

TOUR OF MICHIGAN SEMINARS

Child Trauma: Impact & Interventions



Three dates/three locations, featuring

Dr. Bruce D. Perry
and at two of the three locations
Michigan trauma treatment experts

- Nov. 17 – Albion, MI
- Nov. 18 – Grand Rapids, MI
- Nov. 19 – Detroit, MI



Objectives of these seminars

Establish a common understanding of what trauma is, clarify how trauma affects children, and present current best-practices in responding to the psychological and relational needs of child trauma victims and their families

Social work continuing education credit

As many as 5 Social Work Continuing Education Clock Hours (CECHs) can be earned in each seminar day. A separate fee of \$25 per person per day will apply, **payable in advance to the Michigan Federation for Children and Families**. If you wish to qualify for Social Work CECHs, you must pick up a duplicate form at the Registration Table and follow the instructions carefully. A properly completed SW CECH form will serve as your Certificate of Attendance. No other certificate will be issued.

State Board (of Education) continuing education credit

A total of 5 contact hours equal to .5 SB-CEUs can be earned in each seminar day. A separate fee of \$25 per person per day will apply, **payable in advance to the Michigan Institute for Educational Management (MIEM)**. If you wish to qualify for SB-CEUs, you must pick up the SB-CEU form at the Registration Table and follow the instructions carefully. The properly completed and signed form must be turned in before you leave the conference.

Featured speaker All three dates/locations

Dr. Bruce D. Perry



Bruce D. Perry is a clinician and researcher focusing on developing practices based upon the emerging concepts of child development and neurodevelopment. Dr. Perry is the Senior Fellow of the ChildTrauma Academy in Houston, TX, and is the author of over 200 journal articles. He has been featured on National

Public Radio, "The Oprah Winfrey Show," "The Today Show," and "Good Morning America." Perry was an undergraduate at Stanford University and Amherst College and attended medical and graduate school at Northwestern University, where he earned both MD and PhD degrees.

Presenter in both
Grand Rapids on November 18
and Detroit on November 19

Dr. William Steele



William Steele, MA, MSW, PsyD, is the founder and director of The National Institute for Trauma and Loss in Children (TLC) established in 1990 and senior vice president of training with Starr Commonwealth. With degrees in education,

social work and psychology, he has long insisted that practitioners be flexible in efforts to help children as there is no one intervention that fits every child. He is quick to add that this responsibility extends to engaging practices supported by evidence-based research and that whatever interventions are selected, outcome must demonstrate a profound impact on the lives that the interventions are intended to help. Today, TLC's evidenced-based trauma intervention model "Structured Sensory Intervention for Traumatized Children, Adolescents and Adults" (SITCAP) is used by over 5,000 TLC Certified Trauma Specialists across the country with victims of violent and non-violent, single and multiple trauma histories. Dr. Steele's SITCAP text is now in its third edition, and his strategies and research findings are published in a variety of books such as *Clinical Handbook of Art Therapy*, *Creative Interventions for Traumatized Children*, *Understanding Mass Violence*, and such journals as *Residential Treatment for Children and Youth*, *Social Sciences*, *School Social Work*.

Tuesday • November 17, 2009

Starr Commonwealth

**13725 Starr Commonwealth Road
Albion, MI 49224**

8:30 – 9:15 a.m. • Registration

9:15 – 9:30 a.m. • Welcome & Introductions

9:30 – 11:30 a.m.

The Impact of Trauma & Neglect on the Developing Child

– Dr. Bruce D. Perry

Trauma and neglect and the absence of essential developmental experiences required to express the fundamental potential of a child are pervasive problems in our culture. Various forms of neglect are possible and include splinter neglect, total global neglect, and emotional or relational neglect. Chaos, threat, and abnormal patterns of emotional, social, cognitive, and physical interactions with young children lead to an array of brain-related problems.

This presentation will review clinical work and research that can help us better understand developmental trauma, neglect, and the relational problems that arise from neglect and threat. An overview will be provided that suggests new directions for clinical practice, program development, and policy. The session time will include opportunity for Q and A. As a result of this session, participants will better understand the effects of trauma and neglect on the brain from a neuroscientific perspective, be able to identify signs and symptoms of trauma and neglect in young children, and learn new strategies for care, program development, and policy as related to developmental trauma.

11:30 a.m. – 12:30 p.m. • Lunch is provided on site

12:30 – 2:00 p.m.

The Impact of Trauma & Neglect on the Developing Child

– Continued

2:00 – 2:15 p.m. • Break

2:15 – 3:45 p.m.

The Impact of Trauma & Neglect on the Developing Child

– Continued

3:45 – 4:00 p.m. • Evaluations & Adjournment

*The Michigan Federation for Children and Families
would like to thank member agencies*

*Starr Commonwealth,
Pine Rest Christian Mental Health Services, and
The Children's Center of Wayne County*

for hosting these valuable seminars!

Wednesday • November 18, 2009

Postma Center

**at Pine Rest Christian Mental Health Services
300 68th Street SE, Grand Rapids, MI 49548**

8:30 – 9:15 a.m. • Registration

9:15 – 9:30 a.m. • Welcome & Introductions

9:30 – 11:30 a.m. • Opening Plenary

Introduction to the Neurosequential Model of Therapeutics

– *Dr. Bruce D. Perry*

The development of a young child is profoundly influenced by experience. Experiences shape the organization of the brain which, in turn, influences the child's emotional, social, cognitive and physiological activities. Insights into this process come from understanding brain development. This session will provide an overview of key principles of neurodevelopment crucial for understanding the role of experience in defining functional and physical organization of the brain. Additionally, the session will provide an overview of the key functions of the brain, outline the hierarchy of brain development, and provide neurodevelopmental links to key functions of the brain and key times of development.

11:30 a.m. – 12:30 p.m. • Lunch is provided on site

12:30 – 2:00 p.m. • Workshops

Effective Developmental Interventions – Dr. Bruce D. Perry

If adverse experiences alter the developing brain and result in negative functional effects, therapeutic experiences can change the brain in ways that allow healing, recovery, and restoration of healthy functioning, but only if the nature, pattern, timing, and duration of the therapeutic experiences are effectively matched to the individual. "Matching" the correct therapeutic activities, both traditional and non-traditional, to the specific developmental stage and physiological needs of a maltreated or traumatized child is key to success.

Trauma-Informed Assessment – Dr. William Steele

Assessing for the presence of Post Traumatic Stress Disorder (PTSD) is not difficult. Assessing the many processes children engage in as they attempt to manage their trauma experiences is more difficult, yet critical to intervention selection. When we approach trauma as an experience versus a diagnostic category, applying intervention to alter that experience while reducing diagnostic symptoms becomes much more successful. In fact, a child's answer to one simple question can provide the assessment needed to determine the most immediately appropriate intervention. This presentation will use evidence-based research, case study, and review of assessment tools and processes which provide documentation regarding intervention selection and outcome.

Trauma Treatment Implications for Anger Management & Parenting – Michael Reiffer

This workshop will focus on understanding the connections between children and adolescents with anger management problems and histories of trauma. Are there treatment implications and parenting adjustments that need to be made to account for trauma? Where does problem anger come from, and how can a person determine when anger is justified? Workshop participants will explore and interact with treatment models and interventions in a "hands on" experiential setting.

Treating Terrified Children – Mark Peterson & Rachel Kowatch

Traumatic experience is often the root of many childhood disorders, including PTSD, depression, anxiety, ADHD, conduct disorders, Reactive Attachment Disorder, Oppositional Defiant Disorder, and Bipolar Disorder. Many children and youth with a history of trauma present with a myriad of symptoms and issues, which often make it difficult for practitioners to know where to begin in terms of intervention. This workshop will provide an overview of the emotional, cognitive, behavioral, and physiological effects of complex trauma. Participants will learn general strategies as well as trauma-specific interventions designed to treat complex trauma in children. Practical interventions will also be provided to assist participants in supporting caregivers of children who have been traumatized.

2:00 – 2:15 p.m. • Break

2:15 – 3:45 p.m. • Workshops

Understanding the Impact of Trauma on Children: Implications for Learning – Dr. Bruce D. Perry

Children exposed to any variety of traumatic events are influenced by these experiences, causing changes in the way that their brains function. The major manifestations of this altered brain functioning are seen in the classroom and in their structured learning environments. Abused, traumatized, and neglected children process information differently and experience changes in their ability to retain and process information. This presentation will discuss recent advances in research related to brain development, classroom functioning and learning in general. Participants will leave with helpful ways to support traumatized children in different learning settings, including the classroom.

Trauma Treatment Techniques – Dr. William Steele

Supported by 18 years of field testing, exploratory evaluation and evidence-based research (published), the techniques to be presented consistently demonstrate their ability to significantly reduce post traumatic stress disorder symptoms and other trauma-related mental health issues in children and adolescents exposed to multiple violent and/or nonviolent traumatic incidents. These treatment strategies have been successfully used in school, agency, outpatient and residential settings.

Trauma Treatment Implications for Anger Management & Parenting – Michael Reiffer

REPEAT of 12:30 p.m. session

Treating Terrified Children – Mark Peterson & Rachel Kowatch

REPEAT of 12:30 p.m. session

3:45 – 4:00 p.m. • Evaluations & Adjourment

Presenters in Grand Rapids on Nov. 18 only



Michael Reiffer, LMSW, is an outpatient therapist at Pine Rest Christian Mental Health Services. He received a BA in psychology from Calvin College and an MSW from Western Michigan University. He worked for over ten years at Wedgwood Christian Services with children and families in the areas of abuse/neglect, trauma resolution, anxiety and coping skills, and building pro-social behavior.



Mark Peterson, LMSW, ACSW, earned his MSW in 1982 and has over 27 years of clinical, supervisory, and management experience. He is a certified social worker, certified addictions counselor (plus 10 years supervising substance abuse programs), and has had specialized training in trauma-informed treatment, divorce mediation, sexual abuse treatment, critical incident debriefing, and marriage/family treatment. Mark has co-authored and published three books on client psycho-therapy assessment scales (adult, child, and adolescent scales), two books on progress notes planning, and a book on homework planning. He has been employed at Bethany Christian Services since 1988 and currently serves as the clinical director for Bethany's Child and Family Traumatic Stress Center.



Rachel Kowatch, MSW, LMSW, is a therapist with the ADOPTS Program at Bethany Christian Services in Grand Rapids. She has a master's degree from the University of Michigan, specializing in child maltreatment. She has been involved as a therapist and a consultant in the ADOPTS trauma-informed counseling program for over four years.

TOUR OF MICHIGAN SEMINARS **Child Trauma: Impact & Interventions**

Thursday • November 19, 2009

The Children's Center of Wayne Co.

**79 West Alexandrine
Detroit, MI 48201**

8:30 – 9:15 a.m. • Registration

9:15 – 9:30 a.m. • Welcome & Introductions

9:30 – 11:30 a.m. • Opening Plenary

Introduction to the Neurosequential Model of Therapeutics

– *Dr. Bruce D. Perry*

The development of a young child is profoundly influenced by experience. Experiences shape the organization of the brain which, in turn, influences the child's emotional, social, cognitive and physiological activities. Insights into this process come from understanding brain development. This session will provide an overview of key principles of neurodevelopment crucial for understanding the role of experience in defining functional and physical organization of the brain. Additionally, the session will provide an overview of the key functions of the brain, outline the hierarchy of brain development, and provide neurodevelopmental links to key functions of the brain and key times of development.

11:30 a.m. – 12:30 p.m. • Lunch is provided on site

12:30 – 2:00 p.m. • Workshops

■ **Effective Developmental Interventions** – *Dr. Bruce D. Perry*

If adverse experiences alter the developing brain and result in negative functional effects, therapeutic experiences can change the brain in ways that allow healing, recovery, and restoration of healthy functioning, but only if the nature, pattern, timing, and duration of the therapeutic experiences are effectively matched to the individual. "Matching" the correct therapeutic activities, both traditional and non-traditional, to the specific developmental stage and physiological needs of a maltreated or traumatized child is key to success.

■ **Trauma-Informed Assessment** – *Dr. William Steele*

Assessing for the presence of Post Traumatic Stress Disorder (PTSD) is not difficult. Assessing the many processes children engage in as they attempt to manage their trauma experiences is more difficult, yet critical to intervention selection. When we approach trauma as an experience versus a diagnostic category, applying intervention to alter that experience while reducing diagnostic symptoms becomes much more successful. In fact, a child's answer to one simple question can provide the assessment needed to determine the most immediately appropriate intervention. This presentation will use evidence-based research, case study, and review of assessment tools and processes which provide documentation regarding intervention selection and outcome.

■ **Urban City Trauma** – *Sharon Rutledge*

In this workshop, attendees will explore a variety of experiences encountered by African American adolescents that can contribute to lifelong trauma, enhance their understanding of internal and external stigma contributing to the cycle of self-destruction, explore the impact of "normal" behavior among African American males and strategies for recovery, and explore opportunities to create and enhance trauma sensitive environments.

■ **What Was She Thinking?!! Neurobiological Gender Foundation for Understanding the Adolescent Female**

– *Sandra Metcalf*

Adolescents—especially adolescent female offenders—are one of the most challenging populations with whom to work. They are effusive, unpredictable and can exhaust all patience! Knowing many have suffered significant trauma, this workshop will explore the neurobiological gender differences—developmental, structural, functional and hormonal—of the brain and how adolescent females experience the events in their lives differently than males. It will also offer thoughts about societal pressures and female-specific research. As many young women—and some young men—in detention, treatment facilities, and in the general population manifest "cutting" behavior, this session will also briefly identify the levels of Self-Injuring Behavior (SIB) and offer therapeutic intervention options available to treatment staff. Based on what has been learned about adolescent females, their biological makeup and motivations, participants will be encouraged to examine alternative strategies and ideas toward the most meaningful connections with the adolescent female.

■ **TBA** – *TBA*

A fifth workshop is pending confirmation.

2:00 – 2:15 p.m. • Break

2:15 – 3:45 p.m. • Workshops

■ **Understanding the Impact of Trauma on Children: Implications for Learning** – *Dr. Bruce D. Perry*

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■ **Trauma Treatment Techniques** – *Dr. William Steele*

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■ **Urban City Trauma** – *Sharon Rutledge*

REPEAT of 12:30 p.m. session

■ **What Was She Thinking?!! Neurobiological Gender Foundation for Understanding the Adolescent Female**

– *Sandra Metcalf* REPEAT of 12:30 p.m. session

■ **TBA** – *TBA*

REPEAT of 12:30 p.m. session

3:45 – 4:00 p.m. • Evaluations & Adjournment

**Registration is online only. Visit www.michfed.org
and click on Training to find the link to the
Tour of Michigan Seminars online registration.**

Presenters in Detroit on November 19 only, in addition to Dr. Bruce D. Perry and Dr. William Steele (see page 2 for bios).



Sandra Metcalf, MS, MSW, BS, has held various positions within juvenile justice, including therapeutic probation officer, federal grants coordinator, family therapist and several management positions. Currently, she is the director of Juvenile Services for the 20th Judicial Circuit Court and is responsible for the daily operational aspects of the court that include intake, probation, programs, diversion and treatment units, budget, personnel matters, the Ottawa County Detention Center and all other administrative duties. Sandi was the female-services consultant for the State of Michigan and is a certified trainer on brain-based/nature-based theory. She has trained on various topics, including the neurobiological differences between boys and girls, female-responsive programming, grant writing, cutting and self-mutilation, organizational strategic planning, curriculum development, substance abuse, mental health issues, drug courts and relational aggression, e.g., "mean girls" on local, state and national levels. She has a particular passion for female-responsive programming and wellness, in which she has co-authored two books designed for adolescent and adult female offenders. She has also authored a female-specific, HIV/STD peer-to-peer educational curriculum and has conducted organizational female-needs assessments for several organizations. In 1998, she founded Pro Ed Services, Inc., and in 2003, she co-founded Integration By Design, a nonprofit corporation, offering gender-specific youth programs, curriculum development, community-based program technical support, and community integration consultation.



Sharon Rutledge, LMSW, ACSW, CAAC, has delivered services to youth and families for more than 15 years, emphasizing work with the homeless, children and adolescents in out-of-home placement settings, and individuals with co-occurring disorders. As clinical supervisor with Holy Cross Children's Services since 2002, great attention has been given to exploration of the etiology of psychological and emotional trauma in adolescents. Clinical training with and delivery to professional audiences focus on altered brain biology based on traumatic events during childhood that ultimately impacts mind, body, and brain. Sharon Rutledge is founder of New Direction Consulting Services, established to provide new therapeutic interventions for professionals and based on increasing research indicating that traumatic experiences may be at the root of a wide range of problems, from physical symptoms (such as headaches, allergies, pains) to emotional symptoms (depression, anxiety, panic attacks, etc.) to difficult behaviors (substance use, self-injury, acting out, verbal/emotional outbursts, suicidal thoughts or attempts, etc.). Efforts continue to enhance awareness relative to the elevation of quality services to youth and adolescents impacted by traumatic childhoods.

Registration information

Seminar registration fee

- **\$80 per person per day** for Federation members, includes employees of Full and Affiliate members and Individual members
 - **\$120 per person per day** for all others
- Registration payable by check only to the **Michigan Federation for Children and Families**

Social Work CECH fee

\$25 per person per day to be eligible for SW CECHs, payable separately or with the registration fee to the **Michigan Federation for Children and Families**

SB-CEU fee

\$25 per person per day to be eligible for State Board (of Education) CEUs, payable separately to the **Michigan Institute for Educational Management (MIEM)** [but send check to the Michigan Federation]

Deadline extended to Oct. 30

Send all payments by Oct. ~~30~~ 2009, to the:

Michigan Federation for Children and Families
320 N. Washington Square, Suite 100
Lansing MI 48933

For government payers: Federal ID #: 38-2628219

Important notes

- Workshop selections for the Grand Rapids and Detroit seminars will be chosen onsite, first come, first serve.
- Seminar registration fee includes materials, lunch and breaks.
- Confirmations will be sent via email only, after payment is received or by October 22, whichever is later.
- Confirmation email will include the full-day schedule and a map/directions to the location you've chosen.
- No refunds will be issued after November 1, 2009.
- Registration transfers are allowed if approved through the Federation office in advance.
- There will be no on-site registration.



Registration is online only.
Visit www.michfed.org
and click on Training
to find the link to the
Tour of Michigan Seminars
online registration.



Questions? Call
(517) 485-8552