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#1-04 Neglect: How Poverty of Experience Disrupts Development	
#1-05 The Fear Response: The Impact of Childhood Trauma	
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MM1 Multimedia Package (\$300. ; CD)	

FIVE WAYS TO PLACE YOUR ORDER:

Toll-Free Phone: 866-943-9779
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 Houston, Texas 77056

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DVDs/CDs may not be re-sold
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All sales final on Educators' Packages, PowerPoint Presentation Packages, Multimedia Packages and Photo Books

VIDEO SERIES FROM BRUCE D. PERRY, MD, PHD

SERIES 1: UNDERSTANDING TRAUMATIZED & MALTREATED CHILDREN: THE CORE CONCEPTS

#1 Program CHALLENGING OUR BELIEFS In this introductory program, Dr. Perry and Art Linkletter challenge us to evaluate existing childcare systems, and urge us to consider their effectiveness.

#2 Program THE AMAZING HUMAN BRAIN Dr. Perry covers the basics of brain anatomy and function. Understanding the hierarchical make-up of the human brain helps caregivers and professionals to better diagnose children's problems and formulate effective treatment approaches. Adverse affects caused by neglect, fear, trauma, and violence are presented.

#3 Program HOW THE BRAIN DEVELOPS: THE IMPORTANCE OF EARLY CHILDHOOD Dr. Perry stresses the importance of bonding and attachment as the cornerstones of early childhood optimal brain development. Various behaviors and problems of children who missed these early opportunities are discussed and examples to help in recognition and appropriate treatment paths are presented.

#4 Program NEGLECT: HOW POVERTY OF EXPERIENCE DISRUPTS DEVELOPMENT Dr. Perry presents new and dynamic information on this often ignored subject. Severe neglect and even simple missed caregiving opportunities cause various degrees of brain effects and behavior problems in maltreated children. An absence of stimulation and chaotic stimulation are both responsible for promoting an absence of experience that contributes to disruptive childhood development.

#5 Program THE FEAR RESPONSE: THE IMPACT OF CHILDHOOD TRAUMA Caregivers learn to effectively recognize the behaviors and physical reactions of children in the various stages of "the fear response." This is particularly helpful in assessing, treating, and intervening with children who have been exposed to a traumatic experience.

#6 Program LIVING AND WORKING WITH TRAUMATIZED CHILDREN Dr. Perry presents in-depth information and effective skills for those who are "on the front lines" of care giving for traumatized and maltreated children. Recording a child's progress, identifying strengths and weaknesses, and respite care for caregivers help to promote effective and optimal opportunities for a healing environment.

#7 Program VIOLENCE AND CHILDHOOD Children today are bombarded with violence: violence in the media, gang violence, domestic violence, abuse, and school violence. Dr. Perry presents information concerning how insufficient brain Cortex modulation and primitive Brain Stem impulsivity can lead to acts of violence.

SERIES 2: THE SIX CORE STRENGTHS FOR HEALTHY CHILDHOOD DEVELOPMENT

#1 Program: DEVELOPING POTENTIAL In this introductory program, Dr. Perry discusses the core strengths that provide a child with the framework for a life rich in family, friends, and personal growth. Teaching children these core strengths will allow children to learn to live and prosper together with people of all kinds—each bringing different strengths to create a greater whole.

#2 Program ATTACHMENT *The template for future relationships* The cornerstone to all other core strengths, attachment is the capacity to form and maintain healthy emotional bonds with another person. Healthy attachments allow a child to love, to become a good friend, and to have a positive and useful model for future relationships. As a child grows, other consistent and nurturing adults will shape his ability to develop attachments.

#3 Program SELF-REGULATION *The capacity to regulate internally* Developing and maintaining the ability to notice and control primary urges (hunger, sleep, frustration, anger, fear) is a lifelong process. Its roots begin with the external regulation provided by caregivers. Its healthy growth depends on a child's experience and the maturation of the brain. Pausing a moment between an impulse and an action is a life tool but it's a strength that must be learned—we are not born with it.

#4 Program AFFILIATION *Joining In* Affiliation is the glue for healthy human functioning. It allows us to form and maintain relationships and to create something stronger, more adaptive, and more creative than the individual. Human beings are biologically designed to live, play, grow, and work in groups. The family is a child's first and most important group. Most other groups they will join are based on circumstance or common interests. Children will have thousands of brief emotional, social, and cognitive experiences in these groups that can help shape their development.

#5 Program ATTUNEMENT *Thinking of Others* Awareness is the ability to recognize the needs, interests, strengths, and values of others. Infants begin life self-absorbed and slowly develop awareness - the ability to see beyond themselves and to sense and categorize the other people in their world. An aware child learns about the needs and complexities of others by watching, listening, and forming relationships with a variety of children. He sees ways in which we are all alike and different. With experience, he can reject labels used to categorize people, such as skin color or the language they speak. The aware child will be much less likely to exclude others from a group, to tease, and to act in a violent way.

#6 Program TOLERANCE *Accepting Differences* Tolerance is the capacity to understand and accept how others are different from you. This core strength builds upon another - awareness (once aware, what do you do with the differences you observe?). To become tolerant, a child must first face the fear of differences. This can be a challenge because children tend to affiliate based on similarities—in age, interests, families, or cultures. But they learn to be more sensitive to others by watching how the adults in their lives relate to one another. With positive modeling, caregivers can insure and build on children's tolerance. The tolerant child is more flexible and adaptive. When a child learns to accept difference in others, he becomes able to value the things that make each of us special and unique.

#7 Program RESPECT *Respecting yourself and others* Appreciating one's self-worth and the value of others grows from the preceding five strengths. An aware, tolerant child with good affiliation, attachment, and self-regulation strengths gains respect naturally. The development of respect is a lifelong process, yet its roots are in early childhood. Having respect enables a child to accept others and to see the value in diversity. He can see that every group needs many styles and strengths to succeed and he can value each person in the group for her talents. When children respect—and even celebrate—diversity, they find the world to be a more interesting, complex, and safer place. Just as understanding replaces ignorance, respect replaces fear.

ADDITIONAL VIDEOS/MATERIALS

“Early Childhood and Brain Development: How Experience Shapes Child, Community & Culture”

In this one hour program, Dr. Perry speaks passionately about the critical role early developmental experiences play in shaping the child, and ultimately community and culture. This presentation was given to a large public gathering of key policymakers and stakeholders in California - and we think you will find it helpful in communicating these ideas to parents, teachers, mental health professionals and policy makers. The program is also ideal for any trainer trying to reach the general public. *This presentation is the best overview of the core concepts related to the impact of trauma and neglect on children and the practice, program and policy implications of maltreatment.* Residents of California please call before ordering (281) 816-5604 (ordering modifications are possible).

“What We Have Always Known” This 25 minute training and educational video features Dr. Bruce D. Perry, renowned expert in child trauma and early brain development. The video is a wonderful educational resource for Native American and Non-Native American communities at large – parents and primary caregivers, business, healthcare providers, education, faith groups, government, media and service organizations. The video presents key teachings of the Native American culture and the important positive impact that understanding early brain development can make on the lives of children. It reinforces learned historical practices and parenting skills passed on through Native American ancestry – generation to generation. It speaks of the importance and need for extended families and the benefits of reweaving the social fabric in the Native American Culture.

Photo Book Transitional Kits These unique child-sized albums, which caregivers and children have fun assembling together, offer caregivers specific, practical ways to help their children feel more prepared and confident in new settings and with new people. Each colorful album comes with instructions, questions to encourage discussion and additional ways to help ease your child’s transition. Photo books can be ordered alone or with disposable cameras. Three editions are available:

My New School: Order for children beginning school for the first time, children entering a new grade or for children attending a new school.

My New Home: Order for children preparing to move to a new home with their family - or for children in foster care preparing to move to a new placement.

My Trip: Order for children traveling between parents for visitation, traveling temporarily to a new destination, for summer camp or holiday travel.

SERIES 1 TRAINERS’ MATERIALS

Educators’ Package This CD contains a set of six articles designed to complement and supplement the six programs (programs 2-7) in Video Series 1. Content is presented with images, tables, figures, and teaching points. Each article is ready to print and distribute to trainees. The package also provides trainers with teaching objectives, pre-and post-tests, additional references, handouts and resources for additional learning. These materials can be used to provide up to 18 CEU credits per series through the ChildTrauma Academy for post-graduate continuing education and for approved foster care educational credit in selected states (please review your state’s specific requirements).

PowerPoint Presentation Package For educators and trainers wishing to use our materials for ongoing training activities, our Presentation CD provides seven PowerPoint presentations (each approximately 35 slides) and accompanying handouts to complement Series 1.

SERIES 2 TRAINERS’ MATERIALS

Multimedia Package This CD contains nine articles, twelve handouts with exercises, one 55 slide PowerPoint presentation and short explanatory video clips designed to complement and supplement the programs in Video Series 2 (“The Six Core Strengths”). Content is presented with images, tables, figures, and teaching points. Each article is ready to print and distribute to trainees. The package also provides trainers with teaching objectives, pre- and post-tests and resources for additional learning.

SERIES 3: THE NEUROSEQUENTIAL MODEL OF THERAPEUTICS

This eight part video series (which includes a question and answer section) features Dr. Bruce Perry, M.D., Ph.D. as he describes the theoretical rationale for a new approach to the assessment and treatment of traumatized and neglected children. Implementation of this approach, called the Neurosequential Model of Therapeutics (NMT), depends on providers' knowledge of the effects of trauma and neglect on the developing brain. Thus, Dr. Perry spends much of this series describing how and why early trauma and neglect affect brain function and, subsequently, behavior. Viewers of all educational backgrounds will benefit from this series. Dr. Perry uses visual slides and anecdotal stories to relate the mechanics of brain function to the daily behaviors providers observe in children in these populations. Dr. Perry also describes how assessment and treatment is hypothesized to work when the NMT is employed. Emphasis is placed on the therapeutic value of patterned, repetitive activities that are used in the context of multiple consistent, nurturing relationships. Though this series does not seek to be sufficient training for those interested in implementing the NMT, it is intended to raise awareness of what difficulties these children face, and what promising results a neurodevelopmentally informed approach to treatment can offer. This series is an excellent supplement to individuals and groups who have already viewed Series 1: Understanding Traumatized and Maltreated Children and Series 2: The Six Core Strengths for Healthy Childhood Development.