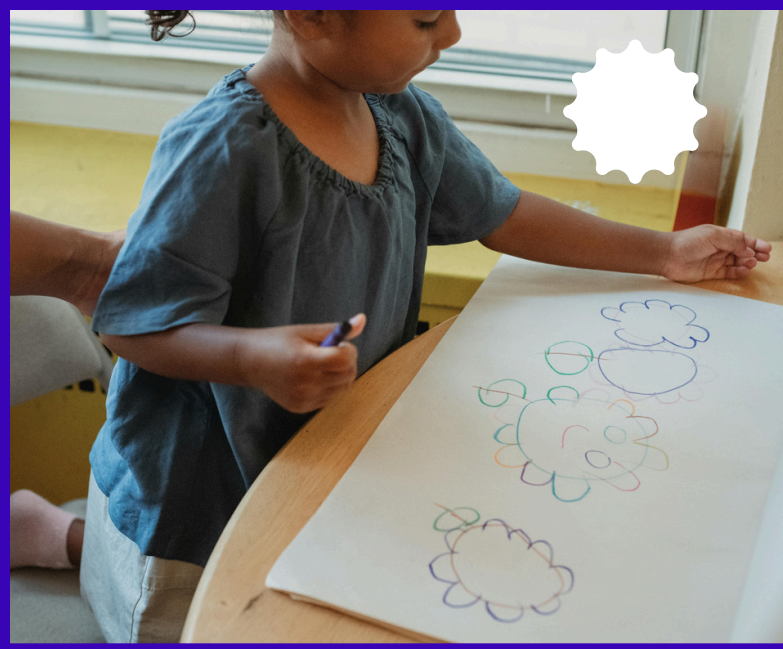




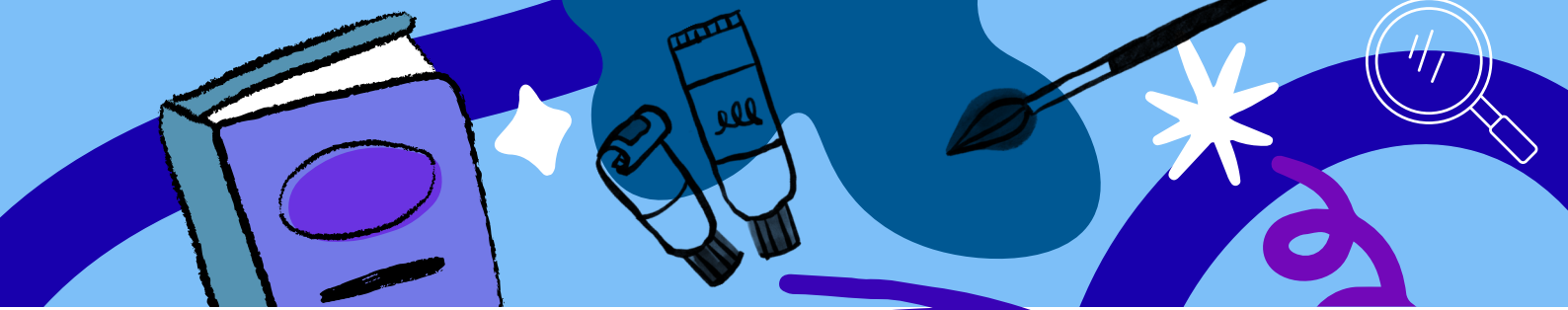
Information Pack

PRACTITIONER

Ariana Minzat

COMPANY

Chat & Craft



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Who Am I?

Dear All,

Thank you for reviewing this information pack for Drawing and Talking therapy. Within these pages, you will see how this gentle, 12-week early intervention supports young people's emotional wellbeing.

Alongside my dedication to our children's mental health and my extensive work experience in schools around Leicestershire, my warm attitude, patience and empathetic nature draw children's trust. I also hold a BSc in Psychology, a Level 3 Counselling Diploma and a specialist qualification in Drawing and Talking Therapy.

As an external practitioner, I handle the entire process independently. I provide all specialised materials, manage the schedule, and maintain strict confidentiality. For your peace of mind, I hold an Enhanced DBS check, full professional indemnity insurance, and up-to-date safeguarding certification.

I invite you to read through the attached breakdown of logistics, pricing structures, and outcome tracking methods. Thank you for your time, your dedication to children's mental health, and your consideration of this partnership.

Ariana Minzat 😊



Our Problem and Solution

WHILST 1 IN 5 CHILDREN IN THE UK EXPERIENCE MENTAL HEALTH DIFFICULTIES, ALMOST HALF OF MENTAL HEALTH ISSUES DEVELOP BY THE AGE OF 14. PRIMARY SCHOOLS FACE IMMENSE CHALLENGES WITH PUPIL ANXIETY, LOW RESILIENCE, AND COMPLEX BEHAVIOURAL NEEDS. HENCE, AN EARLY, LOW-IMPACT INTERVENTION, SUCH AS DRAWING AND TALKING, IS KEY IN CREATING A SAFE AND SECURE ENVIRONMENT FOR THE CHILDREN TO EXPRESS THEIR WORRIES AND RELIEVE THEIR EMOTIONS AS IT USES A SAFE, NON-DIRECTIVE TECHNIQUE THAT ALLOWS VULNERABLE CHILDREN TO EXPRESS EMOTIONAL PAIN WITHOUT DIRECT QUESTIONING.

WITH A NATIONAL RISE OF SEMH NEEDS IN SCHOOLS, 25% OF CHILDREN ACROSS THE UK REQUIRE ADDITIONAL SUPPORT IN ORDER TO ENGAGE WITH LEARNING (DEPARTMENT OF EDUCATION, 2025). THUS, THERE IS A CLEAR LINK BETWEEN UNMET SEMH NEEDS AND INCREASED SCHOOL ABSENCES OR EXCLUSIONS. THE NHS FINDS THAT CHILDREN WITH SEMH NEEDS ARE 7 TIMES MORE LIKELY TO MISS MORE THAN 15 DAYS OF SCHOOL PER TERM DUE TO FEELING UNSAFE AND UNCONFIDENT AT SCHOOL (NHS, 2026). BY ADDRESSING THESE BARRIERS TO LEARNING, THE PROGRAM REDUCES CLASSROOM DISRUPTIONS, IMPROVES ATTENDANCE, AND BOOSTS ACADEMIC ENGAGEMENT.

Gov.UK announced that 35% of children have experienced bullying in schools (GOV.UK, 2026), whilst Chen et al. (2022) finds that a lack of emotional resilience is a driving force behind bullying perpetrators thus, by instilling confidence, acceptance and emotional resilience, we are actively diminishing the risk of bullying and combating the UK's widespread bullying concerns.

40,000 children in the UK have been waiting for CAMHS interventions for over two years. With a rapid increase in waiting times for NHS CAMHS services, children who are currently on waiting lists benefit from a Tier 2 intervention.

Drawing and Talking: An Introduction

WHAT IS DRAWING AND TALKING?

As Practitioners, we become **PILLARS** for children to experience feelings and past traumas safely. D&T allows children to unconsciously process their pain through metaphors, without being questioned, directed or advised.

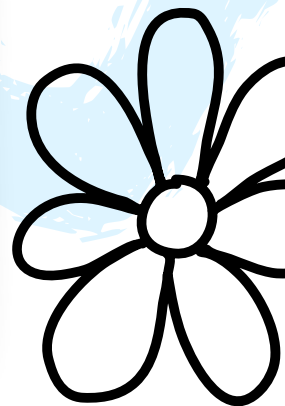
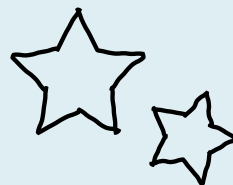
WHAT ARE THE BENEFITS OF D&T?

Children's drawings act as methods of unconscious symbolic processing whereby children can non-verbally acknowledge and accustom to uncomfortable emotions independently. Thus, they feel supported and secure to release their pain safely. As a result, they gain confidence, strength and emotional resilience

WHO IS D&T FOR?

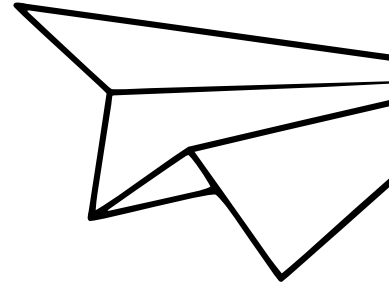
Those dealing with:

- ✓ Anxiety
- ✓ Bereavement
- ✓ Trauma
- ✓ Victims and perpetrators of bullying
- ✓ Navigating major life changes
- ✓ Behavioural concerns
- ✓ Attachment issues





Key Evidence



McNAMEE (2011) STATES THAT DRAWINGS BECOME COGNITIVE STIMULANTS, WHICH ALLOW CHILDREN TO RE-LIVE UNCOMFORTABLE EXPERIENCES IN A SAFER SPACE AND, AS A RESULT, THEY CAN OVERCOME THEIR DISCOMFORT, FEAR, ANXIETY OR UNSAFETY ASSOCIATED WITH THEIR PAST EXPERIENCES, INDEPENDENTLY.

McNamee, C. M. 2011. Using Both Sides of the Brain: Experiences that Integrate Art and Talk Therapy Through Scribble Drawings. *Journal of the American Art Therapy Association*. 21(3). 136-142.



DUMAS & LECHOWICZ (2008) FIND A POSITIVE CORRELATIONS BETWEEN COMPLIANCE AND SAFETY. THIS INTERVENTIONS TEACHES CHILDREN TO FIND SECURITY AND RESILIENCE WITHIN THEMSELVES. THEREFORE, THEY ARE MORE LIKELY TO COMPLY WITH DIRECTIONS, INSTRUCTIONS AND GUIDANCE IMPOSED BY ADULTS.

Dumas, J. E., Lechowicz, J. G. 2008. When Do Noncompliant Children Comply? Implications for Family Behaviour Therapy. *Child & Family Behavior Therapy*. 11(3). 21-38

DRAKE & WINNER (2012) IDENTIFY THAT THE RELEASE OF NEGATIVE EMOTIONS THROUGH THE METAPHORS EXPRESSED WITH THEIR DRAWINGS TEACHES CHILDREN HEALTHIER EXPRESSION MECHANISMS IN CRISES. AS A RESULT, THEY FIND SECURITY IN EMOTIONAL RESILIENCE.

Drake, J. E., Winner, E. 2012. How Children use drawing to regulate their emotions. *Cognition and Emotion*. 27(3).512-520



The Intervention: step-by-step

STRUCTURE

A SIMPLE, YET EFFECTIVE METHOD:

12 SESSIONS SPANNING ACROSS 12 WEEKS
(AT THE SAME TIME, PLACE AND DURING
THE SAME WEEKDAY, WHERE POSSIBLE)

30 MINUTE SESSIONS

the 3 phases

1. INTEGRATION PHASE
→ ESTABLISH TRUST
2. CONFLICT PHASE
→ INTRODUCE 'HELPER' SYMBOLISM
3. RESOLUTION PHASE
→ IDENTIFY ACCEPTANCE

WHAT WILL WE PROVIDE?

WE WILL PROVIDE ALL THE NECESSARY
RESOURCES SUCH AS PENCILS, PAPER, FOLDERS,
STICKERS ETC.

Resources

WHAT MAY YOU PROVIDE?

WE WILL REQUIRE A SAFE, QUIET AND CONSTANT
PLACE TO PRACTICE.
→ MAYBE IT'S AN UNUSED OFFICE OR CLASSROOM?

WE ALSO NEED A SAFE STORING SPACE FOR THE
CHILDREN'S FOLDERS (PREFERABLY LOCKABLE)

The Next Steps:



ASSESSMENTS:

Emotional and behavioural screening tools will establish the children's emotional resilience and responsiveness prior and post intervention, allowing us to identify their strengths and struggles.

REFERRALS:

Should a child share information which the practitioner deems as appropriate basis for referral for a tier 3 intervention, the practitioner may inform the school and parents/carers. If all relevant parties approve of a tier 3 intervention, the practitioner may begin the referral process.



HANDOVERS:

The practitioner will adhere to a strict Handover protocol when concluding the intervention. Teachers, SENCO and parents/carers will be provided with a debrief which clearly identifies progress as well as highly adapted recommendations to maintain emotional security, confidence and resilience post-intervention.

Fees

PER CHILD/YOUNG PERSON:

★ **£400** for the **full intervention**.

PER TERM:

£150 per week for a weekly half-day slot - suitable for **4 children/young people per term**.

£250 per week for a weekly full-day slot - suitable for **7 children/young people per term**.

ADDITIONAL FUNDING OPTIONS:

Government Funding:

1. **Pupil Premium (PP) and Pupil Premium Plus (PP+)** - this intervention is suitable for all types of Pupil Premium funding.
2. **SEND Element 2 and Element 3** - Additional SEND funding can be granted for Tier 2 interventions for children with an EHCP.
→ **Focused Intervention (FIF)** and **Graduate Support Plan (GSP)** funding can be accessed for students without EHCP's, but who require additional support.

Grants:

1. **BBC Children in Need (Million and Me)**
2. **The Foyle Foundation**
3. **Paul Hamlyn Foundation Arts-based Learning Fund**
4. **Disability Grants**



FAQ'S

CAN CHILDREN/YOUNG PEOPLE REPEAT THE INTERVENTION?

YES – AS LONG AS THEY HAVE A BREAK BETWEEN INTERVENTIONS (PREFERABLY ONE FULL TERM)

CAN DRAWING AND TALKING THERAPY BE DONE ONLINE?

ABSOLUTELY – THE SERVICE CAN BE OFFERED OVER ZOOM, MICROSOFT TEAMS OR GOOGLE MEETS.

CAN CHILDREN/YOUNG PEOPLE PARTAKE IN THIS INTERVENTION WHILST ACTIVELY PARTAKING IN OTHER TIER 2 INTERVENTION?

YES. INFACIT, THIS INTERVENTION IS USEFUL FOR STUDENTS WHO ARE ON A WAITING LIST FOR TIER 3 INTERVENTIONS.

HOW DOES D&T DIFFER FROM OTHER THERAPEUTIC INTERVENTIONS?

THIS APPROACH IS NON-DIRECTED AND FOCUSES PURELY ON EMOTIONAL RESILIENCE. THEREFORE, THE INTERVENTION AIMS TO ACCUSTOM THE CHILDREN TO SAFELY PROCESS PAIN WITHOUT PROFESSIONAL GUIDANCE AND INPUT, OR ANY PRESSURES AND EXPECTATIONS.



Contact:



IF YOU'RE INTERESTED IN A PARTNERSHIP, PLEASE DON'T HESITATE TO CONTACT US:



Whatsapp - 07470 387 042

Email - admin@chatandcraft.co.uk

IF YOU'D LIKE TO SEE MORE OF US, FEEL FREE TO KEEP UP WITH US ON:

WWW.CHATANDCRAFT.CO.UK



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