

# 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

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**15 minutes** Introduction and welcome- facilitator(s) introduce themselves. All participants introduce themselves.

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**30 minutes** 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.

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**15 minutes** Course overview - syllabus, pre-work and reading requirements, daily course schedule and learning objectives are reviewed. Time for Q&A is provided.

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### Day One

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**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.

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**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.

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**10:30am - 10:45am** Break

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**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.

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**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**

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**2:15pm - 2:30pm** Break

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Small group practicum in attachment patterns of self

### **Learning Objectives**

**2:30pm - 3:30pm**

- Assess one's attachment pattern.
  - Discuss and develop therapeutic presence, safety, neuroception.
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Play: Connecting, Regulating, and Learning

### **Learning Objectives:**

**3:30pm - 4:30pm**

- 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

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

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

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11:00am - 11:15am Break

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

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12:00pm - 12:45pm Break

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

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

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2:45pm-3:00pm Break

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

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### 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

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

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



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## Day Five

	Bringing it all together: Case study, role play, group work
9:00am – 10:45am	<b>Learning Objectives:</b> <ul style="list-style-type: none"><li>• Develop therapeutic plan.</li><li>• Demonstrate therapeutic techniques of PACE</li><li>• Apply principles of intersubjectivity to create co-regulation.</li></ul>
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 <b>Learning Objectives:</b> <ul style="list-style-type: none"><li>• Utilize Art Map techniques.</li><li>• Discuss experience of Art Map.</li><li>• Assess role of ANS interactions within therapeutic alliance.</li></ul>
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

