

**Course Description:**

This is a hands-on clinical skills training for working with adults, children, and teens who have been exposed to significant trauma or loss. This in-depth extended training will cover trauma theory, impact of trauma and loss, therapeutic relationship, self care for counselors/therapists, identification and assessment of traumatized individuals, working with parents and other care givers to help traumatized kids, and directly helping clients to manage their symptoms, resolve their trauma/loss memories (using PC), and prepare to cope effectively with future challenges. The program is designed for mental health professionals (or advanced graduate students) with an active therapy caseload.

Participants will first learn a foundation model and skills, and over time add advanced interventions such as motivational interviewing, anger management training, parent training, flash, and intensive therapy. Each of the subsequent meetings will include new (or review) didactic/skills material as well as group consultation focused on participants' ongoing cases. This program is designed to help participants learn and master the essential clinical skills for trauma informed treatment with adults, children, and teens.

The training program involves lecture, demonstration, and in class practice. This is an experiential training, and part of the learning is to practice the interventions with other participants. Although participants are always in charge of what they disclose, some individuals have reported that their participation led to facing personal issues.

**Presenter Bio:**

For information on your instructor, please visit: <https://www.childtrauma.com/about/faculty>

**Target Audience:** This training is open to mental health professionals (psychologists, social workers, counselors, couple & family therapists, expressive arts therapists, psychiatrists, psychiatric nurses, etc.) who are licensed (or certified or registered) by their state for independent practice. The training is also open to advanced graduate students, interns, and other mental health professionals on a licensure track. This training is geared to participants at all professional levels (beginner, intermediate, advanced).

**Course Content Level: Beginner****Objectives:**

Participants will be able to:

- Identify the three primary symptoms of posttraumatic stress.
- Name and sequence the phases of treatment in the trauma-informed phase model.
- Name and sequence the experiences the brain requires for memory reconsolidation.
- Name the three principles that guide trauma-informed treatment.
- Name the four key elements of the trauma-informed healing relationship.
- Identify three hazards associated with working with trauma-exposed clients.
- Define compassion fatigue

- Name at least two personal indicators of risk of compassion fatigue.
- Develop a personal self-care plan.
- Name three client characteristics that indicate a high risk of dropout.
- Name two features of early treatment that reduce risk of dropout.
- Conduct a structured trauma-sensitive initial interview.
- Conduct a structured interview for trauma and loss history.
- Set appropriate limits when the client tries to say too much during the trauma history.
- Guide a client to identify and commit to their treatment-related goals.
- Identify client strengths and resources and present same to the client.
- Explain to a client how past trauma or loss can lead to ongoing problem behaviors or symptoms.
- Develop a systematic and comprehensive trauma-informed treatment plan.
- Present a trauma-informed treatment plan to a client.=
- Utilize a case formulation as a case management intervention in a multi-disciplinary meeting.
- Utilize a case formulation to assist parents in overcoming obstacles to good parenting practices.
- Utilize the Positive Parenting form as a parent training tool.
- Identify three strategies to support stabilization.
- Guide a client to avoid high-risk situations.
- Identify a suitable target situation for guided practice on self-management skills.
- Guide a client to identify the negative and positive behavioral choices in a challenging situation, along with the outcomes associated with each choice.
- Guide a client to practice selecting/doing the desired behavior in a challenging situation.
- Problem-solve the Choices Have Consequences imaginal rehearsal intervention.
- Identify at least four elements of a trauma resolution procedure that can contribute to positive outcome.
- Describe the basis of the research support for PC.
- Describe the advantages and pitfalls of the three major target selection strategies (determining which memory to treat first, next, etc.).
- Guide a client to identify the beginning and ending for their trauma story "movie" in preparation for PC.
- Guide a client through a PC session.
- Utilize the proper notation to memorialize a PC session in the treatment note.
- Implement a structured check-in with clients in the session after they did PC.
- Determine how long the next count should be, in a variety of situations, during PC.
- Define what constitutes "stuck" in a PC session.
- Determine why a client may be stuck and implement the corresponding intervention.
- Debrief a client following a PC session and assist them in regaining composure.
- Guide a client to anticipate and prepare for future challenges.
- Use the Case Consultation rubric to determine what needs to be done with a given client to prepare them for PC.
- Use the Case Consultation rubric to problem-solve challenging cases.
- Name the essential elements of motivational interviewing.
- Guide the client through the Future Movies motivational interviewing intervention.
- Problem-solve the Future Movies intervention.
- Implement the scripted treatment contracting intervention for resistant clients.
- Implement the Tease Proofing intervention to help clients become less reactive to provocation.
- Identify four strategies that can encourage clients to transition from the skills training phase of treatment to trauma resolution work.

- Describe the current research support for the fairy tale model.
- Describe how the fairy tale model facilitates each of the five key common factors.
- Explain three typical differences between field and laboratory research.
- Explain the main differences in methods and outcomes between treatment focused on coping skills vs. memory reconsolidation.
- Name the five advantages of the intensive therapy format.
- Describe the state of research support for intensive trauma-focused therapy.
- Explain how the standard phase model is modified for intensive trauma-focused therapy.
- Explain Flash's hypothesized mechanism of effect.
- Implement the Flash intervention with a client.
- Identify situations in which treating a legacy memory is appropriate.
- Utilize the "spec scan" method of identifying and treating pre-verbal trauma memories with a client.
- Utilize the "story telling" method of identifying and treating pre-verbal trauma memories with a client.
- Identify situations in which the "parent protector" intervention could be helpful.
- Implement the "parent protector" intervention with a client.
- Identify situations in which having imaginal conversations with a dead parent is appropriate.
- Guide a client to have an imaginal conversation with their dead parent.
- Identify clients who have less than optimal attachment status.
- Guide a client to visualize an imagery sequence of events for enhancing attachment status.
- Guide a client through the "dyadic resourcing" intervention for enhancing attachment status.
- Identify at least six features of a milieu/environment that can contribute to a child's sense of safety.
- Identify threats to safety in a case vignette and develop remedies for same.
- Explain why reinforcement is central to many effective discipline approaches.
- Explain why authoritative parenting is generally more effective than authoritarian or permissive.
- Guide a parent to implement the "natural consequences" discipline strategy.
- Explain the risk inherent in using the "response cost" discipline strategy.
- Identify the primary benefits, drawbacks, and remedies to point & level systems.
- Design and implement an individual behavior contract for a child, in collaboration with the child's caregivers.
- Guide caregivers in implementing the specific words/language and behaviors that will support the success of the behavior contract.
- Problem-solve the implementation of an individual behavior contract.

**Cancellations:**

Please visit: <https://www.childtrauma.com/policies/cancellations>

**Grievances:**

Please visit: <http://trauma.info/about/grievances>

Certificates will be available after training completion and be sent via provided email in PDF form. If you have questions or concerns, please contact [mperkalis@ticti.org](mailto:mperkalis@ticti.org) or [trainings@ticti.org](mailto:trainings@ticti.org).

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