

Directory of Therapies

The 3-5-7 Model® is built on the belief that all children placed in out-of-home care experience separation and loss, and this loss must be acknowledged and grieved before permanency can be pursued. The Model is underscored by the three core values of separation and loss, resilience, and attachment. It is a directional model – always moving towards the decision of relationships in permanence, relying on the belief that a child or youth must do their own work to know their own story. The 3-5-7 Model® is both an approach and a framework – it focuses heavily on case workers and supervisors, ensuring they are best trained to guide youth through the grieving process, to heal relationships, and build trust and permanent relationships. The Model recognizes that permanency is a relationship; it is not a place. Therefore, it is a guided approach that trains and coaches professionals to support young people and families to make those decisions themselves, through meetings, tools, and activities. [3-5-7-model-overview](#)

Adoption themed camps and other camp experiences focus on healing relationships and experiences. There are family camps that create positive family memories and offer parent workshops and children’s activities that foster understanding of adoption and a sense of belonging. Camps for children can have various themes; for example, “Camp To Belong,” gives separated siblings a chance to reunite, while being therapeutic and healing [Camp To Belong | Reuniting Brothers & Sisters Separated by Foster Care](#). Another example is the family camp model through Pact, where adopted children of color get support being amongst peers and mentors while their parents gain skills and support. [Pact Family Camp - Family Camp For Adopted Children of Color \(pactadopt.org\)](#)

Animal Therapies such as Equine Therapy and the use of therapy dogs and other animals, teaches children how to take care of and nurture an animal as well as how to interact and communicate with the animal. With equine therapy, children learn when to let the horse take the lead and when to take the lead themselves. As they learn about the ways in which horses learn, react, and follow instructions, they can relate these lessons to their own lives. Telling an animal’s story, for instance about a puppy leaving their mother and siblings to be part of another family, can help an adopted child be more open to telling their own story. Having an animal present during a therapeutic session can be a calming influence on a child who has formed a relationship with and is comforted by the animal.

Attachment and Biobehavioral Catch-up (ABC), was developed by Dr. Mary Dozier, and tailored toward infants who have experienced early adversity. This practice model is covered in more depth in NTI Module 3 Promoting Secure Attachments – Relationships and Experiences Matter. [ABC Intervention | Developmental Psychology Lab](#)

Attachment-Based Family Therapy (ABFT) was designed to capitalize on the innate desire for meaningful and secure relationships. It is an interpersonal, process-oriented, trauma-focused

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approach to treating adolescent depression, suicidality, and trauma. A process-oriented therapy, ABFT offers a clear structure and road map to help therapists quickly address attachment ruptures that lie at the core of family conflict. [Microsoft Word - NREPP ABFT Outcomes & Empirical Support 3.28.14.doc \(drexel.edu\)](#)

Attachment, Self-Regulation & Competency (ARC) is a framework for intervention with youth and families who have experienced multiple and/or prolonged traumatic stress (complex trauma). It focuses on building attachment, self-regulation and competency with the caregiver and child that are relevant for future resiliency.
http://www.nctsn.org/sites/default/files/assets/pdfs/arc_general.pdf

Behavioral Health Interventions for High-Risk Children

Ira Chasnoff, MD and the Children's Research Triangle team in Chicago, IL have conducted research on the integration of behavioral health interventions into primary health care services for high-risk children and their families, and through this project they studied the impact of concurrent planning on permanency placement for children in the foster care system. Services of the Children's Research Triangle team include pre-adoptive consultation for prospective adoptive parents with review of a child's medical/mental health information and follow-up support, as well as comprehensive developmental and psychological evaluations after adoption.
[Children's Research Triangle \(childrensresearchtriangle.org\)](http://childrensresearchtriangle.org)

Child-Parent Psychotherapy (CPP) is a treatment for trauma-exposed children aged 0-5. Typically, the child is seen with their primary caregiver, and the dyad is the unit of treatment. CPP examines how the trauma and the caregivers' relational history affect the caregiver-child relationship and the child's developmental trajectory. A central goal is to support and strengthen the caregiver-child relationship as a vehicle for restoring and protecting the child's mental health. [Child-Parent Psychotherapy Resources | Child Trauma Research Program \(ucsf.edu\)](#)

Drumming is another activity with therapeutic benefit. Drumming accelerates physical healing, boosts the immune system, and produces feelings of well-being, a release of emotional trauma, and reintegration of self. Slow drumming is calming, and the rhythmic beat can help to organize the brain. Drumming with families and groups can help bring cohesion among members.

Dyadic Developmental Psychotherapy (DDP) is a model of treatment and parenting for children with problems resulting from abuse, neglect, and multiple placements, including complex trauma. It was developed for children who were not able to experience the dyadic (reciprocal) interaction between a child and parent that is necessary for typical development and therefore have a reduced readiness and ability to participate in such experiences. The foundation of these interventions--both in home and in treatment--must incorporate attitudes based on playfulness, acceptance, curiosity, and empathy. [CEBC » Program » Dyadic Developmental Psychotherapy \(cebc4cw.org\)](#)

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Expressive Therapies such as Art Therapy, Music, Poetry, Dance and Drama provide a creative outlet for children to express themselves, create drawings, writings, music, dance and plays to tell their story and express their feelings without the pressure of verbal recall, allowing them to work through loss and grief, trauma and other emotional issues. The presentation of these creative expressions together can engage children and their parents in re-learning and relationship building.

Eye Movement Desensitization and Reprocessing (EMDR) can be an effective therapeutic tool with older youth who have experienced trauma and/or have a diagnosis of PTSD. It is a comprehensive, integrative psychotherapy approach, including psychodynamic, cognitive, behavioral, interpersonal, experiential, and body-centered therapies. www.emdr.com.

Groups specifically geared to children/teens who are adopted can normalize the children's experiences and reduce a sense of isolation. Teens, especially, benefit from hearing each other's stories and identifying their own feelings in others' experiences (see *Beneath the Mask: Understanding Adopted Teens* for scripted group format) www.adoptionsupport.org.

Lifebook Work which is discussed in NTI module 3, is more than a scrap book. It is a tool for helping children know their stories and begin the healing process. Supporting the child's understanding of their past paves the way for them to heal and move forward.

Narrative Therapy is a way for a child to tell their story, and have the therapist help to separate the story from the child, allowing for a more objective perspective of the situation. The therapist asks questions and engages in a dialogue with the child to help view the story outside of the child, enabling the child to separate from the experience and change the impact of the experience on the child. Learn more at www.goodtherapy.org.

Occupational therapy (OT) can be very useful for children with sensory integration and self-regulation problems. OT can help children improve their cognitive, physical, sensory, and motor skills and enhance their self-esteem and sense of accomplishment. For instance, rocking is soothing and helpful for children with attentional difficulties to focus. Weighted vests help children feel grounded, and activities that assist with balance and dexterity help the child who feels physically awkward.

Parent-Child Interaction Therapy (PCIT) is treatment for young children with emotional and behavioral challenges, using Child-Directed Interaction (CDI) similar to play therapy, in which the parent engages the child in a play situation with the goal of strengthening the parent-child relationship; and Parent Directed Interaction (PDI) resembling clinical behavior therapy in that parents learn to use specific behavior management techniques as they play with their child. While not specific to adoptive families, the goal is to improve parent-child interaction patterns, teach parents nurturing skills, increase prosocial behavior and decrease negative behavior. www.pcit.org.

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Positive Parenting Program (Triple P) is an evidence-based parenting program that has been used successfully with many populations of adoptive and guardianship families.
<http://www.triplep-parenting.net/glo-en/home/>

Psychoeducational Training helps parents feel more confident parenting children with traumatic backgrounds and confounding behaviors. Helping parents to build their parenting

skills is key to creating a safe, nurturing environment that will allow the child to begin to heal. Most public adoption agencies have preparatory training for adoptive parents before they adopt, but once the child is in the family, there may be little offered in the way of in-person training. There are a variety of online resources for parents, including webinars through C.A.S.E, the Right Time Series of the NTDC [Training for Families - NTDC Portal](#) parent education through NCFA, [Adoptive Parents - National Council For Adoption \(adoptioncouncil.org\)](#) or Adoption Learning Partners [Adoption Learning Partners](#). Many private adoption agencies offer ongoing workshops and parenting curricula, such as Pathways to Permanence (Kinship/Seneca Center). Check locally to see if your community partners offer workshops that would benefit your families.

Sand Tray Therapy Using trays of sand and miniature figures of people, animals and other toys and objects, the child can construct a scene that represents an aspect of the child's life, or an incident or story. It allows the child to reflect on the scene, change it, remove obstacles, resolve conflicts and gain acceptance. This therapy can be used with a child or with a family together. Learn more at www.goodtherapy.org.

Theraplay is an intensive, relationship-focused therapy for children and youth of all ages promoting attuned engagement of the child or youth in interactions with parents. It is modeled on the natural patterns of joyful, playful interactions that promote secure attachments in babies, young children, and teens. The primary goal of Theraplay is to enhance the parent-child attachment relationship. Related goals are to increase the child's felt safety and self-esteem, to decrease inappropriate behaviors, and to give parents the tools to continue rewarding and healthy interactions with their child. <https://theraplay.org/the-theraplay-institute/>

For further information about the following models, see the California Evidence-Based Clearinghouse [The California Evidence-Based Clearinghouse for Child Welfare \(cebc4cw.org\)](#) or scholarly articles below:

Attachment and Behavioral Catch Up (ABC): Yarger, H. A., Lind, T., Raby, K. L., Zajac, L., Wallin, A., & Dozier, M. (2021). Intervening with attachment and biobehavioral catch-up to reduce behavior problems among children adopted internationally: Evidence from a randomized controlled trial. *Child Maltreatment*, Online ahead of print..
<https://doi.org/10.1177/10775595211010975>

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Attachment-Based Family Therapy (ABFT): Diamond, G., Diamond, G.M., & Levy, S. (2021). Attachment-Based Family Therapy: Theory, clinical model, outcomes, and process research. *J Affect Disord.* S94: 286-295. doi:10.1016/j.jad.2021.07.005
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8489519/>

Dyadic Developmental Psychotherapy (DDP): <https://ddpnetwork.org/research/evidence-base-for-ddp/>

Parent Child Interaction Therapy (PCIT): <https://www.parentchildinteractiontherapy.com/pcit-research>

Theraplay: Purrington J, Glover-Humphreys E, Edwards H, Hudson M (2022) The impact of a brief neuro-collaborative play-based intervention on presentations of developmental trauma and attachment difficulties in adopted children: A service evaluation. *Int J Play Ther* 31(4):237–247. <https://doi.org/10.1037/pla0000182>

Trust-Based Relational Intervention (TBRI): Purvis, K., Howard, A. R. H., & Call, C. (2018). Trust-based relational intervention. In K. D. Buckwalter & D. Reed (Eds.), *Attachment theory in action: Building connections between children and parents* (pp. 143–156). Rowman & Littlefield.

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