

Marianna Kassai



Profile

BAPT registered play therapist graduating in MA Play Therapy at University of Roehampton, London. Recently completed an intense Filial Therapy course. Looking for a position as a play therapist and filial therapist. Educator with almost two decades of experience working in school settings and private households before therapy practise. Experienced in working with high profile client groups across cultures (USA, UAE, Italy, France, Switzerland, Germany). Offer long-term cooperation and loyalty to the employer.

Key Skills

Core therapeutic skills and competencies: creating a therapeutic relationship with children and parents, communicating with parents therapeutically, assessment of need, planning and contracting for therapy, use of creative media, establish rapport and limit setting, develop reports and analysis of the therapeutic process, ethical practice and maintaining confidentiality, working with people from different backgrounds, understanding the impact of Covid-19 on therapeutic practice and maintaining hygiene requirements

Key strengths

Open to challenges and further learning, happy to work in own initiative as well as part of a team, quickly and effectively adapting to new situations, creative problem solving, focus on quality

Experience

March 2021- December 2021, Belmont Primary School, London, Play Therapist Trainee

Practising play therapy in Placement 2, working with 4 children: bereavement, medical trauma, selective mutism, self-esteem and severe anxieties.

January 2020 - December 2020, Fulham Primary School, London, Play Therapist Trainee

Practising play therapy in Placement 1, working with 2 children: bereavement and severe anxieties.

December 2012 - to date, Greatcoat Lumleys - International Recruitment Agency, Private Tutor/Nanny:

Worked for a number of internationally-based families on full time basis during holidays, and part time basis during term times while on undergraduate and postgraduate psychology studies. Responsibilities: planning creative activities for children in their home environment and on travels, tutoring, supervision, providing safe, nurturing and stimulating environment in which the children thrive,

- Working with 2 children who show symptoms of selective mutism, anxieties and aggression
- Working with a child with challenging behaviour and anxieties due to transition from German school to English, giftedness in the field of technology
- Tutoring and supervision of two children, help children to deal with anxieties and providing support in transition when relocation from the UK to the USA, adapting to loss, new environment, education.

September 2015 - July 2018, Actingworks After-School Club, London, Volunteer:

- Placement in the second and third year of Psychology in Education foundation course: Planning, organising and leading after-school activities such as Lego club and Lego therapy, arts and crafts, cooking and baking.
- Organisation and communication, working with children with ADHD, conduct disorder, mood disorders and learning difficulties, communication with parents and carers.
- Working on research "Evaluation of parental perspectives of an after-school club for primary school children" and "Comparing the effectiveness of structured and unstructured Lego club sessions on social skills and communication of primary school children" based on interviews. Case study of a child with conduct disorder and ADHD.

September 2014 - September 2015, Mace Montessori Preschool, London, placement during studying on the course Psychology in Education

Placement in the first year of foundation course related to psychology in education, observation of children's learning and behaviour, linking theory to practice, preparing children for school according to EYFS guidelines and Montessori alternative education frame, communication with parents.

January 2013 - November 2013, Busy Bees, London, Nursery School Practitioner

Key worker for 8 children in preschool classroom, following EYFS guidelines, preparation to school, planning and observations, parent meetings.

September 2008 - September 2012, Private International Kindergarten, Bratislava, Slovakia, Head Teacher

- Communication with parents, organising trips, events and parent's evenings, regular updates of the company's website, newsletters, reports.
- Communication with staff, staff meetings and training, providing feedback, working cooperatively, setting goals.
- Room-leader for a preschool classroom: direct work with preschool children and toddlers, cognitive, language, social, emotional and physical development, planning and observations.

Education

2019 September – December 2021: University of Roehampton, London: Play Therapy MA - In depth study of the impact of adverse life experiences on child development, learning to interact with children and families therapeutically, linking theory to practise, learning to develop effective therapeutic relationship, using play as a medium to facilitate free expression and access the subconscious, raise self-awareness and develop effective coping strategies, provide safe space for free exploration, ethical practice and confidentiality. Dissertation: cross-cultural study "The impact of Covid-19 on the practice of play therapy in schools" based on interview method and thematic analysis.

2017 - 2018: UCL - University College London: BA Education (Honours Top-up Programme) - Working with Children: Education and Well-Being Route - Examining education from the aspect of values and society, research and ethics, special and inclusive education and the enquiring practitioner. Bachelor of Arts with second class honours.

2014 - 2017: Birkbeck - University of London: FD Psychology for Education Professionals Focusing on developmental theories related to children's physical, emotional, social development, communication with parents and colleagues, research methods, reflective practice, work-based learning. Foundation degree in science (merit).

Other trainings

Intensive Filial Therapy Training Program, London. 22-25/11/2021. Program developed by Rise VanFleet, presented by Geraldine Thomas. This course was focused on learning and practise to deliver therapeutic skills to parents in order to enhance parent-child relationships, decrease stress and anxiety levels, help children manage adverse life experiences collaboratively with their parents.

Introduction to Play and Expressive Arts Therapies, Columbia University, New York. Engagement in expressive arts and play therapy, stages in the play therapy process, self-reflection, self-awareness, ethical practise, setting up a therapy playroom. Course completed on 1st of December 2018.

New York University (NYU) - School of Professional Studies: Discipline: Setting Limits for Toddlers to Five-Year-Olds. Course completed on 25th of October 2018.

Paediatric First Aid, London: Tigerlily First Aid Training - 12 hour Paediatric First Aid Course completed on 1/10/2016, updated on 5/7/2019.

Citilit, London: Acting course: Improvisation, following a scenario, acting and creative improvisation with a group, voice training, public speaking

Interests

- Design - designing play rooms in private households to organise a balance between education, play and free expression
- Literature – autobiographies of influential people, motivational literature, psychology, children's literature. Developing own stories for children within therapeutic concept, books for children to be published in the future.
- Art – using a variety of techniques, mostly painting, drawing, collage to express thoughts, ideas and inspirations.
- Webinars and podcasts – The Tavistock and Portman, Lisa Dion, Jackie Flynn
- Creative digital media – Word Press – developing websites and blogs, Animation, Short movies
- Fitness and healthy life style – Brazilian Jiu Jitsu, Kickboxing, Volleyball, Yoga, Swimming. Healthy eating and nutrition