



Haruv USA
at OU-Tulsa

Talking to Children and Their Caregivers about Trauma: Assessment, Case Conceptualization, and Treatment Planning

Course Description

Childhood trauma is a common presenting problem for children referred for mental health treatment, and these experiences can lead to long term negative impacts on both physical and mental health. Children births to age six are particularly vulnerable to trauma as they are dependent on others to protect them and seek assistance on their behalf. Children in this age range consistently make up the largest group of children involved with child welfare due to having experienced abuse or neglect. In addition to having a high risk for exposure to trauma, this group of children is particularly vulnerable to having poor long-term outcomes of trauma because trauma disrupts developmental progress during a time when brain structures and body systems are rapidly changing and forming foundations for future development. Therefore, high quality, early intervention is critical to help children heal and support their return to a normal developmental trajectory. For children up to age twelve, the task of talking about trauma continues to be important.

The field of psychology has responded to the increasing body of high-quality literature focused on the impact and prevalence of child trauma resulting in a broad understanding of the negative impacts on trauma as well as evidence-based models for treating children experiencing trauma symptoms. There is widespread agreement across child and family serving systems about the need for trauma-informed care.

However, in practice, clinicians often struggle to find ways to talk about trauma with children and their caregivers. There are many barriers to talking about trauma: societal, developmental, practical. The current workshop will help professionals working with traumatized children learn how to talk to children directly about trauma. The course will help them learn effectively how to gather essential information at the beginning of treatment, diagnostic considerations, case conceptualization and intervention with an emphasis on children age birth to twelve and their caregivers.



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Agenda

Time & Dates: Mondays, 9:00 am - 12:15 am. April 25, May 9, May 23, June 13

Location: Virtually. Zoom link for all four sessions:

<https://huji.zoom.us/j/81925956026?pwd=bjJmWRob1VrQ3NsWkVlRzd5eXBxQT09>

Zoom link will also be sent to your email one day before each session.

Course topics:

- Definitions and prevalence of child trauma
- Developmentally appropriate ways to “talk” about trauma in treatment
- Domains of assessment for trauma in children and how to find, select, and use quality tools
- The importance of caregiver involvement in treatment for children who have experienced trauma and strategies for engagement.
- Theoretical frameworks: attachment, trauma, development, relationship-based practice
- The intersection between parent and child trauma
- How to integrate the impact of historical trauma, racism, and oppression into your case conceptualization and treatment of child trauma.
- Self-care for the clinician working with children who have experienced trauma

Learning methods:

The course will include a blend of didactic and experiential methods of learning and learners will have the opportunity to apply the information learned to their own case material. Learning activities will include small and larger group discussion as well as skills practice.

Lecturer: Ashleigh Kraft, LPC-S, IMH-E® supports implementation of Snyder’s Hope theory in practice within behavioral health organizations in her work at the Hope Research Center at OU-Tulsa. She also provides training and consultation in the areas of infant mental health, non-profit leadership, and trauma-informed care. The major areas of focus in her professional experiences have included working with survivors of domestic violence, child maltreatment, and interpersonal trauma. She is trained to provide Trauma Focused Cognitive Behavioral Therapy (TF-CBT), Parent-Child Interaction Therapy (PCIT), Child-Parent Psychotherapy (CPP), Circle of Security and Reflective Supervision/Consultation, and is endorsed as an Infant Mental Health



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Mentor, Clinical. She is a state-wide trainer for CPP in Oklahoma and is endorsed through Zero to Three as a certified state trainer for DC: 0-5. Ashleigh is passionate about the power of relationships, supporting professional growth of therapists, and the importance of early relationships.

Recommended reading:

All reading materials (except the books) can be found in the following link:

<https://bit.ly/3K69KTg>

Class 1, April 25

Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.).

Zero to Three. (2016). DC: 0–5 The diagnostic classification of mental health and developmental disorders of infancy and early childhood: Revised edition.

The National Child Traumatic Stress Network. (2022). <https://www.nctsn.org/>

International Society for Traumatic Stress Studies. (2022). <https://istss.org/home>

Reading for next classes will be updated during the course.