

2nd International Neurosequential Model Symposium: Session Descriptions

Wednesday, June 8, 2016

FEATURED SPEAKER SESSIONS

Lead Presenter: Sandra L. Bloom, M.D.

Co Presenters: na

Session Title: The Sanctuary Model: Creating and Sustaining Trauma-Responsive Organizations

Session Description: The Sanctuary[®] Model is a non-hierarchical, highly participatory, trauma informed and evidence-supported operating system which helps organizations function in a knowledgeable, nonviolent, compassionate, democratic and socially responsible manner. The Sanctuary Model provides a trauma-responsive structure and common language for people in human services or related fields to communicate and collaborate with each other.

Session Objectives:

1. Participants should understand the forces that currently undermine social service delivery systems
2. Participants should be able to discuss some ways in which groups respond to chronic stress

Lead Presenter: Frank P. MacMaster, PhD

Co Presenters: na

Session Title: Brain Stimulation for Neuropsychiatric Disorders

Session Description: Current treatments for neuropsychiatric disorders are do not work universally nor do they provide complete remission, especially in youth. In addition, most treatments do not target the underlying deficit in brain function. In this presentation, Dr. MacMaster will discuss brain stimulation as a novel treatment for neuropsychiatric disorders. Specifically, its application in youth with depression.

Session Objectives:

1. To learn about the application of brain stimulation in youth with treatment resistant depression
2. To learn about the effect of brain stimulation on the neurobiology of treatment resistant depression in youth, and its relationship to possible biomarkers

Workshop 1

Lead Presenter: L. Diane Wagenhals

Co Presenters: na

Session Title: Somatosensory Approaches to Teaching Brain Basics

Session Description: Through integrating fundamental business principles with somatosensory approaches, attendees will be invited to learn and practice creative approaches that simplify complex information and invite children, students, parents and caregivers to better understand and relate to brain development, brain functioning and avenues to healing. Specific techniques for engaging students, teachers, parents and caregivers will be offered, including ways to role-play the developing brain, images that describe the brain's chemistry, demonstrations that can help audiences better understand ways the brain's narratives can be "shattered" and how the brain dispenses neurochemical "drugs."

Session Objectives:

1. Participants will learn key business principles for increasing the likelihood that clients will understand and retain complex information
2. Participants will connect these business principles to sensory approaches that make presenting brain information simple, clear and memorable

Lead Presenter: Lorraine Razzi Freedle

Co Presenters: Travis Slagle, MA, Agata Freedle

Session Title: Regulation to Resonance: The Neurosequential Model of Therapeutics (NMT) in Nature-Based Treatment

Session Description: This didactic and interactive seminar will explore the applications of the Neurosequential Model of Therapeutics (NMT; Perry, 2006, 2009) in a holistic, nature-based intensive treatment setting for young adults with significant emotional and behavioral dysregulation. These young people presented to treatment overwhelmed by the demands of everyday life; they were alone, addicted, and arrested in development. Immersed in a fast-paced world of technology, they also lost their connection with the natural world and its rhythms.

The nature-based treatment approach offered at Pacific Quest involves an integrative clinical practice model incorporating horticultural therapy, whole person wellness, rites of passage, experiential learning, and evidence-based therapies (including sandplay therapy) for an average duration of 10-12 weeks. This seminar will illustrate how NMT is utilized to inform program design and implementation. An understanding that the brain develops in the context of relationship-- including our relationship with nature-- will be emphasized, with specific focus on nature as "co-therapist" and a neurodevelopmental approach to horticultural therapy.

Furthermore, research findings and case studies including images from sandplay therapy will be presented to illustrate the emergence of "resonance" in the young people who participated in this NMT-informed, holistic, and nature-based treatment approach. Building on the nature teachings of C.G. Jung and the concept of resonance in the field of interpersonal neurobiology, resonance shall be defined as a dynamic state of attuned, embodied connection to self, others and the natural world. With resonance, consciousness expands and a sense of harmony emerges. In a state of resonance subcortical and cortical brain regions work together in an integrated flow, and people and systems become part of one functional whole (Siegel, 2012).

Resonance will be discussed in the context of NMT and young adult development.

Session Objectives:

1. Participants will describe horticultural therapy activities that match with the four domains of functioning in NMT: Sensory Integration, Self Regulation, Relational, and Cognitive.
2. Define "resonance" in a neurodevelopmental framework and reflect on moments of resonance in their life and work.

Lead Presenter: Joe Heritage

Co Presenters: Sarah Bishop Cummings, Dr. Dawn O'Malley, ,

Session Title: "Creating a Relationally Safe and Developmentally Sensitive Milieu"-Training techniques to help staff learn how to create and manage a staff environment.

Session Description: Presenters will do a brief presentation on the core elements-the "5Rs" as suggested by Dr. Perry-necessary in creating a therapeutic environment. Presenters will role model an "NMT" style group activity after which participants will be asked to plan and implement an activity and present it to the group.

Session Objectives:

1. To present the elements necessary in order to provide a safe environment for traumatized children.
2. To present training suggestions-role plays and experiential activities- that help staff achieve those elements.

Lead Presenter: Lisa Gardiner

Co Presenters: Elizabeth Summers

Session Title: Application of Six Core Strengths in Building Workforce Resilience – A Trauma-informed Perspective on Organisational Development.

Session Description: This presentation will explore organisational examples that specifically include SAL Consulting's experience in collaborative work with indigenous and non-indigenous organisations providing services across health and human services in Australia as well as examining practice examples from the corporate sector.

Session Objectives:

1. Explore the role of the six core strengths and in shaping and guiding development of workforce and culture focusing on outcomes achievement.
2. Explore parallel 'nature' and associated processes of healthy brain development and building relational strengths that lead to development of healthy functional human service organisations.

Lead Presenter: Michelle Taylor

Co Presenters: Dr Martina Bernard, Dr Bruce Jones

Session Title: Case Study: The Case Of Yarden

Session Description: A comprehensive case study outlining interventions in the treatment of an Australian Indigenous boy 0-7 years, who received optimal care from birth, in a single foster-to-adopt placement, while healing from intrauterine insult due to parental drug and alcohol use, violence and homelessness. The case emphasises the importance of post-natal sleep assistance and cellular level Nutritional Medicine to neurological recovery from pre-natal substance abuse. Key interventions are discussed: (1) Intensive sleep assistance and tremor and hyper-tonicity management, via Kangaroo Mother Care (KMC), attachment parenting and co-sleeping, to achieve consistent optimal sleep; (2) Nutritional Medicine: heavy metal analyses and detoxification, mineral status analyses and supplementation, and related medical diagnostic tests; (3) Paediatric Chiropractic treatment for Retained Neonatal Reflexes (RNR); (4) Use of animal-assisted therapy, therapeutic dramatic play, and Waldorf-style therapeutic story-telling to integrate open adoption and birth family information.

Session Objectives:

1. To provide an overview of the various interventions, making specific reference to and introducing the use of nutritional medicine and its role in contributing to healing intrauterine developmental insults.
2. Provide recommendations and reflections on the application and timing of interventions in the healing of childhood trauma for this case and reflect on what remains to be done in terms of intervention.

Lead Presenter: Cherie Skillings

Co Presenters: na

Session Title: Integrating the NMT into a high quality early childhood program for at-risk toddlers

Session Description: MountainStar Relief Nursery's Therapeutic Early Childhood Classroom serving 2 to 3 year old children will be highlighted to demonstrate how NMT techniques in a 3 hour - 2 day a week program can positively promote and repair development that has been impacted by living in chaotic and/or unsafe environments.

Session Objectives:

1. Participants will gain an understanding of how patterned, repetitive activities are easily integrated into an early childhood program.
2. Participants will gain an understanding of how NMT activities can increase social-emotional development that has been impacted by prior negative experiences.

Lead Presenter: Katherine Ryan, Ph.D., LCSW

Co Presenters: na

Session Title: Developmental Trauma in Preschoolers: A Multidisciplinary Trauma-Informed, Treatment Model

Session Description: The goal of this workshop is to demonstrate how a multidisciplinary approach based on the Neurosequential Model of Therapeutics is applied to the treatment of young children who have experienced severe early trauma. Essential multidisciplinary treatment components from occupational therapy, early childhood special education, and mental health will be described as they are applied to case vignettes. Participants will practice the application of this model by using vignettes from their own caseload or those provided by the presenter

Session Objectives:

1. Participants will demonstrate an understanding of the essential treatment components of a trauma informed intervention to young children who have experienced developmental trauma.
2. Participants will apply essential multidisciplinary treatment components of a trauma-informed model to children and their families in two case studies.

Lead Presenter: Carole Anne Hapchyn MD, FRCPC

Co Presenters: Brandene Lorrain MD, FRCPC

Session Title: Demonstrating How an Innovative and Comprehensive Assessment Process Guides Priorities in Intervention for Infant and Family Mental, Physical and Developmental Health

Session Description: Completing a holistic assessment that can guide intervention in complex clinical situations in which there are co-morbid developmental and mental health concerns is challenging. The Neurorelational Framework (NRF) is based on three core concepts of brain development and organizes clinical complexity through three steps which assess and improve: 1) stress and stress recovery in child and parent, 2) levels of engagement in relationships and 3) individual sources of vulnerability (triggers) and resilience (toolkits) in brain networks. The application of dynamic systems theory and knowledge translation to "in the field" clinical practice will be demonstrated via a detailed case presentation. Brief examples of interventions applying this framework in various birth to five clinical practices including community mental health, consultation to NICU, preschool/childcare consultation, child welfare consultation and consultation to a children's developmental/rehabilitation hospital will be demonstrated. Two infant psychiatrists will review a semi-structured interview and show how the NRF assessment process prioritizes and guides intervention as information is collected. The added value of the NRF to help organize and formulate complex patient histories to aid interdisciplinary collaboration will be highlighted. We will demonstrate use of visual tools which explain brain development and function to parents and clinicians and which also help define the child's and parent's strengths and challenges. The case presentation will detail the steps used session by session to illustrate how the intervention reduces toxic stress for the infant, improves parent-child engagement and enhances parental empathy and reflective functioning. The Neurorelational Framework helps the clinician organize complex data quickly and efficiently to understand dynamic brain functioning which guides evidence-based interventions.

Session Objectives:

1. Apply the three steps of the NRF to create holistic assessments for children with complex developmental/mental health challenges in the context of the child-caregiver relationship.
2. Understand how applying the NRF four brain systems to functional behaviors guide developmental and mental health intervention planning and evidence-informed best practice

Lead Presenter: Peter Smyth, MSW, RSW

Co Presenters: Heather Peddle

Session Title: The critical need to understand trauma, attachment and brain development when working with youth in the child welfare system

Session Description: Many youth from troubled backgrounds and who are exhibiting high-risk behaviours have had negative experiences with the child welfare system. They share that their needs were not met and that their relationships with case workers and service providers were problematic. Traditional child welfare approaches have not been effective in meeting the needs of this population of youth. Impacting this is a lack of understanding that a vast majority of these complex youth come from traumatic childhoods and lacked crucial connections during their childhood and adolescent years. Such trauma has had an impact on their brain development and social functioning which can lead to challenges engaging with others and with reaching out for help and support. Unfortunately, many professionals from various disciplines tend to focus on negative behaviours and use negative labels rather than examining how their own practice and approach can be a barrier to making much needed connections. When youth appropriately resist demands made from them even before any kind of relationship has been developed, they are seen as defiant, uncooperative and manipulative leading to being deemed unworthy of resources. The workshop outlines the impact of early trauma on youth and highlights the critical need to shift from punishment-consequence interventions and compliance-based approaches to a relationship-based practice. Youth do want connections with healthy adults who listen, are genuine, non-judgemental and who care about them, though given they often see the world as an unsafe, frightening and lonely place, they will test us before taking the courageous risk of making a connection. Strategies for engaging and working with youth in the child welfare system are explored.

Session Objectives:

1. Understand how early traumatic experiences are linked to current behaviours in youth, and about how youth with such experiences struggle to make attachments which can have life-long consequences with respect to accepting help and healing.
2. Gain a brief understanding of how trauma impacts the brain, what this means for workers engaging and working with youth, and some strategies that are helpful or unhelpful

Lead Presenter: Jessica P. Pfeiffer

Co Presenters: Lori McClurg

Session Title: Creating a Trauma Informed School:

Balancing Educational Standards and Clinical Frameworks

Session Description: Creating a trauma informed school can be difficult with different educational standards and expectations schools must follow. Combing clinical concepts into the educational setting can also be challenging and met with resistance from educational staff due to varying frameworks of teachers and clinicians. This will be an interactive presentation where the School Director and Educational Clinical Manger at Mount Saint Vincent will share their experiences for how they guided their school to their current state. They will openly highlight the direct challenges they faced as a school and steps they took to address them.

The session will focus on the steps they took to become trauma informed as well as what they do currently to maintain that standard. Mount Saint Vincent will also highlight steps they have taken to implement trauma concepts into the educational standards they must meet. This session will explore the following from a trauma lens: 1. Curriculum, lesson plans, performance based learning and Individualized Educational Plans. 2. Clinical Frameworks in the school by reviewing the role of school social worker, Functional Behaviors Assessments, Behavior Intervention Plans, and student accommodations.

To conclude the session Mount Saint Vincent will share how all of it looks in a normal day at Mount Saint Vincent. They will show schedules, tools in classrooms, furniture, Room 7, and other strategies we use.

Session Objectives:

1. Help educators meet expectations while incorporating clinical concepts into the standards.
2. Engage the group in interactive activities such as brain breaks, smart board examples, and Behavioral Intervention Plans examples.

Lead Presenter: Suzanne Blackwell

Co Presenters: Shannon McIntosh, Dr. Elizabeth Hazelwood, Dr. Misty Stach

Session Title: Embedding Parental Mental Health within Services for Youth with Mental Health Disorders

Session Description: The Mental Health Strategy for Canada advocates strongly for the mental health needs of children and youth within a family-centered care model. Despite this vision, parental mental health is often not conceptualized and implemented as an integral component of family-centered care. It is well understood that poor parental mental health significantly and negatively influences child and youth well-being. Hence, evidence based research maintains that parental mental health services need to be embedded as an essential component to service provision for children and youth. This process strengthens existing strategies. Such transformative change has been implemented and realized through The Parent Consultation Clinic (PCC) - an innovative mental health service that is embedded within Alberta Health Services' Child and Adolescent Addiction and Mental Health Specialized Services in Calgary. The clinic provides a stop-gap approach to helping parents with intergenerational trauma and attachment issues to connect the dots beyond diagnosis and medication towards understanding and achieving secure attachments. Interventions offered through the PCC seek to enhance self regulation skills thereby decreasing the negative impact of a parent's mental health on a child's well-being. Therefore, we believe that parental mental health services need to be incorporated as an essential component to service provision for children and youth. This process can only strengthen existing strategies. The Parent Consultation Clinic is the starting point, not the solution for positively influencing intergenerational patterns of trauma and mental health concerns. This presentation will explore the concept of parental mental health as unique from adult mental health and will review the research that supports a specialized and embedded approach to servicing parents who presents with mental health concerns who also have children struggling with mental health issues.

Session Objectives:

1. Defining Parental Mental Health as Unique from Adult Mental Health
2. Review the importance of embedding a parental mental health within child and adolescent mental health programs
3. Discuss the consequence of treating the child's mental health issues in isolation of their caregiver's mental health concerns
4. Examine the benefits of addressing the mental health concerns of both parent and child concurrently and in an embedded manner
5. Review the PCC's Interventions for Assessing and Treating Parents Affected by Trauma and Abuse
6. Discuss the evidence based interventions that the Parent Consultation Clinic has implemented to strengthen family centered care and lessen the impact of a parent's trauma and consequent mental health concerns on the child and whole family
7. Review the growth and development that the Parent Consultation Clinic has achieved in striving to meet the mental health needs of the child and parent

Lead Presenter: Michael O'Bryan, B.M.

Co Presenters: na

Session Title: Hope in Action: Arts and Community Engagement in Urban Communities

Session Description: In this workshop participants will explore the positive and negative underpinnings of communities noted for negative public health outcomes, including violence, homelessness, truancy, and unemployment. Through a trauma-lens, participants will explore the issues of social connectivity and attachment across the lifespan, looking at solutions and opportunities provided by the arts and social arts practices. This exploration is grounded in a cross-section of research including trauma theory, historical trauma, positive psychology, individual and communal narrative identity and construction, neuroscience, and creativity. Examples of activities that create opportunities for trauma survivors to rescript narratives will be shared. Participants will be invited to engage in group activities that help define community identity and meaning. Through the use of The Sanctuary Model, this workshop will engage in future envisioning and brainstorming activities for long-term communal prosocial outcomes and innovative solutions that combine the arts with other disciplines and practices. The ultimate goals are to broaden participants' views on strengths-based community engagement, to invite them to actively think through leveraging the cultural wealth of communities that often is ignored or viewed through a negative lens and to encourage them to become open to exploring new methods of collaboration around the arts in order to promote healing from trauma, especially for our youth.

Session Objectives:

1. Participants will gain an understanding of cultural competence for varying communities of color impacted by trauma and relentless stress.
2. Participants will be exposed to collaborative ideas and strategies from a collective impact framework

FEATURED WORKSHOPS A

Lead Presenter: Elise Groenewegen

Session Title: Promoting Resiliency of Trauma Exposed Communities Together (PROTECT):
Working collaboratively to become trauma-informed

Session Description: Many service providers witness the impact of trauma on a child and increasingly, the significance of trauma is being recognized for its role in health and development. Scientific advances in the intersection of environmental factors and genetics are leading to a paradigm shift of understanding how exposure to trauma in critical stages of childhood development can drastically alter an individual's physiology throughout their lifetime. These changes have been strongly correlated to chronic mental and physical diseases, leading to an increased risk for obesity, suicidality, heart disease, and more. Recognizing the impact of trauma on families and in communities, the Illinois Chapter of American Academy of Pediatrics (ICAAP) believes that while adverse experiences and other childhood traumas do affect the health and development of the child, they should not dictate the future of the child. Adverse events and protective factors experienced together have the potential to promote resilience. ICAAP works collaboratively with community partners, pediatricians, and medical providers to foster a trauma-informed workplace and promote resiliency in communities.

ICAAP leads the Illinois Promoting Resiliency of Trauma-Exposed Communities Together (PROTECT) Initiative, which aims to improve the social and emotional well-being for children, families and communities who have experienced trauma. PROTECT looks to ensure that comprehensive and coordinated training, consulting, and coaching of early childhood professionals exists and is easily accessible. One of these trainings is working with childhood health professionals in promoting resiliency by being more trauma-informed as individuals, in the workplace, and in the communities they serve. Utilizing the Substance Abuse and Mental Health Services Administration's (SAMHSA) Concept of Trauma and Guidance for a Trauma-Informed Approach framework, early childhood providers are guided through an assessment tool and work collaboratively in identifying the strengths and weaknesses of their organization's response to trauma. The assessment creates tools for staff in every part of the organization to have the language, behaviors and policies in order to implement a trauma-informed workplace. The resources identified through the assessment tool will be evaluated for consistency and standardization of messaging with the expectations that improvements and coordination will benefit existing initiatives without detracting from their original purpose and mission. Participants will walk away with tangible steps in accomplishing a trauma-informed approach, as well as guidance on how to develop standards and protocols to create and maintain a trauma-informed environment.

Session Objectives:

1. Increase participants' understanding of adverse child experiences and opportunities to foster resiliency in communities.
2. Work collaboratively to build capacity of the community to strengthen the resiliency factors that mitigate trauma and toxic stress

Lead Presenter: Sarah Yanosy

Co Presenters: Landa Harrison

Session Title: Applying Trauma Informed Care to Organizations and Systems – Lessons Learned from Sanctuary Model Implementations

Session Description: This workshop will help participants understand what it means to be trauma-informed, to be trauma-responsive and to provide trauma-specific treatment. The presenters will share the tools needed and tips to avoid the potholes that accompany taking on one, both or all of these goals.

Session Objectives:

1. Participants will define two contributors to successful integration of trauma informed practice.
2. Participants will be able to describe one problem solving framework for managing organizational conflict

Lead Presenter: Jennifer D. Barahona, LCSW

Co Presenters: Stephanie Cinque, MSW

Session Title: After Tragedy Strikes – Integrating NMT Principles into healing in Sandy Hook

Session Description: The small community of Sandy Hook, CT was forever changed on December 14, 2012 when one isolated young man with brain illness murdered 27 people, including 20 1st graders. How does a community, so rattled to its core, regain a sense of safety and connection to one another? What happens when the initial coming together to support each other falls away and leaves shattered connections, distrust, fear, anger, anxiety, and traumatic grief? In this workshop you will hear from two community leaders who have worked tirelessly to try to heal the community, from both micro and macro perspectives, by implementing NMT themes and principles.

Session Objectives:

1. Deepen the understanding of the enormous complexities facing communities, mental health practitioners, and leaders following a mass tragedy.
2. Increase knowledge of the use of non-traditional and brain based treatment modalities in trauma.

Lead Presenter: Patricia D. Wilcox, LCSW

Co Presenters: na

Session Title: Sustaining Hope through Trauma-Informed Teams: Taking Care of Each Other to Promote Growth

Session Description: Treatment programs utilize many resources to implement trauma-informed care, only to struggle with a sense that it is slipping away. Staff find themselves frightened and simply trying to make it through the night, often reverting to punitive measures out of fear. Turnover increases. The program begins to resemble a war zone. This workshop will examine factors that lead up to such a situation, and present a specific, concrete plan to turn the situation around and restore a healing environment. It will include actions and tools for administrators, clinical staff, line staff and supervisors. In addition the workshop will consider the adaptive methods we as healers use to cope with the stress of the work, and suggest ways to enhance positive coping abilities.

There will be particular emphasis on the role of the team, what the ideal team would be like, and steps to improve participant's current teams.

Session Objectives:

1. Participants will be able to recognize signs that trauma-informed care is eroding in a treatment setting.
2. Participants will be able to employ specific tools to help each member of the treatment team be part of restoring good care.

Lead Presenter: Toni DeMarco, MFT

Co Presenters: Mary Lynn Fitton, MS, FNP

Session Title: Keys Of Creative Collaboration - expanding the therapeutic web through working relationships

Session Description: Presentation will focus on San Mateo County's success in implementing NMT in a large suburban community through the building of its capacity to provide NMT assessment, training and piloting in the Adult System; but also the on going work to deepen this program through a number of collaborative partnership with community service providers, who now are part of the NMT therapeutic web.

Session Objectives:

1. To highlight the impacts of collaborative relationships in expanding the reach of NMT in SMC.
2. To highlight the expansion of NMT into SMC's Adult System of Care.

Lead Presenter: Mariella Furrer

Co Presenters:

Session Title: MY PIECE OF SKY: Stories of Child Sexual Abuse

Session Description: Visual Journey into the world of child sexual abuse: Sharing photographs, stories and artwork relating to child sexual abuse

Session Objectives:

1. Deliver an unparalleled experience combining photography, interviews, and collected artwork & journals by survivors to give the audience an intimate and emotive understanding of what exactly it means to be sexually abused as a child.
2. Create awareness and encourage discussion around Dissociative Identity Disorder

Lead Presenter: Jane Whyde

Co Presenters: Julie Boldman-Buzard, Carol Taylor, Karen Auble, Beth Gerber, LISW-S

Session Title: NME In The Public School System--Lessons Learned and Successes Celebrated

Session Description: Franklin County, Ohio, a large metropolitan area of 1.2 million people, embarked on implementing NME during the inaugural NME training provided by CTA in January 2013. Since that time, we have provided training in NME concepts to over 1,000 educators within the public school systems in the county, with an additional 2,000 educators slated to be trained by June, 2016. Through this process, many lessons have been learned including identifying effective data collection points and methods, establishing champions, creating sustainability, responding to sudden growth, addressing resistance, collaborating with treatment providers within the schools and integrating concepts into existing school culture and curricula.

By sharing our successes and lessons learned, we hope to encourage others to recognize the potential for widespread application and impact of NME. We believe there is a unique story to be told regarding the implementation of NME not only in a residential but also in a public academic setting. There are unique challenges and opportunities provided when students, families, teachers and the larger community become involved in understanding the NME concepts. We will share academic and behavioral data from work in 7 districts, describe the process and limitations of data collection in a public school system and outline some unexpected outcomes that were discovered through qualitative as well as quantitative data collection.

Session Objectives:

1. Participants will learn strategies for engaging public schools in the NME process
2. Participants will learn approaches to managing explosive growth and pockets of resistance within the public school system

Lead Presenter: Kathy J. Van Horn

Co Presenters: Joshua MacNeill, Diane Wagenhals

Session Title: Changing Schools, changing staff, changing systems

Session Description: Lakeside Educational Network has used the Neurosequential model of therapeutics and education to change the systems, staff and students in four schools. We will share the path we took, the problems we encountered, the strategies we used and the successes we have seen. The process shared will include ideas and strategies for getting staff, student and leadership buy in.

Session Objectives:

1. Attendees will gain practical ideas for applying the Neurosequential Model in their programs.
2. Attendees will have an understanding of interventions that can be used to move a school or program towards a more brain based approach

Lead Presenter: Margarita Frederico
Co Presenters: Annette Lyn Jackson

Session Title: Exploring consequences of child abuse and neglect on speech and language development and practice implications

Session Description: Existing research shows that children who experience abuse and neglect are vulnerable to communication difficulties yet less likely to have their difficulties recognised and addressed. The consequence of this communication delay places children at greater risk of experiencing problems in building relationships, education and their overall developmental trajectory. This workshop reports on the aims, research approach and findings of the 'Small Talk' research project conducted in Victoria Australia, which explored ways of identifying which children already vulnerable due to their experiences of abuse and neglect would benefit from assessment and intervention to respond to speech, language and hearing difficulties.

Session Objectives:

1. Tell the story of a research project which explored speech, language and hearing development for children who had been abused and/or neglected
2. Present the findings of how children in this study experienced difficulties in communication.

Lead Presenter: Pradeep Gidwani

Co Presenters: na

Session Title: Thrive: Nurturing Your Strengths

Session Description: In today's environment, caregivers often face burnout and stress. Rarely, are we (caregivers) taught skills to maintain our balance. In this interactive workshop, participants will gain insight into a practical framework and skills to develop a daily practice to nurture their strengths. The framework is focused on 3 Core Areas - Attention, Communication, and Relationships. Each section will blend experiential learning, take home point and dialogue. While each session builds upon the previous session, the sessions are also designed to stand alone, allowing participants flexibility in their choice of session.

Session Objectives:

1. Understand how the 3 Core Areas (Attention, Communication, and Relationships) impact one's life..
2. Explore skills to enhance one's attention, communication, and relationships.

Lead Presenter: Kristie Brandt, CNM, DNP

Co Presenters: Rachel Talamantez, EdD, MFT

Session Title: Transforming Practice Through the Reflective Process

Session Description: This workshop will focus on the reflective process as a strategy for continually transforming clinical practice, and will define and describe both reflective practice and the reflective process. Basic concepts related to reflective work will be discussed including the neurobiology of reflection, various methods for reflecting, and reflective models available to support the process and enrich the results. Schön's concepts of reflection after and during action will be a topic for group discussion, along with reflection-before action, and the cycle of experimentation and analysis in shaping our work explored. The relationship between our own reflective capacities and ability to examine and modify our thinking and our work will be compared as a parallel process to the experience of the children and families we serve. The goal of continually transforming our work through personal awareness and incorporation of new knowledge into practice will be the central theme, and participants will leave with an understanding of simple ways to expand their reflective activities. Exploration of reflective practice as helpful in trauma-informed models of care, as a means to reduce the negative impact on providers who work with children and families who have experienced trauma will also be an area of focus.

Session Objectives:

1. Participants will be able to cite the basics of Reflective Practice that underlie reflection as a professional development process, and describe the relationship of reflective activities to reflective practice.
2. Participants can identify reflective activities that support practitioners in exploring and enhancing their work, and continually incorporating new knowledge into practice;

Lead Presenter: Richard Gaskill

Co Presenters: Vincent Tofalla

Session Title: NMT Guided School Based Mental Health Collaboration

Session Description: Over 3 million children experience trauma in some form each year. These experiences can alter brain architecture resulting in exaggerated stress response systems affecting physical, social-emotional, and cognitive functioning. Such problems affect all areas of school behavior more than educators have historically recognized. The NMT model is uniquely suited for school-mental health collaboration as it integrates neurodevelopmental principles and trauma concepts to create specific recommendations matched to the unique needs of the child, family, school, and community. Sumner Mental Health Center in collaboration with a local school system embedded these core components into an elementary grade school creating NMT guided therapeutic interventions. The project outcomes presented illustrate the enormous potential for this approach for school based mental health collaboration.

Session Objectives:

1. Define key components of a trauma informed school-mental health collaborative
2. Outline sequences and methods of education, identification, assessment, and treatment of traumatized children

Workshop 2

Lead Presenter: Erica Stetson, Ph.D.

Co Presenters: Kirk Ward, LCSW

Session Title: The Neurosequential Model of Therapeutics (NMT) in Early Childhood: A Case Study

Session Description: Given the rapid change and development in the brain during the first five years of life, the preschool years provide a fertile opportunity to intervene, using the principles of the Neurosequential Model of Therapeutics (NMT). Through NMT, preschool providers can gain important skills to work effectively with young, traumatized children. NMT provides assessment that leads to individualized recommendations that meet the needs and strengths of the child.

In this presentation, participants will learn about Early Connections, a public preschool program in Colorado providing intensive services to young children with significant social-emotional and behavioral needs. Early Connections provides a multi-disciplinary approach to intervention, with a heavy emphasis on mental health, speech-language intervention, and occupational therapy. The challenges and promise of such a team approach are discussed.

Participants will have the opportunity to learn about a young student who begins to recover from early abuse and neglect through NMT interventions. Video examples of progress will be presented. Pre- and post- data using the NMT brain metric and the Behavior Rating Inventory of Executive Function-Preschool Version (BRIEF-P) will be presented. We will show how the results of the NMT brain metric led to recommendations for intervention, and we will follow the implementation of these recommendations, both challenges and success. The benefits of including a range of adults in the intervention plan, and how to increase the likelihood of fidelity to the plan are presented.

Interventions provided in both the home and school setting will be discussed. Participants will also have the opportunity to engage in somatosensory activities, and experience the regulatory benefits of such exercise. We will focus on implementing these interventions with young children.

Session Objectives:

1. Participants will learn the benefits of using the NMT Model in Early Childhood.
2. Participants will engage in somatosensory activities that they can use to support the self-regulation of young children they work with.

Lead Presenter: Gerhard Raftl

Co Presenters: Marie Pinter, Katrina Halpin, Frances Attard,

Session Title: Shaping the narrative to elicit a shift in 'state': Integrating a neuro-developmental, attachment and trauma-informed (NATI) approach and NMT into the practice of human service organisations.

Session Description: This session explores SAL Consulting's experiences and the approaches, challenges, progress and some of the 'tools' and 'methods' SAL practitioners have utilised and refined in their efforts to authentically integrate neuro-developmental, attachment and trauma-informed approaches, and specifically the application of NMT, into the active practice of (1) SAL's private practice model and (2) organisations delivering services to people with complex presentations.

Session Objectives:

1. Explore the areas and/or tools that may effectively contribute to helping produce the shift or shape the practice development.
2. Introduce and discuss a selection of 'tools' to stimulate sharing of experiences within the group across a broad range of jurisdictions (countries) and cultures.

Lead Presenter: David Melnick

Co Presenters: na

Session Title: The Art of Evaluating Trauma:

How Collaborative Practices Helps Teams Develop Trauma-informed Treatments

Session Description: When helping teams assess the impact of trauma we have two goals in mind. First, we provide clinical information designed to improve treatment for a youth within the context of their family, school and community. Second, we focus on resource building by educating professionals about fundamental clinical issues applicable to other youth with trauma histories. The "Findings Meeting" is a primary method of achieving these goals. Here, the entire treatment team gathers to participate in a collaborative discussion about results, potential treatments and implementation strategies.

Session Objectives:

1. Participants will learn best-practice protocols for assessing developmental trauma
2. Participants will understand the key elements of presenting information to the treatment team that enhances follow through and fidelity.

Lead Presenter: Mary Ring

Co Presenters: na

Session Title: Using NMT Principles in Theraplay Treatment

Session Description: NMT principles focus on bringing back into the child's life those interactions and therapeutic interventions needed to help recoup neurological functions that were to be developed in the early stages of life. This workshop provides an overview of using Theraplay interactions as part of the treatment milieu to help establish bonding and attachment to key caregivers with whom the child interacts. The four dimensions of Theraplay, which are based on a healthy parent/child relationship that should occur in the first year of life are introduced in this workshop. Activities that focus on these four dimensions are introduced and practiced.

Session Objectives:

1. Gain understand about how the four dimensions of Theraplay relate to NMT principles.
2. Learn about the four dimensions of Theraplay and how they create a healthy caregiver/child relationship.

Lead Presenter: Jean West

Co Presenters: na

Session Title: Intergenerational Trauma: Strategies for Helping Parents Help their Children

Session Description: This workshop will define intergenerational trauma and teach practitioners effective ways to work with families to promote healing.

Session Objectives:

1. Participants will learn what intergenerational trauma is and how it is transmitted from one generation to another.
2. Participants will be given tools for parents to use to examine the impact of trauma on their own lives.

Lead Presenter: Rhonda Kent

Co Presenters: Dawne Clark

Session Title: Applying and Evaluating the NMT Approach in a Comprehensive Treatment Program for Children Exposed to Domestic Violence

Session Description: This workshop will describe how the work of Dr. Bruce Perry on the Neurosequential Model of Therapeutics (NMT) was incorporated into programming at a community domestic violence agency and look at the research methodology utilized. We will describe the implementation of an NMT-informed approach for children aged four to seven and their parents attending the ten week Saturday group counselling program. Participants will learn about the specific NMT-informed strategies used in both the children and the adult groups. In addition, we will share the tools and measures used in the evaluation study and the study results.

Session Objectives:

1. Understand how trauma and violence impact early brain development.
2. Be able to implement self regulatory, brain stem interventions informed by Dr. Bruce Perry's Neurosequential Model of Therapeutics in working with children who have experienced violence and/or trauma.

Lead Presenter: Christine Forner, M.S.W, R.S.W.

Co Presenters: na

Session Title: Mindfulness as a Rival Brain Activity to Dissociation: Why its not good to be aware inside the saber tooth tigers mouth

Session Description: Dissociation is one of our only inactive defences when it comes to live saving neurobiology. Dissociation has a different set of conditions that react a lot differently than the active flight or fight reactions. Because of the unique properties of dissociation, a brain activity that is all not being aware, mindfulness is very difficult, if not deleterious at first. Mindfulness is the brain activity of awareness, it is the absolute opposite of dissociation. In this one hour workshop participants will get a description of the dissociative process and the mindful brain activities with the use of neurobiology and analogies. There will also be a foundational understanding of what happens when a client who chronically dissociates, is instructed to be mindful and do mindfulness meditation. Finally, there will be solutions presented to assist those with dissociation learn to be mindful using safe, creative meditation and other tools to help slowly introduce mindfulness.

Session Objectives:

1. Participants will be able to understand the basic neurobiology of the dissociative reaction to life threatening events
2. To understand the neurobiology and the relational purpose of mindfulness

Lead Presenter: Wilfred Krenn

Co Presenters: na

Session Title: Modern Mindfulness and the Pre-Frontal Cortex

Session Description: One of the most significant neurodevelopmental impacts related to early childhood trauma is underdevelopment of the prefrontal cortex. The result of this is poor executive control and cortical modulation, leading to the limited ability to control heightened emotional reactivity. In recent studies, regular meditation has shown significant thickening in the frontal and temporal cortices in relation to controls (Do-Hyung Kang et.al. 2013). In addition to the positive aspects of rhythmic, repetitive breathing and thinking on stress response regulation (a bottom-up approach), it seems that regular practice can also have an impact on cortical modulation (a top-down approach).

One of the the recommended interventions for developing emotional control is meditation or mindfulness. A study by Harris and Fitton (2010) evaluating a meditation and yoga program into a girls juvenile justice center "found that girls feel better both emotionally and physically after participating in the program. They learn to self-regulate, using their breathing to create an important pause in which to make better decisions."

It is important to note that implementing meditation into clinical practice, especially with traumatized children can be challenging. Certain aspect of meditation like closing your eyes, quiet and/or listening to your thoughts can be triggers for those who have experienced trauma. Utilizing trauma-sensive practices is necessary for positive results. Teaching caregivers and family members meditation skills can also assist in integrating meditation practice into everyday life.

As our technologies advance and research into using digital devices to interact with our neurophysiology new and interesting ways to effect therapeutic change are developing. This is especially true in the area of neuro-feedback, allowing the brain to adjust itself in response to realtime sensory input. One recent promising technology is a neuro-feedback device focused on training users to meditate. This device is just one example of emerging technologies.

This presentation will highlight some of the research around how meditation impacts prefrontal cortex development as well as showing what is going on in our brains when we are meditating. This will be done through demonstration of a neuro-feedback device focused on meditation training and tips for using it in a clinical setting. The goal of this presentation will be to give participants a working knowledge of the benefits of meditation in the treatment of early childhood trauma, as well as, an experiential knowledge of the effects of meditation on the brain.

Session Objectives:

1. Educate participants on current research regarding meditation and brain development
2. Illustrate concepts through interactive demonstration of meditation based neuro-feedback

Lead Presenter: Deanne Leung

Co Presenters: Amy Allan

Session Title: Playful Approaches to Trauma Work

Session Description: In this panel discussion there are several topics regarding the use of play and expressive therapies we would like to include in the discussion:

- o The use of playful and expressive approaches to building relationship, enhancing regulation, and processing trauma.
- o Using a "bottom up" approach to trauma processing.
- o We will explore a variety of expressive options for the beginning, middle and end of trauma work with children.
- o Power point presentation including examples and resources.

Session Objectives:

1. Participants will discuss and share different perspectives on how play and expressive therapies promote regulation and relationship.
2. Participants will explore the benefits of play and expressive therapy in individual and family therapy.

Lead Presenter: Margaret Ritchey

Co Presenters: Julia Bantimba, Jennifer Black

Session Title: Integrating the Neurosequential Model and Infant-Parent Mental Health Concepts with Physical, Speech-Language, and Occupational Therapies for Young Children

Session Description: The presenters will discuss the integration of neurodevelopmental concepts and infant-parent mental health principles into the disciplines of physical, occupational, and speech-language therapy. It is well established that the interruption of development by traumatic experience results in physical, communicative, and functional delays (Shonkoff, 2012; Schore, 2001). While these delays can often be addressed in mental health treatment, there are ways to use body-based therapies, in a developmentally sensitive way, within that mental health treatment to address the multiple systems impacted by trauma. The presenters will discuss the process of blending the three separate disciplines of physical therapy, speech-language therapy, and occupational therapy with NMT and infant-parent mental health principles. Integrating these disciplines can lead to an enhanced conceptualization of the etiology and prognosis of functional deficits.

Session Objectives:

1. Participants will be better able to recognize the impact of an infant or child's motor, regulatory and communication challenges on the development of the dyadic relationship with a caregiver.
2. Participants will be able to identify at least 3 specific strategies to promote the development of motor, regulatory and communication skills of a young child in the context of the child-caregiver relationship

Lead Presenter: Jan Ference, MS, BEd

Co Presenters: Dr. Carol Coxon, M.D., FRCP(C), Elaine Halsall, Danielle Plummer, M.P.

Session Title: North Vancouver Island NMC Pilot Project: A Community Collaborative

Session Description: The presentation will demonstrate the evolution of a innovative pilot project using Dr. Perry's newest model, the NMC. It will also highlight the cultural learning that has occurred while working in collaboration with First Nation's bands on the Northern part of Island.

Session Objectives:

1. To demonstrate the process of making system change in collaboration with multiple community agencies and stakeholders, while piloting Dr. Perry's new model focussing on supporting caregivers.
2. To discuss and share the cultural learning that has taken place while working closely with multiple First Nations bands.

Lead Presenter: Bradley Dye, Ph. D., R. Psych.

Co Presenters: Andrea Ulrich, M.S.W., R. S. W., Carly Warren, MSc., Yolanda Weltzin,

Session Title: Dialectical Behavioral Therapy and Neuro-Sequential Model of Therapeutics- Complementary Implementation in an intensive treatment setting for adolescents.

Session Description: Presentation examines the effective use of both Dialectical Behavioral Therapy and Neuro-Sequential Model of Therapeutics recommended therapies in an intensive treatment setting for adolescents with severe mental health and behavioral challenges. Issues in assessment, treatment design and implementation will be discussed.

Session Objectives:

1. To help the participant understand the observed strengths of both intervention modalities in intensive residential treatment settings and why both may be useful in comprehensive treatment.
2. To help the participant to understand the role of assessment and client factors in guiding treatment using both modalities.

Interactive Session A

Lead Presenter: Julia Bantimba
Co Presenters: Barbara Jalowiec

Session Title: Using Sensory-Motor Intervention to Promote Psychological Growth: Integrating occupational therapy and psychotherapy practices

Session Description: Presenters will use a case-example to illustrate how to approach therapy sessions from both a sensory and psychological perspective in the treatment of trauma and attachment disorders in young children.

Participants will be invited to engage in demonstrations and practice of various sensory activities and will learn to adapt activities they currently use in their own treatment.

Session Objectives:

1. Participants will be better equipped to decide when a sensory-based approach is necessary to facilitate treatment
2. Participants will be able to identify and feel ready to use 3-5 specific sensory games/activities with children

Lead Presenter: Shelina Knight

Co Presenters: Maria Malouf, Vaden Somers

Session Title: ART: The Brain's Favourite Learning Partner

Session Description: This exploratory lab will engage participants in arts-based learning. Working from the brain stem up, we will engage in mini take away "art tasks" to explore the different regions of the brain. We will look at how art is: inherently sensory, creates a forum for relational growth, can be a regulatory experience, and, at times, opens up students to access their pre-frontal cortex. We will share our journey with developing the Fine Arts program at Hull and examine the unique challenges and unexpected successes we encountered throughout the process. During the session, we will touch on the philosophy of Maxine Greene (philosopher in residence at the Lincoln Center) and learn how to scaffold artistic experiences for our students.

Session Objectives:

1. Demonstrate how art engages the four cognitive domains
2. Hands-on experience to demonstrate the inherently "sensory" nature of art

Lead Presenter: Debbie Jane Watkin
Co Presenters: Caroline Jones

Session Title: You Don't Have to be a Therapist to Provide Therapeutic Care.

Session Description: To be provided

Session Objectives:

1. To be provided

Lead Presenter: Heather T. Forbes, LCSW

Co Presenters: na

Session Title: If Mama Ain't Happy, Nobody's Happy: Using Inner Child Work to Help Parents Heal

Session Description: There is no truer saying when it comes to understanding family dynamics: "If Mama Ain't Happy, Nobody's Happy." We often focus the majority of our attention and resources on interventions to help children heal from trauma, yet we overlook the importance of addressing the emotional and mental health of the parents and caregivers. The reality is that one dysregulated parent in a household can unravel hours of effective trauma-treatment in a matter of minutes for a child. This workshop will focus on how to help parents heal from their own dormant trauma through the use of inner child work.

Session Objectives:

1. Understand how dormant trauma can be awakened within parents when raising a child with a traumatic history.
2. Learn how to help clients identify past childhood experiences that are presently affecting their current behaviors and reactions.

Lead Presenter: Luke Graner

Co Presenters: na

Session Title: Connect, Learn, Grow in Rhythm

Session Description: The Vibe Project's expanding series of rhythm patterns and interactive activities promote learning through repetition, movement and expression. Attendees will experience, first-hand, the moving power of rhythm by playing a looping series of simple musical patterns and movements in an interactive group setting.

Luke Graner is a husband, father of 4 boys, musician, writer, web producer, loop artist, graphic designer, composer, music teacher, art director and all around rhythm junkie. His experience in performing live music, competitive & recreational sports, teaching & coaching kids and working in the business & technology industry make Luke uniquely suited to uncovering positive strategies to bring music, movement and play into daily life.

Session Objectives:

1. Perform three sets of Vibe rhythm patterns (red, yellow, green) in an interactive group drum circle.
2. Experience patterned, repetitive practices that stimulate the mind while regulating the body. This experience will help participants understand how regulating and effective rhythmic practices can be.

Lead Presenter: April Prescott

Co Presenters: na

Session Title: Where the NME and Mindfulness Intersect: Practical applications in the classroom

Session Description: In this interactive session I will share results of applying the NME with Mindfulness within my classrooms of children with special needs including those with a history of trauma. Through practical application of the NME and real-life examples, we will explore how to recognize stress responses and apply practical strategies, including somatosensory, adaptation of the environment and the presence of my therapy dogs Archie and Gus. The presentation will involve strategies that work, successes and challenges, a mindfulness practice and real-time activities for session participants.

Session Objectives:

1. To introduce Mindfulness as a tool in the classroom to help with overall classroom environment and culture as well as staff self-care.
2. To exemplify where mindfulness and the NME intersect according to current neuroscience research.

Lead Presenter: Catherine Tucker

Co Presenters: Sandra Lindeman

Session Title: Promising practice in early childhood mental health: Sunshine Circles

Session Description: Two years ago, a collaboration between Indiana State University, Iowa City Area Education Agencies, and The Theraplay Institute initiated projects in three Midwestern states to adapt group play therapy for blended special- and regular education early childhood classrooms, and to conduct research on the efficacy of the groups in improving social/emotional and pre-academic skills. The goal was to assist the teachers effectively support social/emotional learning for children who also had a high likelihood of having experienced trauma and other stressors. The projects have taken place in twelve blended preschool classrooms located in at-risk neighborhoods. Participating children (N=206) represent over 20 languages and cultures, including children with identified disabilities.

This presentation will describe how therapeutic play groups were adapted from Theraplay (Booth & Jernberg, 2010), an interactive, directive, short-term, developmental play therapy that utilizes nurturing and cooperative games. Originally created as an approach to improve social interaction for children with autism (DesLauriers & Carlson, 1969), Theraplay was adapted in for use by Head Start classrooms in the 1960's (Jernberg, 1979, 1984, 1987). Individual or didactic Theraplay has shown to be effective in improving self-regulation and emotional regulation (Wettig et al., 2008), defiant, impulsive and aggressive behaviors (Makela & Vierikko, 2004; Meyer & Wardrop, 2005; Morgan, 1989, Sui, 2009), social-interactions (Makela & Vierikko, 2004; Marcu, Oppenheim, Koren-Karie, Doley, & Yimiya, 2009; Wettig et al., 2006), language delays (Kupperman, Blich, & Goodban, 1980; Sui, 2009; Wettig et al., 2011) and a number of internalizing and externalizing problems (Makela & Vierikko, 2004; Sui, 2009). Theraplay has been rated as demonstrating "promising research evidence" by The California Evidence-Based (December, 2009). The research on classroom group Theraplay reflects the findings of the earlier work, showing statistically significant gains in overall behavior, fine motor skills, and improving teacher-student interactions.

This interactive presentation will provide video and live demonstrations to help participants understand the principles and techniques of therapeutic play. Playgroup protocols, sample lesson plans and a list of games and activities will also be provided. Outcomes of recent research will also be briefly shared and will be available on a poster for more detailed inspection by participants.

Session Objectives:

1. Participants will understand the rationale, principles, methods and protocol for Sunshine Circles, a therapeutic playgroup used in preschool classrooms that supports neurosequential growth.
2. Participants will learn three therapeutic activities to use with preschoolers and methods to adapt these activities for different ability levels and cultures.

Lead Presenter: Leah Gudbjartson-Beaupre

Co Presenters: na

Session Title: Animal Assisted Therapy using NMT Principles

Session Description: Animal-assisted therapy is often a recommended intervention within the NMT approach to practice. The presenter uses the NMT principles and the Natural Lifemanship model in practice for treating children and adults who have been affected by trauma using both dogs and horses. The basics of canine-assisted therapy and trauma-focused equine assisted psychotherapy (TF-EAP) will be reviewed and case examples and pictures shared (since horses and dogs don't travel well on a plane!).

Session Objectives:

1. To introduce the theory and concepts of animal assisted therapy and the incorporation of NMT principles.
2. To identify practice issues related to animal assisted therapy in practice using both dogs and horses.

Lead Presenter: Roger Duncan

Co Presenters: na

Session Title: Regulation through Rhythm: Using the Drum as a Therapeutic Tool.

Session Description: Of the six core strengths identified in the NMT protocol self regulation is high on the list. Drumming has proven to be an effective somatosensory intervention to support self regulation. In this session participants will be exposed to easy and accessible ways to use the drum as a supportive therapy in their existing practices as well as to develop community, foster cooperation and help students experience a sense of mastery. Join Roger Duncan as he leads you through a program developed over twenty years of working with teachers, social workers and health care providers.

Session Objectives:

1. To give participants who have never drummed before an opportunity to experience the "medicine" first hand.
2. To demonstrate that regardless of the musical skill a facilitator may or may not have, the regulating benefits of drumming can be realized

Wednesday, June 8, 2016

FEATURED SPEAKER SESSIONS

Lead Presenter: J. Stuart Ablon

Co Presenters: na

Session Title: The Collaborative Problem Solving Approach

Session Description: Parents, educators and clinicians who embrace NMT understand the impact of complex trauma and chronic stress on brain development. Yet, many struggle to know how exactly to help. Collaborative Problem Solving (CPS) is an evidence-based approach that can be used across systems to provide concrete strategies that operationalize the fundamental principles of neurodevelopment articulated by NMT. CPS provides replicable guideposts for adults to build helping relationships with children while helping them to develop flexibility, problem solving, and emotion regulation skills. Dr. Stuart Ablon has been actively collaborating with Dr. Bruce Perry for the past several years to integrate NMT and CPS. In this workshop, Dr. Ablon will provide an overview of the exciting integration of CPS and NMT.

Session Objectives:

1. Participants will learn key concepts and strategies of Collaborative Problem Solving (CPS).
2. Participants will learn how CPS and NMT complement each other.

Lead Presenter: Kristie Brandt, CNM, MS, DNP

Co Presenters: na

Session Title: NMT Guided Treatment: Re-conceptualizing Therapy through Multiple Lenses & Mobius Care

Session Description: This training will begin with an overview of the core concepts related to typical human development including neurobiological, relational, psychodynamic, attachment, and developmental sequencing. The global idea of "Therapy" will be discussed, along with age-appropriate therapeutic approaches and the influence of the stress response system in therapeutic efforts. The Mobius Care day-by-day and hour-by-hour therapeutic approach will be described along with the information, knowledge, reflective work, and planning necessary to re-conceptualize therapy using this approach. Actual case histories and therapeutic advances using this model will be described.

Session Objectives:

1. Describe the concept of sequences in a child's developmental and the implications for therapeutic work.
2. Describe developmental "Stretch Activities" and the ways in which attachment theory and stress response concepts underpin this approach.

Lead Presenter: Sheldon Kennedy

Co Presenters: na

Session Title: Why I Didn't Say Anything

Session Description: Sheldon shares and discusses a few paragraphs from his book.

Sheldon covers important statistics from the Sheldon Kennedy Child Advocacy Centre and discusses integrated practice and collaboration. Connects trauma informed care and mental health.

Session Objectives:

Workshop 3

Lead Presenter: David Paxton

Co Presenters: na

Session Title: Implementing the Neurosequential Model of Therapeutics in a Complex Organization: A Lesson in Change Management.

Session Description: This presentation will present the learnings from TVN's on-going journey of integrating the NMT into its clinical model. Ultimately, this discussion is about a change management initiative that not only resulted in a new clinical direction for the agency, but a change in our organizational culture.

Session Objectives:

1. Participants will be learn principles of change management as applied to a large, complex organization's efforts to implement the NMT
2. Participants will learn about characteristic of organizational culture and the implementation of NMT.

Lead Presenter: Pamela K Haddad

Co Presenters: na

Session Title: Samara: Innovative Practice to Interrupt Transgenerational Child Abuse and Neglect

Session Description: We use concepts of the NMT Model to work with parents and children. Our approach strengthens parent/child relationships and disrupts abusive patterns.

Session Objectives:

1. Define our target community.
2. Demonstrate how the Neurosequential Model informs our work.

Lead Presenter: Jesper Birck

Co Presenters: na

Session Title: NMT guided relational "bottom-up" therapeutic interventions for adolescents with severe developmental trauma related problems - "When the spoken language is not enough"

Session Description: The workshop will take its starting point in a case with a 18 months long NMT guided relational therapeutic treatment of a 15-16 year old male client with a history of severe abuse and neglect; and later violent and criminal behavior. NMT follow-up brain maps from the process will be presented.

There will be a review and presentation of "bottom-up" relational based therapeutic activities in each of the 4 broad systems of the brain – brainstem, diencephalon, limbic and cortex.

There will be a short didactic presentation that addresses difficulties in designing, implementing and doing developmentally sensitive activities with adolescents and children with very different cognitive and emotional developmental ages naturally with consideration to their ages.

There will also be a discussion on the difficulties in engaging staff or caregivers to engage in the activities and the adolescents' lives.

There will be a discussion on how to balance these types of interventions in this context between self-agency, theory and method. A simple model on how to address, talk and navigate in this balance will be presented.

Session Objectives:

1. Inspiration to relational based "bottom-up" therapeutic activities with adolescents with very different cognitive and emotional developmental ages
2. How to use the NMT to guide the therapeutic process combined with inspiration to design developmentally sensitive relational based activities in age appropriate forms with adolescents - through the 4 broad systems of the brain

Lead Presenter: Sue Buratti

Co Presenters: na

Session Title: Guided imagery - Leverage for improved outcomes in therapy with children

Session Description: This presentation highlights the work the Anchor program has been doing with children who are presenting for therapy in a hyper aroused state using Guided Imagery to calm and down regulate, to allow for therapy to be as useful as possible.

Session Objectives:

1. To gain a greater understanding of the theoretical principals and impact of using guided imagery with children in therapy who present with anxiety.
2. To increase understanding of the many ways to incorporate Guided Imagery, and the outcomes which can be achieved by using this way of working

Lead Presenter: Barbara Allyn

Co Presenters: na

Session Title: Tribal Theory - A Front Line Creative Response to Trauma Encouraging Post-Traumatic Growth

Session Description: Tribal Theory is a practical and effective model of creative response to trauma. It supports your current practice and methodology working with children, adolescents and families.

This unique model is designed to discover and provide a safe place to make meaning of a child's/adolescent's response to trauma by creatively exploring their authentic place in the social 'tribe' and how their traumatic response to an event or events either in their current lives or inter-generationally, may have displaced them leading to maladaptive behaviours and coping strategies.

Session Objectives:

1. To introduce Tribal Theory as a basic framework to help shape shift responses to trauma. To create a new story of insight and healing encouraging post-traumatic growth.
2. To introduce front line applicable "inter" and "inner" active experiential exercises to explore and help children and their families discover creative ways to understand individual response to trauma life lines.

Lead Presenter: Michelle Taylor

Co Presenters: Stacy York, Angela Early, Deanne Leung,

Session Title: NMT in Private Practice/Outpatient Settings: The Strengths and Struggles

Session Description: This panel will aim to present an international discussion about the use of the NMT in private practice settings. Presenters aim to discuss the following: In this panel discussion there are several topics we would like to include:

- Pricing/Billing...what are we charging for the NMT and how are we billing insurance if that is even an option
- Referrals...where do our clients come from
- Resources...who do we refer our clients to in our communities and how do our clients pay for those resources
- Networking/Connection...how do we find "our NMT people" and stay connected so we do not feel so isolated
- Reports/Write-Ups...how do we write up our recommendations and what do we give clients (aka the consumer) so that they are satisfied with what they are paying for
- Workshops/Presentations...how do we educate those in our communities about the NMT

Session Objectives:

1. Overview and discuss the benefits and challenges of using the NMT in private practice in the USA, Canada and Australia
2. Outline via discussion and sharing of experiences the applied use of NMT in private practice both in North America and Australia

Lead Presenter: Doris D'Hooghe, BA

Co Presenters: na

Session Title: Early attachment trauma and the impact on child's development.

Session Description: It is important to broaden our vision on attachment trauma, by pointing out the importance of the quality of parenting as an indicator to develop a secure attachment relationship. This quality mainly depends on the caregivers' ability to mentalize, regulate, contain, play, ...The absence of these features causes traumatic stress in the child and impacts his psychological and neurological development and the possibility to attach. Thus, it is important that we are aware of the relationship between early attachment trauma (EAT) and affect dysregulation and dissociation. The seriousness depends on the early age of the child, an immature coping mechanism, the child's different experience of danger, the stress level of adverse experiences and the caregiver as the source of trauma. We can consider dissociation and affect dysregulation as complex adaptation to trauma. In addition, when the child is not able to manage distress, it lacks the capability to integrate the experiences. Dissociation and inadequate self regulation interfere with one another and impact the development of the sense of self. This expanded vision on EAT might serve as a basis for a new classification which has implications for recognition and assessment. Research on the consequences of early traumatic events helps us to define new criteria for attachment trauma and enables a more accurate treatment. And finally, a higher awareness of these events enables us to create adequate prevention strategies. By raising awareness among both caregivers and clinician about attachment trauma, prevention strategies and tailor-made treatment might increase and create new therapeutic opportunities.

Session Objectives:

1. Participants will be able to recognize, identify and categorize early attachment trauma.
2. Participants will be able to formulate and adapt attachment features and their impact on self-regulation and dissociation

Lead Presenter: Sean Larsen, PhD Candidate

Co Presenters: na

Session Title: Two Languages: Building emotional capacity in calm and crisis.

Session Description: From time to time kids, and adults, freak out. Responding differently and more meaningfully in times of "freak out" can dramatically improve connection and developmental outcomes with children. "Two Languages" refers to the way our brain and body function differently when aroused. Essentially, I will discuss how to better support kids when they freak out. These "freak outs" could be anything from a mild tantrum in a grocery store to an aggressive frenzy at the break down of a foster care placement. In my presentation I will discuss the role of early brain development, emotional systems, arousal systems, Attachment and the impact of early adverse experience in shaping the way our brain responds differently in times of high arousal. I will discuss the role and value of our emotional systems. I will then discuss the important role of Central Nervous System arousal in influencing the vigor and perseverance of emotional responses. I will argue that varying caregiving responses based on the arousal level of the child can be hugely valuable. I will conclude by discussing how we can respond differently to hyper aroused children to better facilitate calming and the development of calming capacity both when hyper aroused and when calm. I will also use the fancy acronym AIR Care. Catchy right? AIR Care expands to: Arousal Informed Response Caregiving. It has been a key theoretical foundation for work being done in the West Kootenays to support crisis foster care providers and emphasises responding in a way that is influenced by the arousal level of the child.

Session Objectives:

1. To describe the central nervous system arousal as it relates to caregiving for children.
2. To provide an informed approach to better responding to hyper arousal (freak outs) in children that both supports calming in the moment and increased capacity in the future.

Lead Presenter: Nicole Schryver, LCSW
Co Presenters: Laura Woodward

Session Title: Implementing the NMT Approach in the Home

Session Description: There is an ongoing trend to provide a higher level of therapeutic care within the home to prevent out of home placement. This can especially be true for children with a history of mental health diagnoses related to attachment. Providing in-home therapy allows professionals working with the family to identify specific needs, teach methods of co-regulation and foster positive relationships grounded in culturally sensitive techniques. Through the implementation of NMT concepts in the home, families and providers work together to establish sustainable, effective, trauma-informed interventions that improve family functioning.

This presentation will address the creative and family-specific implementation using the NMT approach in the home. An overview of the program will discuss structure, program development, successes and challenges. Mount St. Vincent's in-home program uses a collaborative team approach including a family therapist and behavior coach which allows for both behavioral intervention and therapeutic processing to occur simultaneously. This approach promotes rapid change without overwhelming a family's ability to participate and engage in treatment. With the regulation versus compliance approach of the in-home team, an environment of acceptance and safety is created and new ways of interacting can be established. The in-home team additionally uses music, art, sensory, movement, and animal assisted interventions in the home environment.

The presentation will identify successes and challenges faced when implementing using the NMT approach in the home setting, specifically around gaining buy-in from families who use traditional compliance based methods of discipline. The presenters will use experiential learning activities including building a coping skills tool box, interactive, NMT based case conceptualization and treatment planning, and identifying effective interventions in the home. Participants will connect areas of growth and identify recommendations from the metric to interventions and activities. Finally, the presentation will include a discussion on collaborating with community resources and translating NMT interventions into alternative settings, thereby increasing the family's ability to successfully engage in the community.

Session Objectives:

1. Participants will be able to identify interventions using the NMT approach for the home environment and learn strategies to engage families in implementation.
2. Participants will identify activities, community resources and effective interventions using the metric.

Lead Presenter: Stephanie Paravicini, Psy.D., IFECMH Specialist, RPM

Co Presenters: Rachel Talamantez, EdD, LMFT, IFECMH Specialist, RPM, Sharon Rea Zone, MSW, LCSW, IFECMH Specialist, RPM, Maureen St. John, MA, IFECMH Specialist, RPM, Kristie Brandt, CNM, NP, DNP

Session Title: MOVING FROM THEORY TO PRACTICE THROUGH REFLECTIVE MENTORING

Session Description: The Napa Infant-Parent Mental Health Fellowship through University of California Davis Extension is a 15 month intensive, interdisciplinary training and mentoring program for professionals who work with infants and young children. Participation is open to post-baccalaureate through post-doctoral professionals including physicians, nurses, psychologists, social workers, special educators and others. Since its inception, this program has utilized reflective practice as an integrated part of the curriculum, and has provided participants with practice based reflective mentoring alongside traditional teaching and training methods. After the initial 4-month "Basic Skills" phase of the program (January-April of the training schedule), fellows begin participating in reflective practice groups on the last day of each three-day monthly training session.

This presentation will provide an overview of: a) the format of the reflective practice groups, including the use and purpose of both "Ad Hoc" and "Fixed" reflective groups; b) the role of reflective practice in the acquisition, integration and consolidation of new knowledge; c) reflective mentoring with multidisciplinary groups, and in groups with varying levels of exposure and experience with the reflective process; and, d) how the reflective process enriches the learning experience through supporting an increased understanding of new material, and its relevance and application in clinical contexts. Finally, through a discussion panel we will share some of our individual experiences over the years in working as reflective mentors in the Napa Fellowship and supporting participants during their 15-months of training in integrating and operationalizing program content, thinking deeply about themselves as professionals, tackling the complexities of their work, and transforming both themselves and their practice.

Session Objectives:

1. Describe an application of Reflective Practice Supervision/Consultation/Facilitation within the context of a training program
2. Demonstrate the use of the NMT as a background for supporting new learning and professional growth – considering neurobiology to facilitate the reflective process

Lead Presenter: Anton Smith, MSW, RSW

Co Presenters: Stacey Charchuk, Cert CYCW

Session Title: Children And Residential Experiences: Creating Conditions for Change (Holden 2009)

Session Description: This seminar will provide participants with an opportunity to learn about a model of residential care, "Children and Residential Care, Creating Conditions for Change" (CARE), developed by the Residential Child Care Project at Cornell University, The CARE model is principle-orientated approach grounded in evidence informed practice. The participant will have an opportunity to learn about the model, the implementation process, the results. and participate in activities.

Session Objectives:

1. participants will learn the importance of a healthy organizational context to the delivery of child and family services.
2. participants will learn six practice principles of the CARE model established through current literature, practice standards, and practice wisdom towards providing care in the "Best Interest of the Child"
3. participants will have the opportunity to hear the experience of an organization shifting from behavioral orientated practice towards evidence informed care for children and families.
4. participants will witness the evidence of three years of data including organizational social context, staff knowledge and beliefs, staff current practice and youth perceptions.

Lead Presenter: Sarah Rosen Garrett, LCSW, RPT

Co Presenters: Lindsey Humphrey, LCSW, Erin Givarz, LMSW

Session Title: A New Holistic Model of "Trauma-Informed" Care: Integrating Mind & Body

Session Description: Cognitive interventions alone may be inadequate to address the complex neurodevelopmental needs of children who have experienced complex trauma. The Neurosequential Model of Therapeutics supports a "bottom up," holistic approach to the treatment of complex trauma. For example, a child's neurodevelopmental history, and unique symptoms and needs may indicate that interventions first focus on regulating the brain stem (i.e., drumming and rhythmic, repetitive movement).

Within an interactive workshop, with experiential activities, the presenters will:

- Provide an overview of research supporting an evidence-base for the use of experiential therapies for the treatment of complex trauma in children and adolescents.
- Provide an overview of the Phoenix Center's innovative trauma-informed model which integrates many experiential therapies into a child and family's intensive plan of care. Services may include yoga/mindfulness, music therapy, play therapy, sand tray therapy, expressive art / art therapy, animal-assisted therapy and attachment-based parenting programs.
- Provide an overview of program results & finding for innovative projects, such as:
 - Therapeutic Yoga in Head Start Classrooms
 - Music Therapy with Youth served by the Juvenile Justice System
 - Animal-Assisted Therapy
 - Camp Phoenix – an innovative therapeutic camp model incorporating experiential therapies and outdoor/wilderness therapy

The Phoenix Center is a non-profit organization that works with low income, rural children and families who have experienced complex trauma (www.phoenixcentertexas.org).

Session Objectives:

1. Identify an innovative, holistic model of trauma-informed care, including: animal-assisted therapy (equine therapy & Assistance/Facility Dog), outdoor/wilderness therapy, play therapy, sand tray therapy, expressive art / art therapy, music therapy (drumming and song writing), yoga and mindfulness/meditation, and attachment-based parenting programs. The presenters will describe how these experiential therapies are integrated into a child and family's holistic plan of care. Our model is intensive and offered at no cost, or on a sliding fee scale, with services provided to children and families more than once weekly.
2. Observe, create, process and connect with other participants through hands-on experiential activities (yoga, mindfulness & expressive art activities)

3 Hour Extended Workshops

Lead Presenter: Marti Smith, OTR/L

Co Presenters: na

Session Title: OT Regulation Strategies for Trauma

Session Description: Marti Smith, OTR/L will discuss various techniques to help calm and regulate while investigating through a trauma lens.

Session Objectives:

1. Participants will discover rhythmic, repetitive exercises that are neurologically designed to calm.
2. Participants will discover various uses of Lycra and the proprioceptive benefits it can provide.

Lead Presenter: Claire Murray

Co Presenters: na

Session Title: Emotion Works – A developmentally respectful approach to emotional education

Session Description: This extended workshop provides the opportunity to complete the Emotion Works Introductory Training Module 'Getting Started with Emotion Works'. The session will...

> Introduce the 'Component Model of Emotion' as a tool for scaffolding professional dialogue and planning emotional education across a range of developmental levels

> Share a number of practical examples relating to a range of curriculum areas, topics and themes

> Provide a hands on opportunity to try out our learning and conversation tools

> Demonstrate how our Additional Support Framework optimises engagement by promoting positive relationships, supportive communication, personalised learning experiences and regulated arousal states

Session Objectives:

1. Demonstrate how the Emotion Works approach operates in accordance with NMT/NME principles
2. Provide practical ideas and resources for implementation of the Emotion Works approach in classroom, curriculum and consultation work

Lead Presenter: Kathy J. Van Horn

Co Presenters: Joshua MacNeill

Session Title: Practical Tools for Transforming Schools: How using Brain-Breaks, Dogs, and Mini-maps can transform the DNA of your programs

Session Description: All educators recognize the importance of student regulation in the classroom, but many don't recognize the dysregulating impact that their classroom activities, structure and expectations may have on students. This session will demonstrate how brain based interventions such as brain breaks, facility dogs and mini-maps can be used to help students succeed. This will be an interactive workshop with examples of interventions demonstrated through stories, data and video testimonies. Participants will have the opportunity to participate in interventions and experience their impact

Session Objectives:

1. Attendees will understand how to select brain-breaks and develop brain based activities that will help students regulate.
2. Attendees will be able to choose brain appropriate interventions based on information from mini-maps.

Research Presentations

Information coming soon

Interactive Session B

Lead Presenter: Joe Heritage

Co Presenters: Kyle Bixenmann, Shawn O'Grady

Session Title: "A Day at the Movies" Helping people who work with traumatized children understand the emotional impact of trauma and neglect.

Session Description: We often train direct care staff on the cognitive material of NeuroDevelopment but don't address the emotional component that is so key in helping staff work with difficult children. Using video clips from popular movies and YouTube videos, the presenters will demonstrate the use of popular media as well as interactive role playing to help reinforce cognitive material.

Session Objectives:

1. Reinforce principles of brain development.
2. To introduce training techniques that may help people better understand the emotional impact of trauma and neglect

Lead Presenter: Leah Gudbjartson-Beaupre

Co Presenters: na

Session Title: Green, Yellow, Red Approach - Incorporating NMT Principles into Therapy Practice

Session Description: The green, yellow, red approach is an approach to therapy practice with children based on NMT principles. It was created by the presenter to help incorporate the principles of self-regulation and somatosensory activities in a way that makes sense to children (and adults) using a heart rate monitor, and a green, yellow, red chart. Issues of arousal are also addressed in this approach in a way that makes sense to children and adults and helps them to recognize and identify their regulation needs. This can be used to help educate caregivers, and can serve as a way for children to communicate how they are feeling internally without needing the words to explain their feelings. This approach has helped many children and adults show rapid results in the areas of self-regulation, communication about their needs, and how to use "green" activities to return to calmer states.

Session Objectives:

1. To introduce the theory and concepts of the Green, Yellow, Red approach which incorporates NMT Principles.
2. To provide participants with examples of regulation activities and case examples to illustrate the approach used in therapy practice.

Lead Presenter: Jennifer G. Albright, MA, ATR, LPC

Co Presenters:

Session Title: Utilizing Art Therapy as a Bottom Up Processing Intervention for Cumulative Trauma Repair

Session Description: This session will have 2 components. First, participants will look at the neurobiological factors that make art therapy a highly effective intervention for approaching cumulative trauma repair as a component of the therapeutic web of the Neurosequential Model of Therapeutics. There will be a brief introduction to how art therapy can work as a bottom up processing tool. In addition, there will be a discussion of the art therapy literature and research that correlates with Dr. Perry's model and assessment lens. Second, participants will complete an art therapy intervention and work on processing.

Session Objectives:

1. Participants will understand how art therapy can be utilized as a bottom-up intervention.
2. Participants will observe and experience the act of repetitive movement as well as the importance of a "safe container" in the creation of art.

Lead Presenter: Miriam McCaleb

Co Presenters: na

Session Title: Action Songs as a Means of Practicing Self Control

Session Description: With a thoughtful selection of songs and a playful overture, adults from a range of disciplines can use music (specifically Action Songs) in a variety of ways. They hold the potential to strengthen relationship, facilitate communication and enhance compliance (bonus!). The benefits of rhythm music for optimal human development are well documented, but there can be a vast chasm between an appreciation of those benefits and being the kind of practitioner who uses their mental library of tunes to shamelessly sing and clap when the situation comes even close to demanding it. Perhaps this awareness - without action - of the value of song is a mismatch between opportunity and investment.

This workshop will work to bridge that gap.

Session Objectives:

1. To review the theoretical relevance of prioritizing musical experiences for children, particularly with a view to considering how Action Songs help children with poor impulse control to practice bodily awareness.
2. To practice a range of action songs, and consider appropriateness of choosing (or creating) a particular song for a range of circumstances

Lead Presenter: Heather T. Forbes, LCSW

Co Presenters: na

Session Title: Life is Therapy: Embracing Negative Moments as Healing Moments

Session Description: The majority of interventions for children are done outside of the home, in a controlled and regulated environment. While great work can be done in such settings, children with traumatic histories often only demonstrate their most difficult and challenging moments within the context of their home. Additionally, they often present outside the home as well-adjusted, engaging, and likable children. "Raw" moments seen at home are rarely, if ever, seen in the clinical offices of clinicians and other professionals nor are they easily recreated during these treatment sessions. This workshop will demonstrate what it means and what it looks like to create a healing exchange with a reactive (both hyper- and hypo-aroused) traumatized child. Participants will be engaged in emotionally intensive role-plays with the presenter to experience the strength of connection during moments of dysregulation. These powerful exercises will leave the participants saying, "Now I get it...now I understand how to put science into action!"

Session Objectives:

1. Understand that effective treatment for trauma occurs precisely during a child's most disruptive behavioral moments.
2. Identify ways to bridge the gap between neuro-science and everyday interactions with traumatized children

Lead Presenter: Gale Kelley, Ed.D., LMHC, CETP, NBCC
Co Presenters: na

Session Title: Puppets Lend a Hand to Help Children Heal

From the Effects of Trauma

Session Description: Using experiential activities this interactive workshop will direct participants in how to make and use simple puppets as a method of helping children and their caregiver(s) heal from traumatic experiences. Demonstrated interventions and techniques have been designed to meet the specific cognitive, emotional, physical, and psychological needs of traumatized children ages 3 years and older. The innovative features of these interventions will combine the treatment components of Trauma Focused-Cognitive Behavioral Therapy (TF-CBT), the use of puppetry as an expressive arts media, and the underlying principles of anthropomorphism (the practice of attributing human characteristics to animals and other living things).

Session Objectives:

1. Acquire advanced clinical psychology knowledge, assessment skills, and intervention strategies to effectively treat traumatized children and adolescents
2. Gain experiential knowledge of the application of pre- and post-questionnaires to measure therapeutic progress within a single session

Lead Presenter: Kurt A. Wulfekuhler, Ph.D., LPCC

Co Presenters: na

Session Title: Moment to Moment Co-regulation: Learning from Sensorimotor Psychotherapy@

Session Description: Sandhill Child Development Center began the process of integrating a neurosequential perspective over eight years ago and was one of the first flagship sites. At this point, NMT is thoroughly integrated into every phase of our work. In describing our model to parents, child care workers, and education consultants, we commonly distinguish three aspects of our treatment:

1. Building the therapeutic web.
2. Moment to moment co-regulation.
3. Working with control strategies (kids with neuroregulatory difficulties develop maladaptive control strategies).

In this workshop, we will describe and differentiate these three different aspects of treatment and talk about how they need to be integrated, but then focus on the moment to moment co-regulation (Regulate-Relate-Reason). The workshop will highlight interventions from a Sensorimotor Psychotherapy@ perspective, emphasizing their helpfulness in helping children and youth regulate. In addition to explaining the importance of "dropping the content" when a child or youth is moving up on the arousal continuum, the workshop will include experiential activities designed to introduce participants to some basic sensorimotor interventions such as developing:

- Somatic resources (e.g. centering resources, "containment" resources, movement resources, and "adjusting sensory stimulation")
- Grounding resources
- Core posture and alignment resources
- Breathing resources.
- Boundaries

Following exploration of these Sensorimotor interventions for helping children and youth regulate, the workshop will briefly discuss integrating Life Space Interventions into the Moment to Moment Co-Regulatory interactions (Relate and Reason). The notion of "Life Space Interventions (LSI)" have its roots in the work of Fritz Redl, one of the early parents of residential treatment, and the LSI has been utilized for many decades in a variety of treatment settings. NMT and Sensorimotor perspectives provide an important addition to the notion of the LSI, and the LSI provides a helpful window into the conversations that can be therapeutic once the child or youth has moved back into a calmer state.

Session Objectives:

1. Participants will learn one particular perspective on the basic steps (Regulate-Relate-Reason) to help children and youth regulate when they have moved up the arousal continuum (or outside the Window of Tolerance).
2. Participants will learn some basic Sensorimotor Psychotherapy@ interventions that can be useful when a child or youth has moved up on the arousal continuum (or outside the Window of Tolerance).

Lead Presenter: Douglas Beckstead

Co Presenters: na

Session Title: "Act Out" drama program for teens

Session Description: Act Out is an 18 session program for junior high age students which utilizes drama games and short scenes to help teens explore and cope with issues that they may face in their everyday lives. Drama techniques open the floor for open discussions to take place in a safe and nonjudgmental way. This workshop will describe the program and show workshop participants aspects of a typical Act Out session

Session Objectives:

1. to demonstrate and involve workshop participants in the experiential learning of some of the drama games and scenes used in the program.
2. to summarize outcomes and feedback that we have gathered from pre/post tests, participant narrative reports, and parent interviews.

Lead Presenter: Laura McFarland

Co Presenters: Bettina Shultz-Jobe, Tim Jobe

Session Title: Harnessing the Power of Relationships to Transform Schools: A Tale of Two Texas Schools

Session Description: We share preliminary findings of a case study examining the ways in which two distinctly different Texas schools translate trauma-informed relational principles into practice in their efforts to promote trauma-informed and developmentally sensitive school climates. Both schools were exposed to training in Natural Lifemanship™, an innovative approach to therapy and to building healthy adult-child relationships in non-therapeutic settings. Developed by Tim and Bettina Jobe, Natural Lifemanship™ trainings provide a foundational understanding of how traumatic stress impacts children's ability to self-regulate and relate, with implications for how children learn and behave in school. Natural Lifemanship™ equips educators with a set of principles for building supportive relationships that meet children at their developmental stage and help them build the social, emotional and behavioral skills expected of children their age. These principles are derived from the founders' work developing an innovative and effective model of Trauma-Focused Equine Assisted Psychotherapy, one in which relationships are the focus and the vehicle for change.

Session Objectives:

1. Understand the fundamental Natural Lifemanship™ (NL) principles and how they help promote quality, transformative relationships between adults and children who have trauma histories.
2. Learn how two schools endeavored to improve the relational milieu of their respective campuses based on the NL and NME principles to which they were exposed in NL didactic and experiential training workshops.

Friday, June 10, 2016

FEATURED SPEAKER SESSIONS

Lead Presenter: Michael Ungar

Co Presenters: na

Session Title: "Diagnosing" Resilience: Seeing The Positive in Young People Even When There are Serious Problems

Session Description: With growing interest in resilience among mental health care providers, there is a need for a simple way to think about the complex interactions that predict which children will do well despite the seriousness of the challenges they face. A focus on resilience helps us to understand children's individual adaptive and maladaptive coping strategies, as well as the social and physical ecologies that facilitate processes associated with resilience. Using case examples of children who have been exposed to high levels of adversity such as family violence, mental illness of a child or caregiver, natural disasters, forced migration, poverty, racism and other types of social marginalization and political conflict, Michael will show how we can assess childhood resilience and use that assessment to guide practice. He will show that by "diagnosing" resilience, we are in a better position to design interventions that are sensitive to the individual, family, school and community factors that influence a child's wellbeing. Seven factors common to children who cope well under adversity and avoid problems like depression, PTSD, and delinquency will be discussed. This presentation will also explore ways we can intervene to help children cope by changing the social and physical environments that surround them.

Session Objectives:

1. To understand the factors that contribute to resilience.
2. To understand the concept of differential impact and the relationship between risk and resilience.

Lead Presenter: Nelba Marquez-Greene

Co Presenters: Bruce D. Perry

Session Title: Whose tragedy is it? Contrasting systemic/organizational structure work with the individual victim journey after community loss. How do we honor both?

Session Description: Nelba Marquez Greene is a licensed MFT and the mother of one of the children murdered in the Sandy Hook School shooting in Newtown, CT. For the past three and one half years, Nelba has been both a recipient of community services offered to trauma survivors after disaster and a challenger of traditional methods of delivery.

Her work has taken her all over the United States and she is an in demand speaker for trauma informed methods in schools and community services. She believes trauma informed care is a human rights issue and that our programs should be meeting the needs of all children, from the Anas (her daughter) to the Adams (the young man who murdered her daughter and 27 other people). She has begun a non profit named "The Ana Grace Project" which aims to "promote love, community and connection for every child and family" designed to reduce social isolation and bring attention to trauma. She believes that is only this powers of love, community and connection that can prevent future mass shootings.

Session Objectives:

1. Understand what every therapist should have been told before walking into Sandy Hook
2. Learn the critical distinctions between therapist as advocate and therapist as therapist after tragedy

Lead Presenter: Emily Wang, Ph.D.

Co Presenters: na

Session Title: The NMT Approach and Evidence Based Treatment and Practice: Integration Across Multiple Programs

Session Description: At Hull Services, the knowledge gained through the Neurosequential Model of Therapeutics (NMT) has deepened our understanding of our clients, as well as our practice. With the core concepts of the NMT as the framework, we have increased our capacity to work with our clients, seeing a decrease in restraints and critical incidents, and increase in relational engagement, self regulation, and staff satisfaction. We have utilized Implementation Science to improve our practice in the NMT, are developing a service delivery model that supports the integration of the NMT into the Evidence Based Treatments being used across our 28 programs.

Session Objectives:

1. To provide delegates with an understanding of how a complex organization has changed, and continues to grow and change by integrating the NMT into our programs/policies/supervision through the lens of Implementation Science.
2. To provide delegates with an idea of what the NMT approach looks like in practice across different program settings and using different Evidence Based Treatment modalities

Workshop 4

Lead Presenter: Hilary Catling, LMFT

Co Presenters: na

Session Title: Trauma and Loss in the Family: Reclaiming Hope after Traumatic Events

Session Description: This interactive strength-based workshop will provide participants with treatment issues when working with a family, or a child within a family who has gone through a traumatic event(s). The focus will be on the beauty of the human spirit and how one "rises out of the ashes" after walking through grief and pain. Catling will draw upon her years as a marriage and family therapist working in non-profits and faith-based organizations. She will discuss real life examples of trauma cases from her therapeutic practice, utilizing multi-media to present treatment for children and their families as they journey through their trauma story to hope and joy!

Session Objectives:

1. To clarify the impact of trauma on families
2. Explore attachment and trust issues within family treatment

Lead Presenter: Jane Whyde

Co Presenters: Julie Boldman-Buzard, Carol Taylor, Nancy Nestor-Baker

Session Title: Building Better Lives: Using the Neurosequential Model for Community Wide Change

Session Description: Building Better Lives is an initiative in Franklin County, Ohio, a large metropolitan area of 1.2 million people, which works to infuse all child-serving systems with concepts from the Neurosequential Model with an overall goal of reducing child abuse and neglect. Children and families function within a complex web of services and supports across many systems. Each system plays a role in supporting the family in order to effect change and promote prevention for future generations of children. By working with this interconnected web of organizations that assist children and families, we have been able to promote a community-wide environment that is both developmentally-respectful and trauma-informed.

Building Better Lives has worked on overall community awareness, providing training to over 6,500 people in the Central Ohio area, including community leaders and policy makers. Additionally, there has been specific work within many child serving systems to integrate the concepts from the Neurosequential Model into daily practice

We will share the journey and lessons learned as we have identified champions, build collaborative relationships and integrated the model into a continuum that spans community awareness, prevention, intervention and treatment.

Session Objectives:

1. Participants will learn strategies for identifying community champions and building partnerships
2. Participants will learn approaches to managing explosive growth and pockets of resistance within the community

Lead Presenter: Michelle Taylor

Co Presenters: Pam Cornwell, Maryellen Dyer

Session Title: Not in Isolation: Bridging Systems and Working Together to Form Healing Relationships

Session Description: From a macro-level perspective to an individual child, NMT encourages casting a broad net for support. This panel presentation will explore ways to think about applications and implications for NMT whether you work at a policy level, within a service organization or with a particular child.

Session Objectives:

1. Overview the key neurodevelopmentally informed interventions being utilized at various sites, for example animal assisted therapy; neurofeedback and sensory dosing.
2. Participants will be able to identify system representatives that should be invited to participate in NMT meetings to discuss results of an assessment.
3. Participants will be able to identify strategies developed by 3 communities to better serve/support children.
4. Provide panel discussion that gives perspective from various professional lens' + family & youth -in regard to integrated care. Emphasis on NMT approach.

Lead Presenter: Marlene ONeill Laberge

Co Presenters: Terra Bovingdon

Session Title: It's Never Just One Thing: a multi-modal approach to the treatment of attachment insecurity

Session Description: This workshop will follow a specific case study, outlining the integration of Heartmath technologies, EMDR, Circle of Security Parenting and Andrew Turnell's Words and Pictures tool in the treatment of attachment insecurity. The presenters will follow the story of one 12 year old girl, adopted at age 4 from an overseas orphanage and her mother, a Canadian-born parent of three biological children and three adopted children.

Session Objectives:

1. Participants will see how the creation of the Words and Pictures storyboard helped one family talk about and communicate difficult information.
2. Participants will have an opportunity to interact with the Heartmath technology and will come to understand it's practical application in the treatment of regulatory disorders.

Lead Presenter: Ali Freedman, PsyD, MBA
Co Presenters: Jesus Sandoval

Session Title: Saving Lives: As a community, by a community, for a community. Implementation of Wraparound in community setting with gang involved youth and formerly gang involved mentors

Session Description: A review of the application of evidence-based Wraparound Approach to a community of gang involved youth on probation and formerly gang-involved Credible Messengers (i.e., mentors) with a host of professional and community volunteers. The intent is to wrap around youth and families, leverage the strengths of all involved, and support positive youth and community development. This is in partnership with San Diego Police, Probation, Fred Finch Youth Center, New Harvest Church, and countless other partners. We will describe the intervention, the challenges, and successes and discuss why we believe this powerful approach is literally saving lives.

Session Objectives:

1. Illustrate the impact of trauma and violence in the community on the trajectory of youth to join gangs
2. Identify how traumatic exposure impacts development and how community interventions at the right level at the right time can change the course

Lead Presenter: Stacy G. York, LCSW

Co Presenters: na

Session Title: Integrating EMDR, Art, and the NMT Model to Address Pre-Verbal Needs of Internationally Adopted Children

Session Description: The NMT Model serves as the base of my private practice. Once a map has been completed, I often rely on other interventions to assist the client in overcoming any childhood trauma. EMDR and art therapy approaches have become two of my most reliable interventions. However, I provide a variation of EMDR that focuses on the attachment relationship and includes the caregiver in the bi-lateral stimulation process. This workshop will introduce participants to challenges experienced by internationally adopted children who initially came to me for a NMT brain map and stayed as we addressed their pre-verbal trauma through EMDR and art therapy.

Session Objectives:

1. Participants will see how the NMT model can integrate easily with EMDR, using bi-lateral stimulation from the caregiver to address attachment issues.
2. Participants will explore how using art can create the goals for EMDR and then EMDR can be used in a developmentally sensitive manner can help clients overcome pre-verbal trauma.

Lead Presenter: Adrienne Walschinski, LPC

Co Presenters: Jennifer Keyes

Session Title: Neurosequential Model in Practice: A Consumer and Agency's Collaborative Effort

Session Description: This workshop will provide an overview of SaintA's assessment process and offer a discussion of the clinical consultation services. A consumer example will be shared from the caregiver's perspective offering a summary of the youth's relevant historical information and present level of functioning. Additionally, attendees will be provided an overview of the youth's treatment modalities prior to the SaintA assessment and then modifications made by the youth's team with regards to the revision of treatment recommendations and interventions driven by the results of the NMT metric tool and receipt of basic psychoeducation around core NMT concepts. A time series metric report will be shared along with updates of the youth's present level of functioning and current treatment recommendations and interventions implemented within the home, school and community settings.

Session Objectives:

1. Participants will acquire the caregiver's perspective regarding the effectiveness of the NMT approach for treatment planning purposes.
2. Participants will be provided an overview of the complimentary assessment tools that are considered for use and the course of assessing the metric tool results to develop effective treatment recommendations.

Lead Presenter: Dawn O'Malley

Co Presenters: na

Session Title: Keeping it Real: The development of fidelity measures for NMT implementation

Session Description: Application of implementation science for evidence-based treatment to the development of NMT-based treatment programming.

Session Objectives:

1. Provide a basic overview of current standards for the implementation of best practices.
2. Provide a template for successful implementation of NMT-based treatment in mental health settings.

Lead Presenter: Heather Macdonald Ph.D.

Co Presenters: Denise Budgen M. Ed

Session Title: Learning from the Inside Out: Creating Optimal Learning Environments

Session Description: The TriOptimal Learning Model™ focuses on the intersection between attachment, neuroplasticity and ecological theory in terms of academic achievement as these are central concepts for understanding factors which affect students who struggle with learning. In the Philippines, U.S. and Canada, the model has been used to train social workers, schools and educators to promote optimal learning environments that support the regeneration of neural networks. To date, the model has targeted populations with learning disabilities and has ventured into the at-risk children and trauma populations.

Session Objectives:

1. To provide an overview of the TriOptimal Learning Model™ (TOLM)
2. To understand the importance of self-reflection and application before implementing the model.

Lead Presenter: Gerhard Raftl

Co Presenters: Marie Pinter

Session Title: Now it begins to make sense: the benefits of a trauma-informed approach and the NMT in re-shaping supports for persons with intellectual disability with adverse experience

Session Description: Two cases are presented which explores SAL Consulting's experience and approaches, challenges and progress in integrating neuro-developmental, attachment and trauma-informed approaches, and specifically the application of NMT with individuals with an intellectual disability.

Session Objectives:

1. Outline the unique psychosocial and risk factors associated with a diagnosis of intellectual disability.
2. Investigate the prevalence of concomitant intellectual disability and complex developmental trauma.

Lead Presenter: Katrina Halpin

Co Presenters: Frances Attard

Session Title: Are you ready? Nothing's Impossible: Two unique approaches utilising Six Core Strengths, the Six R's for Healing Trauma and the NMT.

Session Description: The first approach outlines and demonstrates a six-week group for parents utilising a neuro-developmental, attachment and trauma informed framework to ensure safer homes for young people. The second approach focuses on a collaborative therapeutic intervention with an individual young person, utilising the NMT, the 6 R's of trauma recovery, somatosensory intervention and therapeutic life story work.

Session Objectives:

1. Explore the role of the six core strengths and 6 R's of trauma recovery in supporting development of parent capacity, and healthy development in children and young people.
2. Explore rapport building and individual therapeutic engagement from a non-relational standpoint i.e., focusing on safety and physical environment.

Lead Presenter: Jane Rousseau

Co Presenters: na

Session Title: Empowered or Tokenized? The Experiences of Aboriginal Human Service Workers and Organizational Responses in a Historically Oppressive Child Welfare System

Session Description: Government human service organizations regularly attempt to recruit ethnically and culturally diverse professionals to improve services to diverse communities. The underlying assumption is that organizational culture and structure support this organizational practice. This study represents a combined ethnographic and Indigenous research methodological approach used to explore the unique challenge for Aboriginal professionals who work in a government child welfare system responsible for the oppression of Aboriginal children, families, and communities. As a non-Aboriginal organizational insider and researcher, I used a combined Indigenous/ethnographic approach to explore these issues with 26 Aboriginal professionals within the British Columbia (Canada) Ministry of Children and Family Development (MCFD). I was also grounded in day to day organizational experiences within MCFD working full time within the array of Aboriginal services for several years. This study involves a dual focus that examines the history, identity, values, motivations, and practice approaches of Aboriginal professionals as well as how organizational structural and environment variables support or impede their representation of community needs and interests. Analysis of these two areas results in significant findings for the organization, the social work profession, and various practice and organizational diversity literatures.

Aboriginal participant descriptions of values, beliefs, and practices contribute to literature exploring contemporary Indigenous practice approaches that integrate traditional knowledge with professional practice. Consistent with some representative bureaucracy studies, participant descriptions of personal history, experience, practice, and motivation to work in MCFD indicate values, beliefs, and motivations strongly shared with their representative group: to reduce the number of Aboriginal children in government care and reconnect them to community. Aboriginal participant role tensions and dual accountabilities, resulting from their unique community/Ministry insider/outsider position, provide context to studies that explore tensions and contradictions that exist for diverse professionals working in their communities through mainstream organizations...

Session Objectives:

1. Increase participant understanding of the history of Aboriginal child welfare government services and impacts on inter-generational trauma within First Nations and other Aboriginal communities.
2. Increase understanding of the organizational practice and policy conditions necessary to more effectively address inter-generational trauma and the over-representation of Aboriginal children in care.

Featured Workshops B

Lead Presenter: Alisha R. Pollastri, Ph.D.

Co Presenters: na

Session Title: How Can I Evaluate whether this New Approach is Working?

Session Description: This interactive workshop will teach attendees the basics and best practices for evaluating outcomes during implementation of a new approach or intervention. Workshop participants will receive practical, user-friendly guidance and will leave with a plan for evaluating outcomes related to a new intervention in their own organization. Specifically, workshop participants will learn six steps for conducting a high-quality evaluation project: identifying variables of interest, creating a plan for measuring these variables, making decisions about data collection strategies and executing these decisions, analyzing outcomes using statistics, and disseminating findings to stakeholders. This workshop will be interactive and experiential, with opportunities for independent reflection and small group brainstorming, and will focus on helping workshop participants to clarify their own goals of implementation as a preparatory step to engaging in program evaluation. Workshop participants will be led through the process of designing an evaluation plan so as to systematically study outcomes of interest and draw meaningful conclusions. In doing so, workshop participants will leave able to design an evaluation project that allows them to determine how an implemented therapeutic approach is working within in a treatment setting, and answer questions about for whom the approach is working best and/or how or why the treatment is working.

Workshop leaders will refer to their own experiences designing an evaluation of Neurosequential Model of Therapeutics (NMT) and Collaborative Problem Solving (CPS) implemented in residential facilities, however the workshop will be relevant to providers implementing other approaches who may be interested in evaluating the effects of their own implementation efforts.

Session Objectives:

1. Workshop participants will learn how to identify "variables of interest" (e.g., what factors the intervention is designed to change) and ways to measure them.
2. Workshop participants will learn what factors to consider when designing a data collection and analytic plan.

Lead Presenter: Elise Groenewegen

Co Presenters: na

Session Title: Creating Trauma-Informed People-Safe Places: A Public Health Approach

Session Description: It is not uncommon to travel on a bus, walk through a busy grocery store, library, medical clinic, or any place where families gather or wait in line and observe a stressed adult yelling, cursing at, hitting, or threatening to hit a child in order to get the child's attention and change the child's behavior. This situation is not only ineffective in attempting to provide discipline, but can sometimes border on abuse. It is also uncomfortable and sometimes frightening to others witnessing this adult reaction to a child. This workshop will explore how to create trauma-, cultural-, and developmentally-informed People Safe Places to promote effective limit setting, healthy relationships, support of family self-care, and community well-being.

Session Objectives:

1. Increase participant's understanding of the AAP's recommended limit setting strategies that reduce the frequency or occurrence of abusive or disruptive and ultimately ineffective, disciplining behavior.
2. Enhance participant's comfort, competence, and accountability with regard to intervening in occurrences of abusive or disruptive discipline, or other instances of a high-stress or volatile situation.

Lead Presenter: Kristin L. Dempsey, LMFT, LPCC

Co Presenters: na

Session Title: Bringing on the Brain: Using the NMT Approach to Engage High School Students in Behavioral Health Careers?

Session Description: Youth are often naturally interested in behavior and psychology as they are focused on themselves and peers.

This workshop will discuss the use of basic NMT concepts in a brief one-hour intervention to encourage high school students to explore "careers in understanding the brain", with the goal of increasing interest and curiosity in the behavioral health field.

This workshop will review the basic format of the intervention, including the introduction to the structure of the brain, the "brain-informed" assessment, as well as how to apply appropriate interventions based on assessment of a hypothetical vignette that is acted out for the students. The intervention ends with brainstorm and discussion regarding "brain professionals" and how the behavioral health is and will continue to be, impacted by neuroscience.

Workshop will conclude with various alternatives to provide the intervention, current qualitative data from students receiving the intervention, as well as additional benefits of presenting material to students, many of who have histories of trauma or significant stress.

Session Objectives:

1. Identify the four main components to delivering the intervention: brain functions, simple assessment, typical interventions, and careers.
2. Practice as a participant in the intervention and review how modeling and feedback is provided.

Lead Presenter: Michelle Maikoetter, MA, NCC, LPC-S

Co Presenters:

Session Title: "NMT for the Rest of Us"

"Where NMT and Reality Meet – The Crossroads of Implementation"

Session Description: This training will use case studies to illustrate how impactful the NMT learning process can be in transforming the way one views clients, struggles, interventions, and each other. A brief overview will be given of the NMT model, the metric, and neurodevelopment. The bulk of our time will be spent in discussing the revolutionary way NMT information can be presented to direct care and educational staff in order to galvanize understanding and application. Actual slides and language utilized to teach staff will be demonstrated.

This experiential, multi-sensory training will provide take away information which will be helpful in every area of your life – both professional and personal applications.

Session Objectives:

1. Participants will use comparative case studies to understand the application of NMT in non-clinical settings.
2. Participants will discuss how this information can be transferred back to their own environments.

Lead Presenter: Nicole Milburn,
Co Presenters: Annette Lyn Jackson

Session Title: Integrating NMT with developmental measures for assessment and intervention with maltreated infants

Session Description: Take Two is a therapeutic service for child protection clients in Victoria, Australia. Take Two's work with maltreated infants and young children between ages of zero and four years will be presented. Aggregated data will be used to explore similarities and differences within the group based on their history of maltreatment and experiences in care including NMT and other descriptive and standardised data. Case studies will be provided that demonstrate the clinical work of Take Two with infants and the role of the NMT in the work. The case studies chosen have all had specialist developmental assessment via the Bayley Scales of Infant Development, and results of the Bayley Scales are compared with the NMT for discussion. This paper will present on how the application of NMT along with other theoretical frameworks has added to our capacity for formulation and interventions for the child, family and system of care to provide better targeted treatment for maltreated young children

Session Objectives:

1. Present group NMT data for 0-4 year old maltreated children to understand similarities and differences based on history and care experience
2. Present developmental assessment information along with NMT data for specific cases to explore combined and separate strengths of what these types of data tell us.

Lead Presenter: Sandra Brenneis

Co Presenters: Thomas Holmes, Wayne Ruffiange, Kerri Tremblay, Kessia Brenneis

Session Title: Changing the face of behavior support in Sturgeon Schools: How a hand full of passionate professionals brought about division wide implementation of NME.

Session Description: Passionate about supporting all students and inspired by the impact of NME, a team of teachers from Sturgeon School Division share the successes and challenges of implementation of the NME approach throughout their school division.

Session Objectives:

1. Describe how we have fostered a trauma informed and brain based approach to teaching and learning in all of our schools.
2. Review our successes and failures of implementation, examples and experiences of NME related practices in the classroom and address questions around practical applications within a public school setting where inclusive education is the goal.

Lead Presenter: Kathryn Eidmann
Co Presenter: Mark Rosenbaum

Session Title: The Role of Civil Litigation in Transforming Policy and Practice in Child Welfare,
Education and Mental Health

Session Description:

Session Objectives:

Lead Presenter: T. Richard Fort
Co Presenter: Shane Quint

Session Title: The Evolution of Using Neuroimaging in Neuropsychiatry

Session Description:

Session Objectives:

Lead Presenter: Dr. Elizabeth Hazelwood

Co Presenters: Kim Johnston, Leah Shalanski

Session Title: Outcomes Related to the Implementation of a Regional Neuropsychiatric Program from 2007-2016

Session Description: The Neuropsychiatric Clinic focuses on providing specialized assessment to dually diagnosed patients. This presentation reviews the regional epidemiology and population-based prevalence and levels of co-morbidity of the neuropsychiatric population. Clinical outcomes will be discussed including symptom reduction and functional improvement of the 529 patients admitted to the Neuropsychiatry Clinic. There will also be a case presentation.

Session Objectives:

1. Learn to measure complex outcomes
2. Epidemiology of neuropsychiatric disorders

Lead Presenter: Adam Griffin

Co Presenter: na

Session Title: Healing Trauma Through the Lens of Various Indigenous Cultures

Session Description:

Session Objectives: