

NTI Module 2 Lesson 2 Program Directory

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.

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 his mother and siblings to be part of another family, can help an adopted child be more open to telling his 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 will be covered in more depth in Module 3 Promoting Secure Attachments – Relationships and Experiences Matter.

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. 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. The website for the Children’s Research Triangle is www.childrensresearchtriangle.org There also is a course by Dr. Chasnoff on Adoption Learning Partner’s website on FASD: <http://www.adoptionlearningpartners.org/catalog/webinars/fasd-risk-development- and-intervention.cfm>

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Child-Parent Psychotherapy (CPP) is a treatment for trauma-exposed children aged 0-5. Typically, the child is seen with his or her 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. <http://www.cebc4cw.org/program/child-parent-psychotherapy/>

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.

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 failed to experience the dyadic (reciprocal) interaction between a child and parent that is necessary for normal development and who 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. It must never involve coercion, threat, intimidation, and the use of power to force submission. <http://www.cebc4cw.org/program/dyadic-developmental-psychotherapy/>

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, working through loss and grief, trauma and other emotional issues. The presentation of these creative expressions 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 or have a diagnosis of PTSD. It is a comprehensive, integrative psychotherapy approach, including psychodynamic, cognitive, behavioral, interpersonal, experiential, and body-centered therapies. Learn more at 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.adoptionssupport.org.

Lifebook Work, which we will discuss further in Lesson 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.

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Narrative Therapy is a way for a child to tell his or her 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 problems, 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. The goal is to improve parent-child interaction patterns, teach parents nurturing skills, increase prosocial behavior and decrease negative behavior. Learn more about PCIT at www.pcit.org.

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 the 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, Adoption Learning Partners, and Foster Parent College. Many private adoption agencies offer ongoing workshops and parenting curricula, such as Pathways to Permanence (Kinship 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.

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Sensory-Based Activities such as baking and cooking, and gardening can be used with children and families to serve as attachment building activities which can be translated to the home environment. Our senses can be used to enhance experiences, especially our sense of smell. The aroma of baking or cooking can invoke pleasure at the sensory level, while the activity of cooperation in creating and sharing a meal can be enjoyed. Gardening, the feel of the soil in planting and the nurturing of the plant as a family project, can enhance attachment opportunities. These and other sensory activities can be very helpful in building attachment experientially.

The Incredible Years is an evidence-based parenting program that has been used successfully with many populations of adoptive and guardianship families. <http://incredibleyears.com/>

Theraplay is a structured play therapy for children and their parents. The goal is to enhance attachment, self-esteem, trust in others, and joyful engagement. The sessions are designed to be fun, physical, personal, and interactive and replicate the natural, healthy interaction between parents and young children. Children have been referred for withdrawn or depressed behavior, overactive-aggressive behavior, temper tantrums, phobias, difficulty socializing and making friends, and interpersonal problems resulting from learning disabilities, developmental delays, and pervasive developmental disorders. <http://www.theraplay.org/>

Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) has been shown to help children, adolescents, and their caregivers overcome trauma-related difficulties. It is designed to reduce negative emotional and behavioral responses resulting from trauma. The treatment is based on learning and cognitive theories and addresses distorted beliefs and attributions related to the abuse, and provides a supportive environment in which children are encouraged to talk about their traumatic experience. Learn more at tfcbt.org.

Trust-Based Relational Intervention (TBRI) is an attachment-based, trauma-informed intervention that is designed to meet the complex needs of vulnerable children. TBRI uses Empowering Principles to address physical needs, Connecting Principles for attachment needs, and Correcting Principles to disarm fear-based behaviors. While the intervention is based on years of attachment, sensory processing, and neuroscience research, the heartbeat of TBRI is connection. <http://child.tcu.edu/about-us/tbri/>

W.I.S.E. Up! –This program teaches effective techniques for helping children who are in adoptive and guardianship families, as well as children in foster care, deal with painful and often disturbing encounters with people who are not educated about adoption or foster care and ask hurtful and inappropriate questions. We will explore the uses of W.I.S.E. Up further in the Module on Identity.

Yoga is a great way for parents and children to share in a healthy activity together. Some therapists are also Yoga practitioners and can work with children and their parents. There are many health benefits aside from the potential attachment benefit, and Yoga is a way for children to begin to learn to control their bodies and breathing, and quiet their mind.

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