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Nurturing Attachments

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Mini-Certificate Attachment-Trauma Focused Therapy Readings and On-line selections

The information for the remote portion of the course is listed below. While I will be referring to this material, the classwork will focus on the application of the material, with discussion of day-to-day therapy practices. Please initial the items as you complete the readings or on-line work. At the conclusion of Day 4 of the class, please turn these in to Brian Andersen at Cascadia Training in order to obtain your CEUs, which are awarded the 5th day of class. There are two options. The first option is to complete the class, which is 50 CEUs, with 20 done remotely.

The second option provides an extra 34 CEUs, allowing people to meet the CEU requirement for ATTACH Registered Clinician status. (We will discuss ATTACH in class.) I have listed the requirements for 20 CEUs first, under Section I readings. The selections for the 34 CEUs follow as Section II Readings. They are displayed here for people who may want to work on these requirements over time or in combination with previous relevant training. For those of you who are moving on to the extra reading, please send the form to Brian Andersen when you have completed the amount that you choose for CEUs.

Readings and On-line Learning (20 CEUs) Section 1

We will be using selections from my books: *Attaching in Adoption* and *Nurturing Adoptions*. Please use the 2012 editions by Jessica Kingsley Press.

_____ Chapter 8, *Attaching in Adoption*, pp. 189-258, (3 hours).

_____ *Nurturing Adoptions*, pp. 29-144, 149-198, 311-448 (11 hours).

_____ Draft from Chapter 3 of *Promoting Healthy Attachments* (2 hours). This will be emailed directly to you.

_____ Please watch 5 short videos. (2 hours, with 1 hour, ½ hour watching and ½ hour thinking and reflecting.)

Go to www.psychalive.org.

www.youtube.com/watch?v=AB51.v3fAAvs

Allan Schore, *Attachment trauma and the effects of neglect and abuse on the brain*.

Allan Schore, *Psychological impact of hypoarousal, hyper-arousal and dissociation and the inability to take in comfort*

Allan Schore, *What are the signs of Poor Parent-Child Bonding?*

Allan Schore, *Resilience and the balance of rupture and repair*.

Gabor Mate, *Love is Not Enough: Early Childcare and Emotional Development* (This loads from the same site. If it does not come up under the options, then please type in KidCareCanada and the title to access this brief video.

How does the video information influence the ways in which you think about your right brain vs left brain approaches, and about support of parents? What are your thoughts about cognitively-based interventions in proportion to right brain approaches?

_____ Please take Chris Fraley's survey on attachment styles. <http://www.web-research-desgin.net/cgi-bin/crq/crq.pl> Please score your results. (1.5 hour) What does this survey show you about your insecurities within relationships?

_____ Please write a two-page description of your own attachment pattern as a child, and as an adult. Please describe the way in which your attachment history helps you in your therapy. Please describe the way in which this causes countertransference issues in your therapy. Please describe the dialogue that you have with yourself, keeping an eye on countertransference. This is not to turn in or to share, unless you choose to share information in class (2 hours).

If you are a fast reader, with reading from my books taking a shorter time, then you will note that I have included 21.5 hours of reading in these selections. You may delete some readings or video watching from the list that seems to repeat information that you already know if you want to stay with a 20-hour requirement.

Section II (34 CEUs)

We will start out by allowing you to hear three of the most significant researchers in the field of maltreatment, foster care, and adoption. As therapists, their views inform our understanding of brain and relationship development. These are from the U of Mass. Amherst Rudd Adoption conferences.

_____ Please watch: Helping Families Overcome Early Adversity by Phillip Fischer, the 2014 Keynote speaker at the U of Mass Amherst Rudd Adoption Conference. Available at <https://www.umass.edu/ruddchair/adoption-conference/past-conferences/conference-2014> (1 hour)

_____ **Please watch: Implementing Evidence-based Practice with Mothers of Infants and Toddlers. (Start at about 34 minutes into the link.)**

<https://www.youtube.com/watch?v=I0Jj-hNUp2w&list=PL7obuMoN-gYNjbOdUxAUM3vRarWpVOKh8> (1 hour)

_____ Please watch: "Post-Institutionalized Children Become Teenagers" by Megan Gunnar. <https://www.youtube.com/watch?v=U19f3rOouy4> (1 hour).

_____ Please read Parental Synchrony and Nurturance as Targets in an Attachment Based

Intervention: Building upon Mary Ainsworth's Insights about Mother-Infant Interactions, Bernard, Kristin; Meade, EB; and Dozier, Mary. *Attachment and Human Development*. November, 2013. Public access at www.ncbi.nlm.nih.gov/pmc/articles/PMC3855268 (2 hours)

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_____ Please read the public access slides, *Body, Brain, Behavior: How Polyvagal Theory Expands Our Healing Paradigm*, Ruth Buczynski, and Stephen Porges, (April 8, 2015). Available through www.nicabm.com Think about how that information influences your views of specific therapies. Please write, briefly, about how you feel when children or adults move out of connection with you in therapy. (2.5 hours)

_____ Please read draft pages from Chapter 3 in *Promoting Healthy Attachments*. This section from an upcoming book by Norton, which looks at the way that our clients are supported by changing approaches when clients have a collapse of strategies and operate on a non-cognitive level. We will discuss shifting approaches in class. This will be directly emailed to you, along with a figure from this chapter. (2 hours)

_____ Please read The Body Can Change the Score: Empirical Support for Somatic Regulation in the Treatment of Traumatized Adolescents, Warner, Elizabeth; Spinazzola, Joseph; Westcott, Anne, et al, *Journal of Child and Adolescent Trauma*, 2014. Think about this approach in terms of your own practice. Write about the ways that this challenges your previous thinking. Available at: http://www.traumacenter.org/products/pdf_files/Body_Change_Score_W0001.pdf (2 hours)

_____ Please read *Mitigating HPA Axis Dysregulation Associated with Placement Changes in Foster Care*, by Phillip Fischer, Mark Ryzin, and Megan Gunnar, *Psychoneuroendocrinology*, 2011, May; 36(4): 531-539. This is available at public access:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3610565/>

Please think about the support necessary for families who are working to improve attachments after trauma and neglect. How many of these factors can be arranged through community supports and your therapy, when working with some of the most difficult situations? (2 hours)

_____ Please read the chapter *Promoting attachments in the teen years*, (1.5 hours). This is an easy read. It will be emailed directly to you.

_____ Please read *The Neurobiological Power of Play*, (1.5 hours).

Gaskill, R., Perry, B. (2014). The Neurobiological Power of Play. In Malchiodi, C., Crenshaw, D. (Eds.), *Creative Arts and Play Therapy for Attachment Problems*. New York, NY: Guilford Press. This is available on-line courtesy of the Child Trauma Academy.

https://childtrauma.org/wp-content/uploads/2014/12/Malchiodi_Perry_Gaskill.pdf

_____ Please read Disturbance of Attachment and Parental Psychopathology in Early Childhood. Schechter, Daniel and Wilhelm, Erica. *Child Adolesc Psychiatr Clin N Am* 2009, July; (18(3): 665-686.

This is available through public access.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2690512/>

(1.5 hours)

_____ Please read this article concerning teens moving into adulthood. How does this help you to envision your work in developmental trajectory? Blaustein, M. & Kinniburgh, K. (2015). *When age **doesn't** match stage: Challenges and considerations in services for transition-age youth with histories of developmental trauma*. This is available through the courtesy of the Trauma Center. (1.5 hours)

http://www.traumacenter.org/products/pdf_files/When_Age_Doesn't_Match_B0004.pdf

_____ Blaustein, M. & Kinniburgh, K. (2017). *ARC Reflections Training Program*. The Annie E. Casey Foundation

<http://arcframework.org/publications/>

This is a 9-session training for foster parents, set up in power point. There is a helpful case manager's guide, as well. It is public access. Please read over the slides and review this material in terms of how to support specialized parenting in foster and adoptive parents. Familiarize yourselves with this approach, which is evidence-based in reducing traumatic stress symptomology in children. (4 hours)

_____ Please download and review the 10 handouts available at the Circle of Security website. The first listed handout is simply a confidentiality form. Download the following handouts, reviewing them. They are available at: <https://www.circleofsecurityinternational.com/handouts> (1.5 hours)

_____ Please read Intervention Effects on Diurnal Cortisol Rhythms of Child Protective Services-Referred Infants in Early Childhood Preschool Follow-up Results of a Randomized Clinical Trial, Bernard, Kristin, Hostinar, Camelia, Dozier, Mary, *JAMA Pediatrics*, 2015;169(2): 112-119. Author publication on-line at:

<http://jamanetwork.com/pdfaccess.ashx?url=/data/journals/peds/932732/> on 04/01/2017

Note the moment-to-moment interventions in this evidence-based program. Write or reflect on the ways that moment-to-moment interactions can occur more frequently in your practice. (1.5 hours)

_____ Please read draft pages from Chapter 2 in **Promoting Healthy Attachments**. Note the bright lines connecting various attachment-trauma interventions. (1.5 hours)

_____ Please read *How to Implement Trauma-Focused CBT*. This is a helpful guide when making certain that practitioners are hitting all of the targets in PTSD treatment. While this is written to motivate managers to include traumatic stress essentials, it is motivational for all practitioners. Please write a description of the way in which your practice includes essentials of traumatic stress treatment. (6 hours)

Publication on-line through www.NCTSN.org

_____Please read the slide set, *Trauma and Family Responsive Approach to Treatment for Toddlers and Preschool Aged Children*, Kay Connors 11/16/2016 (2 hours) Available: <http://www.marylandchildrensalliance.org/wp-content/uploads/2014/08/Maryland-Children%E2%80%99s-Alliance-Mid-Atlantic-Conference-on-Ch.pdf>

_____Please read: Borderline Personality Disorder, Mentalization, and the Neurobiology of Attachment, Fonagy, Peter; Luyten, Patrick; Strathearn, Lane. *Infant Mental Health Journal*, 2011, Vol 32(1), 47-69. This is not available on-line. (1 ½ hours)

_____Please read: A controlled Pilot-Outcome Study of Sensory Integration (SI) in the Treatment of Complex Adaptation to Traumatic Stress, Kaiser, Erika; Gillette, Craig; Spinazzola, Joseph. *Journal of Aggression, Maltreatment and Trauma*, 19-699-720, 2010. Take time to consider and write down several ways that you could include sensory techniques within your therapy. Available at: http://www.traumacenter.org/products/pdf_files/SI%20Txt%20for%20Adult%20Complex%20PTSD%20article-Spinazzola.pdf (2 hour)

_____Targeting Parenting in Early Childhood: A Public Health Approach to Improve Outcomes for Children Living in Poverty, Morris, Amanda; Robinson, Lara; Hays; Grudo, Jennifer; et al. *Child Development*, March, 2017. (1 hour)
Author manuscript available through public access
<https://www.ncbi.nlm.nih.gov/pubmed/28138978>

There are more selections here than the required hours. If something does not seem relevant, or if a link goes down, you will be able to complete the program.

I hope that you enjoy these selections as much as I have.

