

# The Training Academy at the Center for Child and Family Traumatic Stress at Kennedy Krieger Institute



## About the Training Academy at Kennedy Krieger Institute

The Training Academy at the Center for Child and Family Traumatic Stress was developed in 2007 to provide evidence-supported and trauma-informed training and consultation services to mental health professionals, service providers and organizations interested in becoming more trauma-informed and improving their capacity to work more competently with children and families who have experienced trauma. The Training Academy has an extensive portfolio of innovative and well-established practices in the field of childhood traumatic stress. Training or consultation requests can be tailored to meet the specific needs of an agency or target audience and can be held at your location.

The Training Academy is authorized by the Board of Social Work Examiners in Maryland to sponsor social work continuing education learning activities. These training sessions qualify for Continuing Education Units accepted by the Maryland Board of Examiners of Psychologists and the Maryland State Board of Professional Counselors.

“The instructor was very knowledgeable and able to present the material in a clear and digestible manner. She appeared to be sensitive to any natural trepidation we had about implementing a new treatment modality and attempted to address our concerns.”

– Center for Children, LaPlata, Maryland

“Very informative training and relatable. Great activities provided to use for the kids to get more in tune with themselves and their feelings/emotions.”

– University Settlement, New York



Center for Child and Family Traumatic Stress  
at Kennedy Krieger Institute



## Trauma-Informed Treatment Approaches

### Introduction to Childhood Traumatic Stress: Core Concepts

This half-day workshop provides an introduction to identifying and understanding childhood traumatic stress and its impact, as well as an overview of the theoretical foundations and core concepts related to childhood traumatic stress. Participants learn to distinguish between normal childhood adverse experiences and childhood traumatic stress, and they learn about the prevalence of trauma and the impact of various types of traumatic stressors on a child's daily functioning. Attachment, attachment disruption, and the most common behavioral, emotional and cognitive sequelae are examined from a developmental and neurobehavioral perspective. Finally, key issues critical to effective treatment planning are highlighted. This workshop is appropriate for mental health professionals working with children and their families and/or those interested in learning more about childhood traumatic stress and its impact.

### Core Concepts of Childhood Traumatic Stress in a Classroom Setting

This workshop provides an overview of the theoretical foundations and core concepts related to childhood traumatic stress and its impact on learning and the school environment. Participants learn to distinguish between normal childhood adverse experiences and childhood traumatic stress, and learn about the impact of various types of traumatic stressors on a child's daily functioning. Simple and complex trauma experiences are discussed, including the impact of trauma upon the developing brain. Attachment, attachment disruption and the most common behavioral, emotional and cognitive sequelae are examined from a developmental and neurobehavioral perspective. Finally, key issues critical to effective classroom approaches and available tools are highlighted.

## Childhood Traumatic Stress: Assessment and Treatment

This half-day workshop provides an overview of the core components and skills necessary to assess children with traumatic stress and highlights key elements of trauma-informed treatment. A brief overview of the available evidence-based treatments for treating childhood traumatic stress is presented.

Assessment is discussed in light of preexisting vulnerabilities and factors that both promote traumatic stress and protect from traumatic stress. Diagnostic considerations, specific diagnoses and complex trauma are integrated into the discussion. A brief overview of issues related to emotional and behavioral dysregulation, as well as the impact of trauma on cognitive abilities, is also presented. Participants learn the key features of any trauma-informed treatment. This workshop is appropriate for those who have a basic knowledge of childhood traumatic stress and are interested in enhancing and/or expanding their current skills and repertoire.

### Vicarious Trauma

This workshop addresses the personal impact that interacting with children and their families who suffer or have suffered from traumatic stress has on mental health professionals and others. Child welfare workers, mental health professionals, school counselors, spiritual counselors and other professionals are provided with an overview of the personal "cost of caring." Practical advice and easily implemented strategies to prevent and treat the effects of vicarious traumatization are presented.

The workshop explores the similarities and differences between counter transference, vicarious trauma, secondary trauma and burnout. Boundaries, self-care and the concept of "vicarious resilience" are presented in order to help participants reduce their risk of vicarious traumatization.

## **Mitigating and Managing the Impact of Trauma During In-Patient Pediatric Care**

Across the nation, nearly one half of the population of children (47.5%) have experienced one or more Potentially Traumatizing Events. In an in-patient pediatric population, this number is even higher. Both the acute and long ranging impact of traumatic stress can create barriers to successful service delivery, and a negative impact on patient-care outcomes and provider job satisfaction. This one-day workshop will develop participants' understanding and knowledge of the impact of traumatic stress on patients and their families. Participants will be supported to integrate trauma informed strategies into routine care, allowing staff to play a unique role in mitigating the negative effects of traumatic stress on this vulnerable population. Additionally, participants will learn the ways that they, as pediatric health care professionals, are susceptible to the effects of traumatic stress and will be provided support in developing a plan to identify and address this. This workshop is appropriate for pediatric hospital professionals and paraprofessionals working with children and their families interested in learning more about childhood traumatic stress, its impact and key aspects of trauma informed care.

### **Restoring the Whole Child: Yoga-Based Psychotherapy for Children and Adolescents Who Have Experienced Trauma**

The neurobiological effects of childhood abuse and neglect are well documented. Among other implications, these negative effects can reduce the development of self-regulatory capacities, which in turn inhibits social and emotional functioning and makes traditional mental health interventions less effective. Clinicians at the Center for Child and Family Traumatic Stress have developed a yoga-based psychotherapy group (YBPG) protocol to address deficits in self-regulatory capacities using principles from yoga and movement therapy; during a 14-week trauma-informed group intervention for youth ages 8–12, clinicians at the center use yoga and movement techniques to increase self-awareness and improve self-regulation, self-esteem and pro-social behaviors. This six-hour workshop examines yoga as an alternative treatment, identifies how its principles can be used to provide trauma-informed treatment, and includes a copy of the YBPG protocol for each participant. No previous yoga experience is required, and movement is optional.



## **Complex Trauma in Adolescents**

Designed for professionals who routinely interact with adolescents in urban settings where the experience of complex trauma may be often overlooked, this six-hour workshop seeks to enhance participants' understanding of the complicated and difficult-to-recognize clinical presentations of adolescents who have experienced complex trauma and are interacting with multiple service systems. This workshop will also assist participants in differentiating between complex trauma symptoms and more typical adolescent mood and behavioral conditions, and will discuss assessment, engagement and risk management.

### **Core Concepts and Interventions From the Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS) Model**

This one-day workshop provides an overview of SPARCS, a 16-week group intervention specifically designed to address the needs of chronically traumatized adolescents who may still be living with ongoing stress and are experiencing problems in several areas of functioning. These areas include difficulties with affect regulation and impulsivity, self-perception, and relationships; somatization, dissociation, numbing and avoidance; and struggles with their own purpose and meaning in life, as well as worldviews that make it difficult for them to see a future for themselves. The workshop teaches specific core concepts and skills of the model easily integrated into daily practice.





### **Child Adult Relationship Enhancement (CARE)**

The purpose of this workshop is to provide education on Child Adult Relationship Enhancement (CARE), an evidence-based universal approach to help any adult interacting with children or adolescents. CARE is a trauma-informed training model for caregivers and professionals, paraprofessionals, and lay public who interact and work with children. CARE uses skills designed to enhance child-adult relationships and to reduce mild to moderate behavior problems. The workshop will discuss the impact of childhood trauma and the ways that CARE may benefit children and adolescents who have experienced trauma across contexts. The CARE strategies will be presented including ways to improve relationships with children and adolescents and, in turn, how to improve their behaviors and improve their compliance. The workshop will also discuss the implementation of CARE across a variety of settings. Lecture, video demonstration, skills practice, live feedback and small and larger group discussion will be utilized as to enhance learning during this workshop.

## **Evidence-Based Treatment Approaches**

### **Trauma-Focused Cognitive Behavioral Therapy**

#### **(Organizational Training Only)**

This two-day workshop is an introduction to trauma- focused cognitive behavioral therapy (TF-CBT), a treatment approach based on the work of Judith Cohen, MD; Anthony Mannarino, PhD; and Esther Deblinger, PhD. TF-CBT is an approach used with children 4–18 years of age, and their primary caregivers, who exhibit significant behavioral or emotional challenges related to exposure to traumatic events. Following the workshop, the consultation and supervision necessary to implement the model will be provided.

## **Special Populations**

### **Engagement Strategies for Building Partnerships With Families Affected by Intergenerational Trauma**

For individuals and families, high stress and multiple traumatic exposures across generations erode help- seeking behavior and the belief in the possibility of improved conditions. This six-hour workshop will deepen participants' understanding of the importance of a strengths-based, shared-power approach to engaging families affected by traumatic exposures and social marginalization connected to racism and poverty. Clinical examples will be drawn from FamilyLive, a caregiver- focused clinical intervention developed in response to the needs of families exposed to significant adversities. Interactive exercises will offer participants the chance to reflect and expand upon current practice strategies.

### **Treating Traumatic Stress Disorders in Children With Developmental Disabilities**

Research suggests that children with developmental disabilities (DD), including autism spectrum disorder and intellectual disabilities, are more likely than their typically developing peers to be assaulted or maltreated (Sullivan, 2009; Turner et al., 2011). Identification can be difficult, as children with developmental or intellectual delays may have trouble reporting traumatic events and their effects. Caregivers and treatment providers struggle to discriminate between DD-related behavior and trauma-related symptoms (Mazefsky, Kao & Oswald, 2011). Provision of trauma-informed care requires an understanding of the prevalence of trauma and its effects on children. This half-day workshop has a three-pronged focus: reviewing the literature on trauma in children with DD, discussing the dual diagnosis of trauma and DD, and giving practical strategies for applying a trauma-informed treatment approach to children with DD.

