

LEARNING OBJECTIVES:

3rd International Neurosequential Model Symposium

" at the conclusion of this workshop, participants will be able to "

Tuesday, June 12, 2018

Luminary Speaker Session

8:30 - 10:00 a.m. / 9:00 - 10:30 a.m.

A. Trauma Informed Public Policy: How to Build Capacity of Child Welfare Systems to Improve Outcomes for Children and Families

1. Define the policy making process at federal and state levels in the United States
2. Describe the policy options that complement the effective implementation of trauma-informed programs/practices
3. Provide specific examples of changes in public policies that complement effective service delivery

B. It's Not Just About Brain or Behavior: Envisioning Trauma with Cultural Precautions

1. Articulate an overview of changes in the US public child welfare system about safety, permanency, and child well-being.
2. Describe the changing populations of clients in the US public child welfare systems and private agencies
3. Describe and explain the Grand Challenges for Social Work and Society.

Breakout Session: 1

10:45 a.m. – 12:45 p.m.

101. Neurodevelopmental Outcomes of Impulsivity and Environmental Adversity for Boys: A Conceptual Model for Preventing Delinquency and Recidivism

1. Characterize progression of impulsivity from preschool ADHD to increasingly severe forms of comportment (e.g., delinquency, substance use) among vulnerable males
2. Specify neural vulnerabilities to this progression
3. Describe how these vulnerabilities interact with environmental adversity

102. A Quantum Leap: Depth Psychology Integration with the Neuro-Sciences

1. Identify the key principles of depth psychology and the importance of the symbolic life
2. Explain how trauma disrupts the psyche and, as a consequence, neurodevelopment will be amplified
3. Identify the role of the expressive arts, literature and play in healing

103. The Neurobiology of Stress: How the NMT Informs the Art of Caregiving, Teaching, and Treating Trauma

1. State the core concepts associated with the neurobiology of stress
2. Implement specific strategies with children who experience trauma
3. Articulate the impact that childhood trauma has on an individual's capacity as a caregiver/professional

Early Childhood Track

10:45 – 11:45 a.m.

104. The Neurosequential Model of Therapeutics in Early Childhood

1. Explain why the fetus's experience in the uterus is assessed as part of the NMT:EC
2. Describe the age categories for assessing children prenatal through age five using the NMT:EC
3. Describe the primary neuropathways impacted by child maltreatment, neglect, and trauma

Early Childhood Track

11:55 – 12:45 p.m.

105. Integration of the NMT Within a Milieu Approach to Early Childhood Mental Health

1. Describe an experience of implementing the NM within a tertiary Milieu approach to early years intervention for vulnerable families and maltreated children
2. State a developmental perspective to the understanding of somato-sensory input for the infant and young child
3. Explain the implementation of NMT-informed individual programs and environmental adaptations utilizing the Mobius Care Model and Tile and Grout Approach

106. The Neurobiological Parallel Process in Early Childhood Programs and Organizations

1. Utilize the concept of state dependency and the stress response continuum to identify various stressors that occur in early childhood focused programs and organizations through the lens of parallel process.
2. Identify neuro-biologically informed ways to support programs and organizations, thus supporting healthy parallel process
3. Identify core foundations of practice in early childhood mental health and the organizational supports necessary for implementation

107. NMT and Touchpoints: Working with Caregivers Struggling with Addiction in the Perinatal period

1. State the use and effectiveness of the NMT metric with caregivers with a substance use history in the perinatal period.
2. Examine the findings from two evaluation sources about the effectiveness of NMT in an intensive community context
3. Describe the benefits of adding *Touchpoints* as a model of care across community partners when working to implement significant system change

Tuesday, June 12, 2018

NMT Track

10:45 – 11:45 a.m.

108. The Neurosequential Model (NM) at Hull Services - The Journey Continues: Reflecting on What We Have Learned

1. Describe the journey of the NM certification process and subsequent implementation across the agency
2. Explain how each program's fidelity to the model was assessed, and how implementation of moving forward to the next level is progressing
3. Identify next steps in the implementation process, including the engagement of the community in understanding and participating in the bigger picture of how the NMT can impact the mental health field

109. Integrating a Neurodevelopmental Perspective with Cultural Healing Practices

1. Tell a story of how NMT principles can inform an understanding of the role of culture in healing for Aboriginal children who have experienced trauma
2. Present stories of two Aboriginal young people currently living care, giving voice to their experiences
3. Explore how a culturally-informed approach can guide our understanding of NMT when used with Aboriginal children.

110. NMT from Referral to Closure: Infant and Adolescent Case Examples from the Take Two Program Demonstrating Individual, Family and Systematic NMT Practice

1. Demonstrate clinical practice within the NMT framework across the entire life of the case in the program
2. Identify the interventions recommended through the metric, including psycho-education, and explain how these are monitored both through the metric and other measures to assist case planning and closure
3. Demonstrate the clinical and programmatic support model for sustained NMT implementation with fidelity to the model

111. Finding Meaning: Sensory Enriched Learning in a Culturally Based Program

1. Describe the framework that guides the blend of traditional Indigenous knowledge with concepts of brain development.
2. Explain the cultural significance of song and the role it plays in creating a sense of belonging
3. Experience sensory activities used in Braiding the Sweetgrass children and youth groups

112. Recovering from Chronic Serious Neglect: What Does the NMT Perspective Contribute to a Theory of Change for Children Who Have Experienced Neglect ?

1. Examine serious chronic neglect by discussing possible mechanisms of harm and mechanisms of recovery
2. Apply NMT principles and underlying theories to how we think and work with children who have experienced serious neglect
3. Analyze case studies to expand on a theory of change to help children recover from neglect using the NMT approach

Breakout Session 2

2:15 – 4:15 p.m.

201. Trauma-Informed Public Policy: How to Build Capacity of Child Welfare Systems to Improve Outcomes for Children/ Families (REPEAT of Luminary Session A)

1. Define the policy making process at federal and state levels in the United States
2. Describe the policy options that complement the effective implementation of trauma-informed programs/practices
3. Provide specific examples of changes in public policies that complement effective service delivery

202. Unregulated Custody Transfers of Children (Re-Homing) in International and Domestic Adoptions

1. Identify key problems of unregulated custody transfers (UTC) /rehoming of adopted children
2. Identify current practices to address UCT/rehoming of adopted children
3. Examine recommendations to change organizational policies and professional practices for adoptive parents

Research Presentation

2:15 – 3:15 p.m.

203. Research on the Neurosequential Model: What Is Known and What Is Next ?

1. Describe the evidence base supporting the Neurosequential Model (NM)
2. Describe the utility of NM metrics in research
3. Explore ways to expand and improve NM research

NME Track

2:15 – 3:15 p.m.

204. The Practice of Presence

1. Explain what is meant by the statement: connect to being present in contemplation and in praxis
2. Describe the practice of presence to the 6 Rs of positive educational experiences
3. Identify ways of teaching and experiencing presence through rhythm, story and song

205. Research Presentations: *NO CE CREDIT OFFERED*

206. Changing Culture: How to Use and grow NME in Your Classroom, School and Community

1. Identify strategies to expand trauma informed programs
2. Identify specific somatosensory ideas to use within a classroom or therapeutic setting to help with self-regulation
3. Explain the importance of working on changing thinking before we change actual processes in place.

207. Leading Change: NME Into Practice

1. Identify and describe a generative change model.
2. Examine and give examples of change achieved through NM principles
3. Examine the change process participants use to implement NME principles and practices

208. When Trampolines Aren't Portable: Finding Regulation That is Free or Low Cost

1. Identify at least 5 ideas for low/no cost regulation
2. Identify at least 2 ideas for incorporating movement into a lesson plan
3. Describe how to adapt regulation strategies to a variety of environments

209. Which Activity, When and Why? An OT Activity Analysis Approach to Assist the Tailoring of Individual NMT-Informed Interventions

1. Examine the challenge of how to tailor NMT-informed interventions for individual clients to ensure optimal effectiveness and maximum efficiency of service delivery in the early intervention setting.
2. Describe the Activity Preference resources including the Play Preference Checklists for children 0-10 years and the Activity Preference Checklists for adolescents and adults as well as the Individual NMT Planning Manuals.
3. Identify results from an initial pilot evaluation incorporating these tools.

210. Infusion of Sensory-Motor Strategies into the Treatment of young Children for Trauma-Related Disorders in the Non-Public School Setting

1. Identify 3-5 specific sensory-based activity ideas to support regulation in young children in various settings
2. Demonstrate increased skills in building sensory-based strategies into client's, classrooms/schools and therapy session to facilitate client's regulation
3. Identify strategies to utilize sensory tools and strategies to prevent and manage extreme behavior in young children in the school setting

211. Action Potential? Can NMT Support Advocacy for Children and Young People With Disability in the Child Protection System

1. State the prevalence of children and young people with disability living in Out of Home Care with disability and involvement with child protective services
2. Identify the marginalization, disadvantage and particular vulnerability experienced by this cohort
3. Identify the role of trauma specific services in assisting services to understand and appropriately advocate for these children and young people

212. Self-Regulation through Rhythm: How to Use the Drum as a Therapeutic Tool

1. Participate in a hands-on experience of drumming, allowing those who may not have drummed before a chance to feel the medicine
2. Describe a program that will allow attendees to quickly and easily use drums as a part of their existing programs regardless of musical background
3. Differentiate the free form "Drum Circle" format to the use of a program using specific patterns creating more form for the participants

213. Teaching NMT to New Clinicians

1. Describe students' perceptions of NMT
2. Identify strategies for teaching NMT to new clinicians
3. Identify strategies for assisting new clinicians in sharing NMT concepts with other professionals

Wednesday, June 13, 2018

Luminary Speaker Session

9:00 – 10:30 a.m.

C. Creating Trauma-Informed Systems that Care: Transformational Collaborative Outcomes Management

1. Distinguish the difference between a service system and a system focused on personal change
2. Articulate the importance of collaboration in managing complex systems
3. Explain the value of common assessment strategies in encouraging trauma-informed systems

D. Supporting the Reflective Process and Changing Clinical Practice: The Neurosequential Model in Reflection and Supervision

1. Explain the complexity and neurobiology of responding, reacting, and making meaning
2. Cite at least four ways to reflect “on action”
3. Explain how reflection differs from meditation, mindfulness, and flow states

Breakout Session 3

10:45 a.m. – 12:45 p.m.

301. The 6 R’s as a Neurosequential Foundation for Therapy With Children

1. List the six R’s of trauma sensitive treatment
2. Explain the concept of bottom up therapeutic approaches
3. Utilize the regulation, relate, and reason paradigm to create a sequential treatment protocol

302. Trauma Responsive Organizations

1. Differentiate trauma organized and trauma informed systems.
2. List three trauma informed principles and three trauma informed commitments.
3. List name three responsibilities that differentiate the roles of boards and leadership teams

303. Child and Adolescent Needs and Strengths

1. Describe the characteristics of a communimetric measure
2. Explain how a communimetric measure supports TCOM
3. Apply the CANS to a described case vignette

Early Childhood Track

10:45 – 11:45 p.m.

304. Introducing and Integrating the Neurosequential Model in an Early Childhood Mental Health Training Program

1. Define Long Term Memory (LTM) and Working Memory (WM), and describe how these forms of memory are related to adult learning
2. Explain why the multiple learning modalities within a self-paced NMT Metric training module are uniquely able to support advanced adult learning
3. Describe the relationship of reflection to integrating and clinically applying new concepts

Early Childhood Track

11:55 a.m. – 12:45 p.m.

305. The Whole Baby in His Whole World: Using the Neurosequential Model in Clinical and Forensic Practice, in Systemic and Advocacy Work

1. Describe the use of the neurosequential model across multiple domains of practice
2. Describe the expansion of clinical practice on behalf of advocating for individual, family, systemic and political change that protects and promotes infant development and wellbeing
3. Examine case examples to help illustrate implementation of the NM model in various arenas of practice

306. Recognizing the Essential Role of Relational Health in Occupational, Physical, and Speech-Language Therapies for Infants and Young Children

1. Recognize the impact of an infant or child’s motor, regulatory and communication challenges on the development of caregiver-child relationships
2. Identify at least 3 strategies to promote the development of regulatory, motor, and communication skills of a young child in the context of the child-caregiver relationship
3. Demonstrate increased understanding of the role of PT, SLP, and OT in mental health treatment and will feel more equipped to navigate collaborative relationships with practitioners of these disciplines

307. Mapping Interventions Using a Mobius Care Approach After Intrauterine and Early Infancy Exposure to Domestic Violence

1. Illustrate the intrauterine and early infancy impact of Domestic Violence on children via NMT Clinical Practice Tool
2. Provide a case example applying the Mobius Care Approach
3. Identify direct therapeutic interventions that assisted and/or attempted to assist the child in recovery from early exposure to family violence.

NMT Track**10:45 – 11:45 a.m.****308. Ever Exploring – Always Learning: Reflecting on Experiences Regarding the Application and Integration of NMT into Clinical and Organizational Practice and Shaping Multi-Disciplinary**

1. Identify the unique psychosocial and risk factors associated with a diagnosis of intellectual disability
2. Examine the assessment, using the NMT, for five children (one with ASD and the four sibling group with disorganized attachment and anxieties
3. Analyze outcomes of the beneficial intervention frameworks for these young people and their families and service providers

NMT Track**11:55 a.m. – 12:45 p.m.****309. 10 Years of NMT Implementation: Highlights and Lessons Learned**

1. Identify concrete strategies to effectively engage the “public” sector
2. Identify and describe long-term implementation mistakes/successes
3. Examine empirical opportunities towards documenting NMT related progress

310. The Integration of NMT Concepts and Interventions into the Culture of Large Complex Organization by Training Front Line Staff in the Implementation of psycho-Educational Interventions

1. Describe the significance of an organizations culture in the implementation of NMT and corresponding training program
2. Examine and explore various training philosophies most congruent with NMT
3. Relate examples of sensory integration interventions designed to be implemented with residential child care staff

311. Reverse Plasticity: Sequential Process for Organizational Change

1. Explain how to facilitate sequential trauma-informed change at all organizational levels, from executive and senior leaders to program managers, clinicians and other direct care staff
2. Identify and problem-solve the challenges of implementing the Neurosequential Model across a large organization or one with more than one site
3. Relate the challenges and successes faced by this organization in completing NMT training Certification and implementing the NM approach system-wide

312. Red Hot Go: A Journey of NMT Implementation and Sustainability

1. Describe the 10- year journey of an Australian clinical program toward the implementation of the NMT
2. Highlight phases of implementation and the shifting psychological responses from an organizational culture perspective; from compliance to defiance to alliance
3. Identify the internal clinical practice development activities and resources required to support the sustainability of the NMT

Breakout Session 4**2:15 – 4:15 p.m.****401. Neurodevelopmental Outcomes of Impulsivity and Maltreatment for Girls: A Conceptual Model for Preventing Self –Injury and Suicide**

1. Characterize progression of impulsivity from preschool ADHD to increasingly severe forms of self-harm (self-inflicted injury, suicidal behavior, suicide) among vulnerable girls
2. Specify neural vulnerabilities to this progression
3. Describe how these vulnerabilities interact with environmental adversity

402. Featured Presentation: Moving from NMT to Child Trauma

1. Recognize multiple definitions of child trauma
2. Identify how NMT uses the term trauma
3. Reconcile how different definitions of child trauma might work together

403. NMT for the Rest of Us

1. Analyze comparative case studies to understand the application of NMT in non-clinical settings
2. Explain the revolutionary way NMT information can be presented to direct care and educational staff
3. Give several examples how NMT can be helpful in professional and personal applications

Research Presentation**2:15 – 3:15 p.m.****404. Working with NMT Data**

1. Name the key attributes of the NMT data
2. Describe the basic relationships among NMT variables
3. Recognize and identify the challenges of working with the NMT data in observational research studies

405. Research Presentation - NO CE CREDIT OFFERED

NME Track

2:15 – 3:15 p.m.

406. Building Confidence, Competency, and Community in a Trauma Informed School

1. Identify the elements necessary in creating a trauma informed classroom/school, in a unique school setting (i.e., professional development and practice).
2. Explain the relevance of the 6Rs in promoting a culture of trauma informed care in a specialized school settings
3. Describe an educational program that is sensory based, self regulating, relationally rich, and allows for great learning

NMT Track

3:25 – 4:15 p.m.

407. Using the Neurosequential Model in Education to Make Pupils Ready for Learning: Developing Trauma-Informed Practice Within a Scottish Local Authority

1. State the unique context of Clackmannanshire and why trauma-informed approaches are relevant to this population.
2. Explain how NME has been implemented within Clackmannanshire as a whole
3. Describe one specific primary school and explain the development of NME in the child early years setting.

408. Implementing the Neurosequential Model in Schools: Creating Buy-In for Both Staff and Students

1. Identify strategies that are key for creating buy-in
2. Describe responses to common hurdles and hesitations
3. Identify the key strategies to successfully introduce this information to students

409. From Theory to Application: Making Core Concepts Applicable in the Classroom

1. Explain the steps to break -down a challenge and analyze the core issues involved
2. Create a training outline with clear objectives, practice opportunities, and skill checks based on the core issue identified
3. Identify how to tie -in core concepts into the training

NMT Track

2:15 – 3:15 p.m.

410. From NMT Assessment to Intervention Plan in the Child's Milieu

1. Describe the process of transforming NMT assessment to concrete intervention plans in the child's milieu
2. Experience the involvement in the development of plans, working with timing, dosing and intensity – with regards to both staff and the child
3. Explain the importance of staffs/caregivers self-agency when working with widening the window of tolerance when the intimacy barrier is a central problem

NMT Track

3:25 – 4:15 p.m.

411. Before and After NMT: Deepening the Understanding of Transgenerational Trauma in Co-Occurring Family Systems

1. Participants will gain a better understanding of the importance of “what has been forgotten” from the Adult Child of Alcoholics movement
2. Describe the crosswalk between Adult Child of Alcoholics and NMT.
3. Demonstrate an increased understanding of how these models together strengthen the understanding of Adults in treatment for co-occurring issues

412. Canine Based Animal Assisted Therapy: Practical Applications and Considerations in the Treatment of Trauma and Attachment Disruption in Children

1. Describe canine based animal assisted therapy including clarification of the difference between Animal Assisted Therapy, Animal Assisted Activities and Animal Assisted Education.
2. Identify the benefits of Animal Assisted Therapy in the treatment of children with trauma and attachment disruption
3. Give examples of canine based animal assisted intervention to use in clinical settings

413. Using Debriefings as a Teaching Tool for the Core Concepts

1. Identify how debriefing an incident can help to reinforce concepts taught in didactic training
2. Identify the steps and strategies, based in NMT™ concepts, to engage individuals during incident debriefings
3. Explain the importance of emotional competence, self-awareness and understanding of state-dependent functioning in the effective co-regulation and transfer of knowledge with care providers

414. Creating an Innovative Organization that Develops and Sustains Resilient Treaters

1. Differentiate between multiple sources of workplace stress
2. List five areas of workplace experience that contribute to job satisfaction
3. Identify tools that can be utilized to decrease staff stress

Thursday, June 14, 2018

Luminary Speaker Session

9:00 - 10:30 a.m.

E. Collaborative Problem Solving: Your Guide to Changing the Stress Response

1. Articulate the key components of a trauma informed school-mental health collaborative
2. Outline sequences and methods of education, identification, assessment, and treatment of traumatized children
3. Explore outcomes, problems, mistakes, successes, and lessons learned

F. When Homelessness Starts at Home: Grounding Young People's Stories of Disconnection with Family Disruption, Stigma, and Loss

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.
3. Define the concepts of chronological, adjusted, developmental and functional age, and explain the impact of the stress response system and developmental neglect on these categories.

Breakout Session 5

10:45 a.m. – 12:45 p.m.

501. Collaborative Problem Solving: Your Guide to Changing the Stress Response

1. Describe how the philosophy of Collaborative Problem Solving (CPS) facilitates co-regulation
2. Describe how CPS can be used to safely activate the stress response
3. Describe how CPS represents a bottom-up, rather than top-down approach to intervention

502. Love Wins ! Building Trauma Informed Collaboration in Inner-City School Districts

1. Describe the Ana Grace Project and explain its trauma-informed approach
2. Articulate a brief overview of the Partner School Initiative and the Application of NMT concepts to graduate students and families
3. Outline the benefits of NMT and Trauma treatment in School Systems and describe Future Research and Development of the Ana Grace Project

503. Living in Harmony: The Application of NMT in Adoptive Homes and Therapeutic Camps

1. Describe the application of the NMT to interventions with post-adoptive children and families
2. Describe the application of the NMT in therapeutic camp settings
3. Integrate recommended sensorimotor activities into in-home and therapeutic camp settings

504. Working with Intergenerational Trauma Utilizing First Nations

1. Differentiate westernized psychological supports and First Nation Healing supports
2. Distinguish and experience First Nation healing approaches that support identity, belongingness, autonomy, and mastery (relate, regulate, connect)
3. Demonstrate increased awareness into the historical history of oppressive practices that continue to transmit to First Nation People impacting their day-to-day mental health

NMT Track

10:45 a.m. – 11:45 a.m.

505. The Berry Street Gippsland Wilderness Program: Does a NMT Perspective Contribute to the Theory of Change ?

1. Describe a Wilderness Program (Victoria, Australia) and its application with young people who have experienced trauma and neglect
2. Describe its developing theory of change
3. Explore the ways in which the NMT perspective can add value to understanding the 'black box' of why it works

Breakout Session 5

11:55 a.m. - 12:45 p.m.

506. Horticultural Therapy and Social Justice through Gardening and Nature

1. Explain the importance to include a child's "access to outdoor time" as a crucial part of a mental health assessment process
2. Explain why "prescribing green time" is an important intervention
3. Demonstrate increased skills in incorporating nature into therapeutic activities as an NMT intervention

507. Collaborative Problem Solving and the NMT: Complimentary Approaches

1. List the three main elements of the Collaborative Problem Solving (CPS) approach
2. Identify the parallels between Regulate, Relate, Reason, and the three steps of the Plan B process in CPS
3. Examine case outcomes that provide support of combining the NMT and CPS

508. After the Towers Fell: Healing Childhood Trauma of 9-11 Using Nature-Assisted Treatment, Sandplay Therapy and NMT

1. Identify three ways that interaction with nature promotes neurodevelopment, and apply research to therapeutic program design.
2. Describe horticultural therapy activities that match with the four domains of functioning in NMT.
3. Recognize behavioral and psychological indicators of increased cortical modulation capacity during trauma re-processing.

509. Proposed Interventions and Support Services for Children and their Caregivers

1. Describe the transformation of the Preadolescent Treatment Program (PTP) for kids and staff, after the introduction of the NM model
2. Describe the methods that the Preadolescent Treatment Program uses to inform its Therapeutic Milieu
3. Examine program outcomes over the last couple of years in the areas child-well-being and development, permanency and belonging, and family and community support

Breakout Session 6

2:15 – 4:15 p.m.

601. A New Model for Delinquency

1. Describe the developmental and neurological foundations of delinquency
2. Define the target symptoms for treating delinquency above and beyond its behavioral manifestations
3. Match the therapeutic aims of NMT to the basic target symptoms of delinquency

602. Connecting the Dots Together: Narrative Mapping as a Youth-Centric Tool for Applied Research, Policy, and Practice

1. Examine tensions in producing knowledge that is both youth-centric and policy/practice relevant
2. Identify narrative tool and the interview protocol
3. Explore limitations and advantages that occurred while in the field

603. Using Rapid-Cycle Evaluation and Iteration to Assess and Improve Your Intervention

1. Explain how the IDEAS Impact Framework™ guides program development, implementation, evaluation, and fast-cycle iteration
2. Describe how clear definition of intervention's targets and intended outcomes will aid in developing manageable evaluation projects at any skill level and on any budget
3. Analyze whether, and how, rapid-cycle intervention and iteration could be used in an organization to maximize outcomes and meet organizational goals

NME Track

2:15 – 3:15 p.m.

604. Trauma-Informed Practice for a High School Setting: Learning Collaborative

1. Demonstrate increased understanding of the implementation of trauma-informed practice in a large school system
2. Explain the use of a Learning Collaborative as a method to introduce trauma-informed practice to multiple schools with minimal system resources
3. Examine 'lessons learned' as documented in the Developmental Evaluation of the first year of the initiative and participate in the application of these lessons to specific contexts

NME Track

3:25 – 4:15 p.m.

605. Dogs in Schools: Nurturing Positive Change

1. Differentiate a therapy facility dog and a service dog
2. Cite the distinction between animal -assisted activities and animal assisted interventions
3. Explain interventions with dogs that can be used to address individual needs for all levels of brain development

606. Art in the Trauma-Sensitive Classroom

1. Explain how engagement with art supports brain development
2. Explore a broadening of the definition of "art" to include a multitude of entry points
3. Assess the limitations and potential for implementing art in a trauma-sensitive classroom and clinical settings

607. Incorporating Experiential Play Therapy Concepts in NME

1. Identify neurosequential approaches to make initial contact, form safe and empowering relationships, and engage children and adolescents with complex trauma histories in a school setting
2. Explore experiential play therapy approaches that apply neurosequential healing methods and integrate somatosensory interventions
3. Participate in experiential play therapy interventions that address the treatment care needs for children and adolescents in school setting with histories of complex trauma

NMT Track

2:15 – 3:15 p.m.

608. Pioneering the Implementation of NMT in Adult Psychiatric Services, Specialized in Treatment Refractory Patients, Non-Suicidal Self-Injury and (Chronic) Suicidality

1. Explore the implementation of NMT in adult psychiatric services
2. Describe the implementation of trauma informed teamwork and identify the beneficial effects on the quality of treatment and decrease of the burden of aggression on the staff and patients
3. Assess strategies that overcome resistance in treatment staff and help them see a way forward

609. TeamNEXT: Experiences with and Results of our work in an outpatient setting in The Netherlands

1. Analyze the outcomes (qualitative data) using NMT in an outpatient setting
2. Identify significant and essential experiences with implementing the NMT in an outpatient setting
3. Outline the role of NMT in outpatient setting and explain strategies to optimize recommendations in this challenging setting

610. Multidisciplinary NMT Practice with Child Protection Clients

1. State an evidence-based rationale for multidisciplinary practice with maltreated children
2. Identify an integrated strategic plan for service development based on the Neurosequential Model and evidence from practice
3. Identify and describe strategies for increasing service delivery to this vulnerable and under-served population

611. Don't Move Your Feet

1. Describe the use of an equine assisted intervention in the treatment of a young adolescent boy with a trauma history
2. Define "maladaptive control strategies" within the context of a neuro-regulatory treatment approach.
3. Explain the importance of "Don't move your feet!" when working with these strategies