

Detailed Agenda and Learning Objectives

Treating Developmental Trauma and Attachment in Children
Mary-Jo Land, RP

Detailed Agenda (all times represented in Central Time)

1 Hour Pre-Course Session

9:00am - 9:15am Introduction and welcome- facilitator(s) introduce themselves. All participants introduce themselves.

9:15am - 9:45am Introduction of concepts of self-reflection and use of self in therapy. Need for self-awareness and self-assessment. Two tools introduced and discussed. Participants have time to take the two quizzes
Learning Objectives:

- Demonstrate the ability to effectively assess self-care strategies to optimize personal well-being, thereby enhancing professional performance and efficacy in serving clients.

9:45am - 10:00am Course overview - syllabus, pre-work and reading requirements, daily course schedule and learning objectives are reviewed. Time for Q&A is provided.

Day One

9:00am - 10:00am Introduction and Setting Context: Defining developmental trauma, Developmental Trauma Disorder, Complex PTSD, PTSD, RAD and DSED, ACEs and toxic stress
Learning Objectives:

- Explain the different diagnostic terms, their utility and limitations
- Discuss trends and practical implications.

10:00am - 10:30am Adverse Childhood Experiences and Resilience: the long-term
Learning Objectives:

- Summarize ACEs impact on the developing child.
- Discuss ACEs assessments for individuals and interventions at the policy level.

10:30am - 10:45am Break

10:45am - 12:00pm Attachment: Theory, Patterns of Attachment in children and adults, therapist as an attachment figure including intro to safe and effective use of self in therapy **PART 1**
Learning Objectives (Parts 1 and 2)

- Describe the psychobiological processes of attachment.
- Explain and utilize attachment pattern interactions, and internal working models in children, parents and therapist.
- Assess one's attachment pattern.
- Discuss and develop therapeutic presence, safety, neuroception.

12:00pm - 12:45pm Break

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12:45pm - 2:15pm

Attachment: Theory, Patterns of Attachment in children and adults, therapist as an attachment figure including intro to safe and effective use of self in therapy **PART 2**

2:15pm - 2:30pm

Break

2:30pm - 3:30pm

Small group practicum in attachment patterns of self

Learning Objectives

- Assess one's attachment pattern.
 - Discuss and develop therapeutic presence, safety, neuroception.
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3:30pm - 4:30pm

Play: Connecting, Regulating, and Learning

Learning Objectives:

- Review non-verbal, right brain, positive social connection.
 - Create in therapy attunement and bio-behavioural synchrony.
 - Distinguish between experience and learning in therapy.
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Day Two

9:00am - 10:00am Poly-vagal theory, regulation, and dysregulation of the ANS

10:00am - 11:00am Somatic processes and sensory processing

11:00am - 11:15am Break

11:15am - 12:00pm Emotional and Behavioral Regulation

12:00pm - 12:45pm Break

12:45pm - 1:45pm Cognition: Learning, memory, executive function, educational supports, neurodiversity / atypicality

1:45pm-2:45pm Self-Concept, Theory of Mind, Reflective Function, Empathy

2:45pm-3:00pm Break

3:00pm-4:30pm Coherence / Dissociation

Learning Objectives:

- Describe the therapeutic implications of the Polyvagal Theory
 - Utilize self (therapist) as a safe ANS regulator
 - List 5 therapeutic techniques to co-regulate another ANS.
 - Describe 5 somatic symptoms of trauma in your clients
 - Summarize sensory processing differences in children who have experienced DT and attachment losses / disruptions.
 - Compare emotional and behavioral regulation processes in typically developing children to those in children who have experienced DT.
 - Summarize the cognitive impairments in DT.
 - Create a school plan for a child with DT, include assessment and implementation.
 - Discuss the impact of DT on self-concept, ToM, RF and empathy.
 - Explain the interpersonal neurobiological experiences needed to enhance self-concept, ToM, RF and empathy.
 - List 3 therapeutic tools to enhance coherence and reduce dissociation.
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Day Three

9:00am - 10:30am	<p>Assessment and Treatment Paradigms: evidenced-based and promising modalities (DDP)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">• Describe 5 principles of therapeutic work for children and families who have experienced DT and attachment difficulties.• List 4 treatment paradigms or modalities that are evidenced-based for treatment of DT and attachment difficulties.• Summarize the principles of DDP.• Discuss blocked trust and blocked care• Describe the brain areas involved in safety and trust, mistrust and defense.• Explain PACE and its interpersonal neurobiological processes.• List 3 therapeutic processes to develop trust and engagement in parent-child dyads.• Design therapeutic interventions around healing stories and playfulness• Describe DDP principles in working with parents.
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10:30am - 10:45am	Break
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10:45pm – 12:00pm	Assessment and Treatment Paradigms: evidenced-based and promising modalities (DDP) - Continued
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12:00pm - 12:45pm	Break
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12:45pm - 2:45pm	<p>Reducing losses and maintaining connections: placement stability in child welfare, access and openness, placement transitions, grief and loss, sibling cohort placements</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">• List 10 ways to enhance placement stability in child welfare• Explain the impacts of placement instability on children• Create a plan to facilitate access and openness that reduces losses and maintains connections.• Design placement transitions that meet the needs of the child(ren).• Describe grief in young children and interventions to reduce / support grief.• Summarize the complex issues in sibling group placement and interventions / supports needed.
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2:45pm-3:00pm	Break
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3:00pm-4:30pm	<p>Small group work practicum</p> <p>Learning Objectives:</p> <ul style="list-style-type: none">• Identify clinical issues in a new referral• Create a plan for assessment.• Create therapeutic goals through collaboration.• Describe treatment modalities and course of treatment.• Demonstrate a treatment session.
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Day Four

9:00am - 10:00am	Working with teens, residential treatment Learning Objectives: <ul style="list-style-type: none">• Summarize indicators for RT.• Describe course of treatment in RT with respect to DT and attachment difficulties.• List treatment modalities in RT.• Plan therapeutic support post RT
10:00am-10:45am	Coping with violence and aggression in the home Learning Objectives: <ul style="list-style-type: none">• Define Aggression in Childhood / Adolescence to Family Members• Describe the outcomes of ACAFM for children, youth and their families• Discuss Non-Violent Resistance as a possible intervention.
10:45am - 11:00am	Break
11:00am - 12:00pm	Sexual-orientation, gender identity in children / youth Learning Objectives: <ul style="list-style-type: none">• Define and use appropriately common terms with respect to sexual orientation and gender identity.• Explain the role of family acceptance / rejection of their child's SOGI.• Discuss the mental health implications of SOGI differences• List 4 ways to support LBGTQI2S children and youth.
12:00pm - 12:45pm	Break
12:45pm - 1:30pm	Transracial adoptions, racism and identity formation Learning Objectives: <ul style="list-style-type: none">• Indicate the psychological complexities of transracial adoptions / placements.• Discuss the experiences of racism on identity formation in transracial adoption.• Create awareness of white privilege and competency in anti-oppression, anti-racism in my professional systems and therapeutic process.
1:30pm - 2:30pm	Historical and intergenerational trauma Learning Objectives: <ul style="list-style-type: none">• Describe historical events of genocide and oppression in this continent.• Discuss how those events (residential schools, culture suppression, discrimination and systemic racism) relate to intergenerational trauma• Describe colonial views of trauma and decolonizing trauma
2:30pm - 2:45	Break
2:45pm – 4:30pm	Cross-cultural safety, working from a dominant place. Learning Objectives: <ul style="list-style-type: none">• Describe cultural competency and safety.• Explain cultural differences in understanding and expressing wellness, mental health, and mental illness, with emphasis on trauma and parenting.• Create a plan for cultural competency and safety with culturally diverse clients.

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Day Five

9:00am – 10:45am	Bringing it all together: Case study, role play, group work Learning Objectives: <ul style="list-style-type: none">• Develop therapeutic plan.• Demonstrate therapeutic techniques of PACE• Apply principles of intersubjectivity to create co-regulation.
10:45am - 11:00am	Break
11:00am – 12:00pm	Bringing it all together - Continued
12:00pm - 12:45pm	Break
12:45pm - 2:30pm	Secondary Trauma, Self-Care and Bringing your Best Self to the Work: safe and effective use of yourself as your most valuable therapeutic tool Learning Objectives: <ul style="list-style-type: none">• Utilize Art Map techniques.• Discuss experience of Art Map.• Assess role of ANS interactions within therapeutic alliance.
2:30pm – 2:45pm	Break
2:45pm – 4:30pm	Secondary Trauma, Self-Care and Bringing your Best Self to the Work - Continued

Part Three: Post course classes: Four 2-hour live, interactive online classes to discuss and facilitate implementation of learning in participants clinical practice, scheduled every other month after course completion.

Learning Objectives:

- Conduct comprehensive assessments with an emphasis on development of advanced consideration of attachment and trauma implications.
- Demonstrate the application of attachment and trauma techniques.
- Integrate and apply the concepts from the corresponding therapeutic techniques presented to case studies