon tea (15 mins)
15.30	Session 3 (3hrs 30mins) Building resilience: empowering yourself and supporting young people Five ways to wellbeing: helping yourself and others Jan Montgomery
19.00	Dinner
20.00	Well-being walk CiS staff

Day 2 – Friday 10 October

8.00	Breakfast/checkout
9.00	Session 4 (2hrs) Making sense of sensory needs: supporting neurodivergent children Three Sisters Consultancy
11.00	Morning tea (15 mins)
11.15	Making sense of sensory needs: supporting neurodivergent children Three Sisters Consultancy
12.45	Lunch (30 mins)
13.15	Session 6 (1hr 30mins) Creating inclusive settings: engaging neurodiverse children Three Sisters Consultancy
14.45	Reflections, evaluations and close (15 mins) CiS staff
15.00	Depart

VENUE

DoubleTree by Hilton Glasgow Central

Click the link below to view the location on Google Maps:

[36 Cambridge St, Glasgow G2 3HN](#)

The venue is fully accessible. Please do get in touch if you have further queries about accessibility.

COST

Children in Scotland is a charity and non-profit organisation. We want our courses to be accessible and are proud that our prices are amongst the most competitive in the sector.

General admission price	£915
Children in Scotland member price	£830

GET IN TOUCH

We are happy to answer any questions you might have about the programme.

Get in contact with a member of Children in Scotland's Learning & Events team: events@childreninscotland.org.uk

APPENDIX A: Overview of Sessions

Nicola McAllister

Distressed not 'difficult'—supporting distressed behaviour in children

How we view and respond to a child's behaviour has changed over time. Traditional approaches, that are still being used today, are reactive and have many limitations. If we really want to minimise the reoccurrence of distressed behaviour and bring about long-term change for our children and young people, we need to understand what is going on in their bodies and brains. We also need to be aware of the impact of environmental factors surrounding the child and how we can stay connected when relationships are being pushed to the limit.

This session translates recent findings in neuroscience into practical approaches that help the adult to make sense of behaviour and respond in a considered way. It explores how we can be proactive, making small changes to daily routines that will equip children with the skills they need to meet the demands of everyday life.

Key Learning:

- Exploring our thoughts and beliefs about behaviour
- Identifying patterns of behaviour and how they meet a child's needs
- Understanding the interconnected brain, moving from co-regulation to self-regulation
- Interpreting behaviours, and what this tells us about a child's internal state
- Using the internal state and developmental stage of a child to inform our responses

The Biology of Behaviour: using co-regulation to develop self-regulation

The lived experiences of our children and young people today are different from those of a decade ago. Many children suffer from relational poverty which impacts on how they view and interact with the world around them. Traditional systems and interventions for supporting children, who become distressed while navigating the demands of everyday life, are no longer fit for purpose.

This training explores the importance of the brain, body connection and how through attuned relationships and co-regulation we can begin to support children to develop the capacities that they require to regulate their own stress responses.

Key Learning:

- Exploring how a child's body reacts to perceived threats and stressors
- Understanding the role of the senses and attuned relationships in creating a healthy brain body connection
- Using a proactive, collaborative approach to support the development of self-regulation

Building resilience: empowering yourself and supporting young people

Most people enter the children's sector focused on the positive impact they can have and are not taught about the impact that it can have on their mental health. Through building resilience, professionals can support their own wellbeing and combat burnout, compassion fatigue and vicarious trauma.

Drawing on recent research into the core behaviours that are associated with increased resilience, this training will explore resilience building as a learned skill that anyone at any life stage can develop, including you and/or the young people you support.

This training will introduce practical models, tools and strategies that can be used to support you to bounce back from challenges, manage pressure, navigate changes, and look ahead to the future.

Whilst a lack of resilience can lead to increased staff turnover, higher levels of absence and low morale, learning how to build resilience empowers you to thrive, not just survive, and model these strategies to any young people you may support in your role.

Key Learning:

- Define what we mean by resilience by exploring research, models and neuroscience concepts
- Understand how resilience is a learned skill that we can all develop throughout our lives
- Explore the research-based pillars of resilience model, developed by Dr Arielle Schwartz
- Use a strengths-based model to take stock of resources we already have available in our lives that can help us build resilience
- Consider new strategies and tools to support you to bounce back from challenges and function well
- Throughout the training, consider how you can use this learning to support children and young people

Five ways to wellbeing: helping yourself and others

During this time of change and challenge, looking after our mental health and the mental health of those around us has never been more important. We will explore and come up with ideas on how best to support ourselves and others.

The Royal College of Psychiatrists, the NHS and many other organisations including MIND all agree that incorporating elements of all Five Ways to Wellbeing in our daily lives will help us feel better both mentally and physically. This grew out of the work of Nic Marks from the New Economic Foundation. Further information about the Five Ways to Wellbeing can be found [here](#).

Key Learning:

Join us to explore different ways of introducing the Five Ways of Wellbeing into your daily life. The following principles make up the Five Ways of Wellbeing:

- Connecting with people
- Being active
- Learning
- Noticing, and
- Giving

Three Sisters

Creating inclusive settings: engaging neurodiverse children

This session will explore neurodiversity and its effect on an individual's experience of the world, including in your setting. Learn more about the different types of neurodiversity such as autism, dyslexia, and ADHD, and how neurodivergent children and young people may experience barriers to learning, participating, and communicating with practitioners and peers.

Understand how a neurodivergent child or young person may experience your own setting, and how you can make reasonable adjustments to both your communication style and setting to create a more inclusive environment.

Key Learning:

- Sensory processing and how our environment can affect a person's learning experience
- How small adjustments to our communication can impact our approach in a positive manner
- Understanding behaviours that neurodivergent people can express including anxiety and overstimulation (meltdowns/shutdowns)
- Practical resources and strategies to support you and the children and young people within your setting.
- This session is aimed at all professionals working directly with children and young people.

Making sense of sensory needs: supporting neurodivergent children

Key Learning:

- What sensory processing differences neurodivergent children and young people (including those who are autistic or have ADHD) can experience and how common they are.
- Practical strategies to support children and young people with sensory differences.
- How to help young people understand their own sensory needs.
- Our 'hidden' senses including interoception and proprioception.
- Sources of information and support