

## **IVAT Certification Course on Children & Adolescents with Dissociation**

### **Trainers:**

Fran S. Waters, DCSW, LMSW, LMFT, PLC, Private Practice, Marquette, MI USA  
Renee P. Marks, PhD, Founder & Lead Therapist at Integrate, Huddersfield, England, UK

(Please refer to attached trainer's biographies)

### **Overview of Course Description**

This certification program is comprised of 40 hours of training. This program will encompass ten 2-hour monthly live PowerPoint (PP) sessions on Zoom with a question/answer period toward end of each presentation. These PP sessions will be recorded for participants who missed the live PP sessions.

To further enhance the learning and practical application of each PP presentation, approximately 2 weeks following each, there will be a monthly 2-hour live group discussion session on Zoom. This will be a time for discussion of material presented in the monthly PP session, the required readings, and how to apply the information to clinical cases.

### **Participant's Requirement**

This course is for licensed mental health professionals who are treating children and adolescents with complex trauma. Prior training in trauma of youth is required. Resume or curriculum vitae, and list of trauma training of youth is required for acceptance in this course.

**Certification Requirements:** To receive certification, each monthly 10 PP session and 10 group discussion session must be completed. Arrangements will be made to view the recording later on Zoom. Participants who view recorded PP presentation will be required answer a few questions to certify that they have viewed the recording. It is advisable that every effort be made to attend the live PP sessions to be able to participate in the question/answer period. If a group discussion is missed, faculty will arrange for an alternative discussion session.

**CE credits:** For those who want CE's, they will need to sign up for CE's and pay separately for them. They will qualify for total of 40 hours. If they miss a live PP session, they will be required to pass CE questions for that session.

**Days and Times of Course:** Note that PP Presentation & live discussion sessions will occur on Mondays (with exception of one live discussion on a Friday) at 12 pm to 2 pm USA Eastern Time. Times and dates are in the Course Content below. Please convert to your own time zone. (eg. 5-7 PM UK time; 11 am-1 pm Central Time USA; 9 -11 am Pacific Time USA, 10 am-12 pm Mountain Tim USA).

**Course Readings:** Two books listed below are required. These two books will be supplemented by peer reviewed articles that are suggested readings. In the Course Content below, readings for each session will be indicated. Please read the required readings prior to each consultation session.

Waters, F. S. (2016). *Healing the fractured child: Diagnosis and treatment of youth with dissociation*. New York: Springer Publishing Company, LCC.

Silberg, J. L. (2022, 2<sup>nd</sup> Ed.). *The child survivor: Healing developmental trauma and dissociation*. New York: Routledge.

## **COURSE CONTENT**

### **Session 1: Theories of Dissociation & Neurobiology of Trauma**

*Fran S. Waters: PP: Monday, January 8, 2024, 12 pm - 2 pm ET*

*Discussion: Monday, January 22, /2024, 12 pm - 2 pm ET*

This session presents theories on dissociation, including Putnam's Discrete Behavioral States Theory, neurobiology of trauma that highlights the Porges' Polyvagal Theory, Waters' Star Theoretical Model on Assessment and Treatment and Silberg's Affect Avoidance Theory. These theories will guide the assessment and treatment process. Special emphasis will be on the early impact of trauma on prenatal, infants and children that causes a reliance on dissociation. Example of clinical cases will be provided.

Two-hour consultation will follow this session for peer discussion on how to apply these theories to case formulations and clinical cases incorporating PP presentation and supplemental readings.

### **Objectives**

Participants will be able to:

- Define the Polyvagal Theory and its application to assessing children with dissociation.
- Describe Putnam's Discreet Behavior States and impact of early trauma on children & development of dissociation.
- Explain The Star Theoretical Model and its application to assessing & treating children with dissociation.
- Define Silberg's Affect Avoidance Theory and its application to assessing children with dissociation.

### **Session 1 Required Readings**

Waters, F. S. (2016). *The Star theoretical model: An integrative model for assessing and treating childhood dissociation* (pp. 3-44). In Waters, *Healing the fractured child*.

Silberg, J. L. (2022, 2<sup>nd</sup> Ed.). Trauma and Its effects. In Silberg, *The child survivor* (pp.1- 20). New York: Routledge.

Silberg, J. L. (2022, 2<sup>nd</sup> Ed.). An Integrative developmental model of dissociation. In Silberg, *The child survivor* (pp 21-38). New York: Routledge.

### **Session 1 Recommended readings**

- Teicher, M. (2019). Neurobiological consequences of childhood maltreatment: Important of sensitive periods and network architecture. *Journal of the American Academy of Child & Adolescent Psychiatry*, 58(10), S145.
- Reinders, A. A., Marquand, A. F., Schlumpf, Y. R., Chalavi, S., Vissia, E. M., Nijenhuis, E. R., Dazzan, P., Jancke, & Veltman, D. J. (2019). Aiding the diagnosis of dissociative identity disorder: pattern recognition study of brain biomarkers. *The British Journal of Psychiatry*, 215(3), 536-544.
- Spiegel D. Integrating Dissociation. *Am J Psychiatry*. 2018 Jan 1;175(1):4-5. doi: 10.1176/appi.ajp.2017.17101176. PMID: 29301423.

## **Session 2: Part 1: Assessment phase: Signs, Symptoms, Comorbidity & Overlapping symptoms**

*Fran S. Waters- PP: Monday, February 5, 2024, 12-2 pm ET*  
*Discussion: Monday, February 19, 12-2 pm ET*

This session describes different types of early and chronic trauma beginning in prenatal through adolescents that can be precursors and factors in the development of dissociative disorders in children and adolescents. This session will describe warning signs, core dissociative symptoms, overlapping symptoms, comorbidity, and assessment tools for dissociation. Differential diagnoses will be highlighted to discern between dissociation and other more commonly known disorders (e.g., ADHD, mood disorders, attachment disorders). Clinical cases will be provided.

Two-hour discussion will encompass participants' clinical cases and signs, symptoms, differential diagnoses, and overlapping symptoms for thorough assessment incorporating PP presentation and supplemental readings.

### **Session 2 Objectives**

Participants will be able to

- Describe early & chronic trauma that can be factors for development of dissociative disorders in children.
- List 4 warning signs for child dissociation.
- Explain core dissociative symptoms.
- Discriminate between more common diagnoses and symptoms of dissociation.
- Use dissociative checklists for assessment.

### **Assessment Checklists Provided:**

Armstrong, J., et.al., *Adolescent Dissociative Experience Checklist & Explanation*.

Putnam, F. *Child Dissociative Checklist (CDC) & Explanation*.

Armstrong, J., et.al., *Adolescent Dissociative Experience Checklist & Explanation*.

Stolbach, B. *Children's Dissociative Experiences & PTS Inventory Checklists* (female, males, & scoring instructions).

Waters, F. S. (2020) *CIT-DY-Checklist of Indicators of Trauma & Dissociation in Youth*.

### **Session 2 Required Readings**

Waters, F. S. (2016), What's going on with this child? Recognizing warning signs of dissociation in traumatized children and adolescents. In F. S. Waters, *Healing the fractured child* (pp. 47-68). New York: Springer Publishing Company, LCC.

Waters, F. S. (2016), Deciphering what is dissociation: Differential Diagnoses. In F. S. Waters, *Healing the fractured child* (pp. 69-96). New York: Springer Publishing Company, LCC.

Silberg, J. L. (2022, 2<sup>nd</sup> Ed.). Diagnostic considerations. In J. L. Silberg, *The child survivor* (pp. 39-46). New York. Routledge.

## **Session 2 Recommended Readings**

Boyer, S. M., Caplan, J. E., & Edwards, L. K. (2022). Trauma-Related Dissociation and the Dissociative Disorders:: Neglected Symptoms with Severe Public Health Consequences. *Delaware Journal of Public Health*, 8(2), 78–84.  
<https://doi.org/10.32481/djph.2022.05.010>

Ford, J.D., & Delker, B.C. (2018) Polyvictimization in childhood and its adverse impacts across the lifespan: Introduction to the special issue, *Journal of Trauma & Dissociation*, 19:3, 275-288, DOI: 10.1080/15299732.2018.1440479

Fragkaki, I., Weijman, E. L., & Cima, M. (2019). Dissociation and psychopathology in residential youth: a brief report. *Journal of Trauma & Dissociation*, 20(5), 594-602.

Kisiel, C. L., Torgersen, E., & McClelland, G. (2020). Understanding dissociation in relation to child trauma, mental health needs, and intensity of services in child welfare: A possible missing link. *Journal of Family Trauma, Child Custody & Child Development*, 17(3), 189-218.

Sideli, L., Santoro, G., Fontana, A., Guglielmucci, F., Caretti, V., & Schimmenti, A. (2023) The Relationship Between Obsessive-Compulsive Symptoms and Dissociation: A Systematic Review and Meta-Analysis, *Journal of Trauma & Dissociation*, 24:3, 362-379, DOI: [10.1080/15299732.2023.2181477](https://doi.org/10.1080/15299732.2023.2181477)

Wendler-Bödicker, C., Kische, H., Coss, C., & Beesdo Baum K. (2023): The association between childhood maltreatment and body (dis)satisfaction in adolescents and young adults from the general population, *Journal of Trauma & Dissociation*, DOI: 10.1080/15299732.2023.2231927

## **Session 3: Part 2: Assessment phase: Interviewing Child, Caregivers, Collateral Contacts**

*Renee P. Marks - PP: Monday, March 11, 2024, 12 pm-2 pm ET*  
*Discussion: Monday, March 25, 2024, 12 pm-2 pm ET*

Part 2 is a continuation of the assessment phase that focuses on careful interviewing the child, caregivers' involvement as partners in treatment of their child, and strategies to engage other collateral contacts for accurate diagnosis of a dissociative disorder.

Two-hour discussion will engage participants to think about their clinical cases and how to further implement child/parental/collateral involvement and how to overcome stuck points, incorporating PP presentation and supplemental readings.

### **Session 3 Objectives**

Participants will be able to

- Describe 2 strategies on how to interview children with dissociation.
- List 3 areas to interview caretakers about signs of dissociation with their child.
- Illustrate a child's dissociative behaviors that will help caregivers to begin to understand childhood dissociation.
- Define 2 strategies to engage parents as partners in treatment of their dissociative child.

### **Session 3 Required Readings**

Waters, F. S. (2016), Uncovering the child's fractured self: Assessing for dissociation. In F. S. Waters, *Healing the fractured child* (pp. 97-130). New York: Springer Publishing Company, LCC.

Silberg, J. L. (2022, 2<sup>nd</sup> Ed.). Assessing dissociative processing. In J. L. Silberg, *The child survivor* (pp. 47-68). New York. Routledge.

Silberg, J. L. (2022, 2<sup>nd</sup> Ed.). Beginning the treatment journey. In J. L. Silberg, *The child survivor*, (pp.69-76). New York. Routledge.

### **Session 3 Recommended Readings**

Gabriela Cintron, Alison Salloum, Zoe Blair-Andrews & Eric A. Storch (2018) Parents' descriptions of young children's dissociative reactions after trauma, *Journal of Trauma & Dissociation*, 19:5, 500-513, DOI: [10.1080/15299732.2017.1387886](https://doi.org/10.1080/15299732.2017.1387886)

Ford, J. D. (2013) How Can Self-Regulation Enhance Our Understanding of Trauma and Dissociation?, *Journal of Trauma & Dissociation*, 14:3, 237-250, DOI: [10.1080/15299732.2013.769398](https://doi.org/10.1080/15299732.2013.769398)

Hébert, M., Langevin, R., & Oussaïd, E. (2018). Cumulative childhood trauma, emotion regulation, dissociation, and behavior problems in school-aged sexual abuse victims. *Journal of Affective Disorders*, 225, 306–312.  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5777856/>

### **Session 4: Overview of Principles of Treatment and Family Intervention with Focus of Building Attachment between Child & Caretakers**

*Renee P. Marks- PP: Monday, April 15, 2024, 12 PM-2 PM ET*

*Discussion: Monday, April 29, 2024, 12 PM-2 PM ET*

Session 4 will describe principles of treating children with complex trauma and dissociation that will lay the foundation on how to proceed in treatment. This course recognizes how the attachment between caretakers is the anchor for successful treatment. Key strategies to assist caregivers to understand their dissociative child's complexity, to build attachment between

child's states and caregivers, and begin to learn how to manage self-states will be described. Case examples, including artwork, will highlight the process.

Two-hour discussion will cover the key points with participants and how to implement principles and manage attachment dynamics with their clinical cases, incorporating PP presentation and supplemental readings.

#### **Session 4 Objectives**

Participants will be able to

- Describe 3 principles of treating children with dissociation.
- Apply 3 key strategies to help caregivers manage their children.
- Illustrate 3 techniques to build attachment between child's self-states and their caregivers.

#### **Session 4 Required Readings**

ISSTD Child & Adolescent Committee (2008). Frequently Asked Questions for Parents:

<https://www.isst-d.org/resources/child-adolescent-faqs/>. FAQ for Teachers:

<https://www.isst-d.org/resources/faqs-for-teachers/>

Waters, F.S. (2016), Mindful approach to phase-oriented treatment. In F. W. Waters, *Healing the fractured child* (pp. 133-148). New York: Springer Publishing Company, LCC.

Waters, F.S. (2016), "I guess they're going to keep me. I tried everything..." Building attachment and partnering with the family. In F. W. Waters, *Healing the fractured child* (pp. 149-178). New York: Springer Publishing Company, LCC.

Silberg, J. L. (2022, 2<sup>nd</sup> Ed.) Building attachment across states. In J. L. Silberg, *The child survivor* (pp. 183-204). New York. Routledge.

Silberg, J. L. (2022, 2<sup>nd</sup> Ed.) Child-centered family therapy. In J. L. Silberg, *The child survivor* (pp.205-221). New York. Routledge.

#### **Session 4 Recommended Readings**

Farina, B., Liotti, M., & Imperatori, C. (2019). The role of attachment trauma and disintegrative pathogenic processes in the traumatic-dissociation dimension. *Frontiers in Psychology, Section Psychology for Clinical Settings*, 10(933) <http://dx.doi.org/10.3389/fpsyg.2019.00933>

Liotti, G., (2009). Attachment and dissociation. In Dell, P. & O'Neil, J. [Eds.]. *Dissociation and the dissociative disorders: DSM V and beyond* (pp.55-73). Routledge: New York.

Cintron, G., Salloum, A., Blair-Andrews, Z., & Storch, E. A., (2018) Parents' descriptions of young children's dissociative reactions after trauma, *Journal of Trauma & Dissociation*, 19:5, 500-513, DOI: 10.1080/15299732.2017.1387886

#### **Session 5: Part 1: Stabilization Phase: Identifying and Stabilizing Self-States**

*Renee P. Marks- PP: Monday, May 6 2024, 12 pm-2 pm ET*

*Discussion: Monday, May 20, 2024, 12 pm-2 pm ET*

This session will describe specific techniques that aim to identify the internal life of the dissociative child, to educate the child about the formation of self-states that helped the child to

survive, to build internal awareness, cooperation and alliance between child and self-states, and to reframe self-harming, aggressive states. Case examples, including artwork, will highlight the process.

Two-hour discussion will entail how clinicians can draw from PP presentation and readings on how to implement specific techniques for identifying and building internal awareness and cooperation between child and self-states and manage challenges with their cases.

### **Session 5 Objectives**

Participants will be able to

- Explain to the child about self-states.
- Describe at least 2 specific techniques to facilitate the identity of child's self-states.
- Illustrate at least 2 techniques to help child build cooperation among self-states.
- Define at least 1 technique that will help to reframe self-harming & aggressive states.

### **Session 5 Required Readings**

- Waters, F.S. (2016), "My invisible team:" Identifying and stabilizing self-states. In F. S. Waters, *Healing the fractured child* (pp. 179-218). New York: Springer Publishing Company, LCC
- Silberg, J.L. (2022, 2<sup>nd</sup> Ed.). Educate and motivate. In J. L. Silberg, *The child survivor* (pp 77-96). New York. Routledge
- Silberg, J.L. (2022, 2<sup>nd</sup> Ed.). Bridging the selves: Healing through connections to what's hidden. In J. L. Silberg, *The child survivor* (pp. 97-119). New York. Routledge.
- Silberg, J. L. (2022, 2<sup>nd</sup> Ed.). Building attachment across states. In J. L. Silberg, *The child survivor* (pp. 183-204). New York. Routledge.

### **Session 5 Recommended Readings**

- Baita, S., (2020). Environmental safety: The starting point in the treatment of children with dissociation. *Frontiers in the Psychotherapy of Trauma & Dissociation*, 4(1):93–104.
- Cheung Chung, M., & Sheng Chen, Z., (2020): The Interrelationship Between Child Abuse, Emotional Processing Difficulties, Alexithymia And Psychological Symptoms Among Chinese Adolescents, *Journal of Trauma & Dissociation*, DOI: 10.1080/15299732.2020.1788689
- Hamby, S., Taylor, E., Mitchell, K., Jones, L., & Newlin, C., (2020) Poly-victimization, Trauma, and Resilience: Exploring Strengths That Promote Thriving After Adversity, *Journal of Trauma & Dissociation*, 21:3, 376-395, DOI: 10.1080/15299732.2020.1719261

### **Session 6: Part 2: Stabilization Phase: Advanced Techniques to Calm Stress Response System & Manage Triggers with Challenging Cases, e.g., Aggressive, Sexualized, Eating disorders Self-States**

*Fran S. Waters: PP: Monday, June 3, 2024, 12 pm-2 pm ET*

*Discussion: Friday June. 14, 2024, 12 pm-2 pm ET*

This is a continuation of Session 5 that will provide specific techniques to calm stress response system, to manage triggers and to deal with troubling states' specific disturbances, e.g. aggression, eating disorders, sexualized behaviors, etc. Clinical cases and artwork will illustrate the goals of this session.

Two-hour discussion will discuss techniques presented and how participants can tailor these techniques to their cases, as well as participants sharing their own creative and innovative techniques to manage their clinical cases, incorporating PP presentation and supplemental readings.

### **Session 6 Objectives**

Participants will be able to

- Discuss stabilization techniques to calm the dissociative child.
- Recognize a child's triggers.
- Explain at least 3 calming techniques.
- Apply creative and innovative techniques to manage disruptive states.

### **Session 6 Required Readings**

- Waters, F.S. (2016), Calming the stress response system and managing triggers  
In F. S. Waters, *Healing the fractured child* (pp. 219-248). New York: Springer  
Publishing Company, LCC.
- Silberg, J. L. (2022, 2<sup>nd</sup> Ed.). "I try to forget to remember:" Reversing amnesia. In J. L. Silberg  
*The child survivor* (pp. 120-138). New York. Routledge.
- Silberg, J. L. (2022, 2<sup>nd</sup> Ed.). Befriending the body. In J. L. Silberg, *The child survivor* (pp  
139-158). New York. Routledge
- Silberg, J.L. ((2022, 2<sup>nd</sup> Ed.). Staying awake: Reversing dissociative shutdown, In J. L. Silberg,  
*The child survivor* (pp. 159-182). New York: Routledge

### **Session 6 Recommended Readings:**

- Bertule, M., Sebre, S. B., & Kolesovs, A. (2021): Childhood abuse experiences, depression and  
dissociation symptoms in relation to suicide attempts and suicidal ideation, *Journal of  
Trauma & Dissociation*. <https://doi.org/10.1080/15299732.2020.1869652>
- Ferentz, L. (2012). Treating self- destructive behaviors in trauma survivors. *Working with the  
Cycle: Self-destructive behaviors and CARESS*. New York: Routledge Press.
- Forner, C., (2019) What Mindfulness can learn about Dissociation and what Dissociation can  
learn from Mindfulness, *Journal of Trauma & Dissociation*, 20:1, 1-15, DOI:  
10.1080/15299732.2018.1502568
- Henschel, S., Doba, K., & Nandrino, J. L. (2019) Emotion Regulation Processes and  
Psychoform and Somatoform Dissociation in Adolescents and Young Adults with  
Cumulative Maltreatment, *Journal of Trauma & Dissociation*, 20:2, 197-211, DOI:  
10.1080/15299732.2018.1502714

### **Session 7: Interfacing & Collaborating with Systems**



*Fran S. Waters: PP: Monday, Sept.9, 2024, 12 pm-2 pm*  
*Discussion: Monday Sept 23, 2024, 12 pm-2 pm*

This session will describe how to distill information about dissociative mechanisms, how to interface and collaborate with various systems, e.g. medical, protective services, educational, and juvenile justice and become partners in the healing of youth with dissociation. Ways to develop a unified plan for treatment of dissociative youth will be described. Clinical cases will illustrate systems can come together with a unified treatment plan.

Two-hour discussion will further illuminate challenges in working with various systems and participants will share ideas of how to manage those challenges, incorporating PP presentation and supplemental readings.

### **Session 7 Objectives**

Participants will be able to

- Describe to various systems in simple language about childhood dissociation.
- Describe at least 2 strategies to become partners with various systems.
- Synthesize complex treatment needs to facilitate a unified intervention with systems.

### **Session 7 Required Readings**

ISSTD Child & Adolescent Committee (2008). Frequently Asked Questions for teachers. International Society for the Study of Trauma and Dissociation; <https://www.isstd.org/resources/faqs-for-teachers/>

Silberg, J. L. (2022, 2<sup>nd</sup> Ed.). Interfacing with systems. In J. L. Silberg, *The child survivor* (pp. 284-297). New York. Routledge

### **Session 7 Recommended Readings**

Baita, S., (2020). Environmental safety: The Starting point in the treatment of children with dissociation. *Frontiers in the Psychotherapy of Trauma and Dissociation*, 4(1):93–104 2020.

Fragk, I., Weijman, E. L., & Cima, M. (2019) Dissociation and psychopathology in residential youth: a brief report, *Journal of Trauma & Dissociation*

HaLevi, E. Sderot teacher's song empowers children in face of rockets.  
<https://www.israelnationalnews.com/News/News.aspx/125183>

Tucci, J. & Blom, M. (2019) "These were terrible years. No love or kindness, no safety or warmth." Reflections on the outcomes of the Royal Commission into Institutional Responses to child Sexual Abuse in Australia., *Journal of Trauma & Dissociation*, 20:4, 373-377, DOI: 10.1080/15299732.2019.1630789

Tsur, N., & Katz, C. (2022). "And Then Cinderella Was Lying in My Bed": Dissociation Displays in Forensic Interviews With Children Following Intrafamilial Child Sexual Abuse. *Journal of Interpersonal Violence*, 37(17–18), NP15336–NP15358.  
<https://doi.org/10.1177/08862605211016347>

### **Session 8: Part 1: Processing Traumatic Memories**

*Renee Marks: PP: Monday, Oct. 7, 2024, 12 pm-2 pm ET*

*Discussion: Monday, Oct. 21, 2024, 12 pm-2 pm ET*

This session will describe guidelines for safe trauma processing, including titrating traumatic memories to keep the child within the window of tolerance, and a supportive family structure and internal alliance between the child's self-states. This session will present techniques for trauma processing. Clinical cases and artwork will illustrate the goals of this session.

Two-hour discussion will cover further challenges of keeping the hyperaroused child and states within window of tolerance, and pointers of helping caregivers support the child during trauma processing. Participants' cases and creative ideas will enhance this discussion, incorporating PP presentation and supplemental readings.

### **Session 8 Objectives**

Participants will be able to

- Describe the guidelines for safe trauma processing.
- Apply stabilization techniques before, during, and after trauma processing.
- Utilize at least 3 trauma processing techniques, i.e, play therapy, EMDR, imagery.
- Illustrate how parents can be supportive and involved during trauma processing of the dissociative child.

### **Session 8 Required Readings**

Waters, F.S. (2016), Mastering traumatic memories In F. W. Waters, *Healing the fractured child* (pp. 283-320). New York: Springer Publishing Company, LCC.

Silberg, J. L. (2022, 2<sup>nd</sup> Ed.). "I try to forget to remember:" Reversing amnesia. In J. L. Silberg *The child survivor* (pp. 96-111).New York. Routledge.

### **For those trained in EMDR, the following can be read:**

Waters, F.S. (2016) Integrating dissociative treatment and EMDR therapy with children with trauma and dissociation. In F. W. Waters, *Healing the fractured child* (pp. 353-384). New York: Springer Publishing Company, LCC.

### **Session 8 Recommended Readings**

Cortizo, R. (2020): Prenatal Broken Bonds: Trauma, Dissociation and the Calming Womb Model, *Journal of Trauma & Dissociation*, DOI: 10.1080/15299732.2021.1834300

Hoyos, C., Mancini, V., Furlong, Y., Medford, N., Critchley, H., & Chen, W. (2019). The role of dissociation and abuse among adolescents who self-harm. *Australian and New Zealand Journal of Psychiatry*, 53(10), 989-99.

Kluft, R., (2017). Trying to keep it real: My experience in developing clinical approaches to the treatment of DID, *Frontiers in the Psychotherapy of Trauma and Dissociation*, 1(1):18–44.

Silberg, JL, Schwartz Lapin, C., (2017). Expanding our toolkit through collaboration: DIR/Floortime and dissociation-informed trauma therapy for children. *Frontiers in the Psychotherapy of Trauma & Dissociation*, 1(1):45-64.

## **Session 9: Part 2: Processing Traumatic Memories utilizing Specialized Therapy Techniques**

*Fran Waters: PP: Monday, Nov. 4, 2024, 12 pm-2 pm ET*

*Discussion: Monday, Nov. 18, 2024, 12 pm-2 pm ET*

Part 2 is a continuation of utilizing strategies for processing traumatic memories with clinical cases for safe and successful processing. It will also describe further stuck points with examples of hidden states that thwarts the process and how to manage those states for completion of processing traumatic memories. Clinical cases and artwork will illustrate the goals of this session.

Two-hour discussion will cover further how to overcome stuck points of hidden states, new memories surfacing and when to step back and do some stabilization for safe trauma processing, incorporating PP presentation and supplemental readings. Participants challenging cases are welcomed.

### **Session 9 Objectives**

Participants will be able to

- Utilize various techniques for safe processing of traumatic memories.
- Recognize stuck points in hindering trauma processing.
- Recognize presence of hidden states.
- Apply interventions to engage hidden states in the treatment process.
- Apply various modalities to overcome resistance to trauma processing.

### **Session 9 Required Readings**

Waters, F.S. (2016), Hidden voices: Creative art therapy interventions for adolescents with dissociation. In F. W. Waters, *Healing the fractured child* (pp. 321-352). New York: Springer Publishing Company, LCC.

Silberg, J. L. (2022, 2<sup>nd</sup> Ed.). Rewriting the script: Processing traumatic memories & resolving flashbacks., In J. L. Silberg, *The child survivor* (pp. 222-253). New York. Routledge

### **Session 9 Recommended Readings**

Vedat Şar MD (2022) The Dialectical Dynamic Therapy of Trauma, *Journal of Trauma & Dissociation*, 23:4, 339-355, DOI: 10.1080/15299732.2022.2079110 To link to this article: <https://doi.org/10.1080/15299732.2022.207911>

Hoyos, C., Mancini, V., Furlong, Y., Medford, N., Critchley, H., & Chen, W. (2019). The role of dissociation and abuse among adolescents who self-harm. *Australian and New Zealand Journal of Psychiatry*, 53(10), 989-99

Ratnamohan, S, et al (2018) Ambushed by Memories of Trauma: Memory-Processing Interventions in an Adolescent Boy with Nocturnal Dissociative Episodes. *Harvard Review of Psychiatry*, Volume 26 • Number 4 • July/August

## **Session 10: Integration, Post Integration & Techniques**

*Renee Marks- PP: Monday, Dec. 2, 2024, 12 pm-2 pm ET*

*Renee & Fran: Discussion: Monday, Dec.16, 2024, 12 pm-2 pm ET*

(This will also be a time to say goodbyes and share your thoughts about this course.)

While throughout this course, techniques are designed to lead to integration, this session will specifically cover integration techniques. This session will describe signs of integration. While integration is often considered the final phase, this session will also discuss post integration and challenges children face, such as, events in a child's life that can cause further fragmentation requiring additional therapy. Clinical cases and artwork will illustrate the goals of this session and incorporating PP presentation and supplemental readings.

Two-hour discussion will talk about cases and how to implement integration techniques, including clinician's own techniques, post integration challenges with focus of helping the child to build resilience, coping skills, and internal strength without dissociating, and prepare them for further challenges they may face in their life to prevent reliance on dissociation. Participants' creative input will enhance our learning.

The last 10 min. will be a review of the course, what was meaningful to participants, and their suggestions. We will end with a warm farewell for continued successful work with dissociative children.

### **Session 10 Objectives**

Participants will be able to

- Describe at least 2 specific integration techniques.
- Recognize the signs of integration.
- Identify at least 3 post integration challenges.
- Apply problem solving techniques to the integrated child.

### **Session 10 Required Readings**

Waters, F.S. (2016), "It's like you're in a new world" Integrating the fractured child. In F. S. Waters, *Healing the fractured child* (pp. 385-415). New York: Springer Publishing Company, LCC

Silberg, (2022, 2<sup>nd</sup> Ed) The integrated self: Toward a healing future. In J. L. Silberg, *The child survivor* (pp.298-315). New York. Routledge.

## Session 10 Recommended Readings

- Brand, B. L., Schielke, H. J., Putnam, K. T., Putnam, F. W., Loewenstein, R. J., Myrick, A.Jepsen, E. K. K., Langeland, W., Steele, K., Classen, C. C., & Lanius, R. A. (2019). An online educational program for individuals with dissociative disorders and their clinicians: 1-year and 2-year follow-up. *Journal of Traumatic Stress, 32*, 156–166. <https://doi.org/10.1002/jts.22370>
- Silberg, J. L. (2018). Trauma-relevant treatment of dissociation for children and adolescents. In S. N. Gold (Ed.), *APA handbook of trauma psychology Vol. 2, Trauma Practice* (pp. 411-427 ). American Psychological Association.

### Recommended Books

- Adler-Tapia, R. & Settle, C. *EMDR and the art of psychotherapy with children.* (pp. 239- 255). New York: Springer Publication Co.
- Blaustein, M. & Kinniburgh, K. (2<sup>nd</sup> Ed. 2019) *Treating Traumatic Stress in Children and Adolescents: How to foster resilience through attachment, self-regulation, and competency.* Guilford: New York.
- Ford, J. & Courtois, C. (Ed.) (2013). *Treating complex traumatic stress disorders in children and adolescents:* New York: Guilford.
- Gomez, A.M. (2012) *EMDR therapy and adjunct approaches with children: Complex trauma, attachment, and dissociation:* New York: Springer.
- Hughes, D. (1997). *Facilitating developmental attachment: The road to emotional recovery and behavioral change in foster and adopted children.* Jason Aronson: Northvale, New Jersey.
- Oppenheim, D. & Goldsmith, D. [Eds.]. (2007). *Attachment theory in clinical work with children: Bridging the gap between research and practice.* Guilford: New York.
- Perry, B. & Szalavitz, M. (2006 ). *The Boy who was raised as a dog.* Basic Books: New York..
- Putnam, F. W. (1997). *Dissociation in children and adolescents.* New York: Guilford.
- Sinason, V., & Potgieter Marks, R. (2022). *Treating Children with Dissociative Disorders.* New York: Routledge
- Shirar, L. (1996). *Dissociative Children.* New York: W. W. Norton
- Silberg, J. L. (Ed.) (1998). *Dissociative children: Diagnosis, treatment & management.* Lutherville: Sidran Press.(available per [www.sidran.com](http://www.sidran.com) as an e-book.)
- Siegel, D. J. (2012). *The developing mind.* New York: Guilford.
- Steele, W. & Malchiodi, C. (2011). *Trauma-informed practices with children and adolescents.* Routledge: New York.
- Stien, P. & Kendall, J. (2004) *Psychological trauma and the developing brain: Neurologically based interventions for troubled children.* Binghamton, N. Y.: Haworth.
- Wieland, S. [2<sup>nd</sup>.Ed.] (2015). *Dissociation in traumatized children & adolescents: Theory and clinical interventions.* Routledge: New York.

### Recommended Children's Books

- Biggs, A. (2013) *Polly and her Parts.* Waltham, MA: Font and Center Press.
- Bray, M. (2015) *Rob the Robin and the Bald Eagle.* Indiana: Artsake Publishing.

Gomez, A. & Paulsen, S. (2016) *All the Colors of Me: My First Book about Dissociation*. Agate Books.

Johnson, S. (2020) *The Parts Inside of Me*. Archway publishing.

Hale, H. (2023) *Go with That! A Child's Introduction to EMDR and Play Therapy*. Self published by the author.

### **Therapeutic Doll**

ALLMEE TM Therapeutic doll <https://playtherapytrainingresources.com/all-mee-therapeutic-doll/>

### **Registration Information**

Prospective students, please forward to Fran Waters at [franwatersusa@gmail.com](mailto:franwatersusa@gmail.com) your resume or curriculum vitae and list training that you have taken in trauma of youth.

### **Registration Fee:**

Fee for 40 hours of comprehensive training includes 20 hours of PowerPoint presentations and 20 hours of live discussion is \$2750. Early bird registration fee is \$2450 before deadline on Nov. 14, 2023.

If live discussion session is missed, the participant can arrange with faculty to meet for a 2-hour group session with additional fee of \$50 (more than one person) or \$100 for individual session. Faculty will strive to arrange for group sessions.

### **CE Fee:**

To receive continuing education requirements, there is a separate fee of \$200 for 40 hrs.

### **Certification Fee:**

To receive certification, there is a separate fee of \$200.