

**Trauma Informed Child Welfare  
Yeshiva University  
Wurzweiler School of Social Work**

**CORE CONCEPTS IN TRAUMA INFORMED CHILD WELFARE PRACTICE      SUMMER 2015**  
**SWK 6678**

**Course Description**

This course will introduce students to the core concepts (general theory and foundational knowledge), informing evidence-based assessment and intervention for traumatized children and adolescents who are in the child welfare system. Strength-based practice will be highlighted along with a focus on the identification of protective and promotive factors that foster resiliency and post-traumatic growth. Trauma is broadly defined, and includes children and adolescents exposed to traumatic events including, abuse and neglect and witnessing interpersonal crime (e.g. domestic violence), community violence and other traumatic events who have come into contact with the child welfare system. The course will highlight the role of development, culture and empirical evidence in trauma-specific assessment, referral and interventions with children, adolescents and their families within a child welfare context. It will address the level of functioning of primary care giving environments and assess the capacity of the community and the child welfare system to facilitate restorative processes.

**LEARNING OBJECTIVES**

At the end of the course the student will be able to:

Explain how traumatic experiences are inherently complex;

Illustrate how trauma occurs within a broad context that includes children's personal characteristics, life experiences and current circumstances.

Appraise the manner in which trauma events often generate secondary adversities, life changes and distressing reminders in children's daily lives.

Evaluate a wide range of reactions to trauma and loss experienced by a child and family.

Examine the manner in which danger and safety are core concerns in the lives of traumatized children.

Provide a framework for intervention that addresses the level of functioning of primary care-giving environments, including parent/caregiver and family unit.

Describe how pre-existing protective and promotive factors can reduce the adverse impacts of trauma exposure across development.

Identify how posttraumatic adversities strongly influence development

Describe how traumatic experiences evoke strong biological (neurological) responses.

Examine the manner in which culture is closely interwoven with traumatic experiences, response and recovery.

Determine the manner in which interventions with trauma exposed children and adolescents need to address ethical and legal issues as they arise.

Recognize how interventions with trauma-exposed children and adolescents impact the practitioner in working with these populations.

### **PLAGIARISM**

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

### **HIPAA ALERT**

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

### **CONFIDENTIALITY**

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

### **Students with Disabilities**

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, [rkohn1@yu.edu](mailto:rkohn1@yu.edu), Abby Kelsen, Wilf Campus, 646-685-0118, [akelsen@yu.edu](mailto:akelsen@yu.edu), during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

## **Electronic Reserve**

Most of the articles mentioned in the curriculum are available on electronic reserve [**E-RES**]. You can access the full text articles from your home or from a university computer at no charge.

### **How do I Use Electronic Reserves?**

1. Go to the library's online resources page:
2. Click on Electronic Reserves. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.
3. Click on "Search Electronic Reserves" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
4. Click on the link to your course.
5. Enter the password given to you by your instructor.
6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
7. When the article text or book record appears on the screen, you can print, email, or save it to disk.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at  
[www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html)

## **Required Texts**

- Fontes, L.A. (2005). *Child abuse and culture*. New York: Guilford Press.  
 Saxe, G.N., Ellis, B.H., & Kaplow, J. (2007). *Collaborative treatment of traumatized children and teens: The trauma systems therapy approach*. New York: Guilford Press.

## **Recommended Texts**

- Lieberman, A. F., and Van Horn, P. (2005). *Don't hit my mommy!: A manual for child-parent psychotherapy with young witnesses of family violence*. Washington, DC: Zero to Three Press.
- Resilience Alliance Participant Handbook, (2011) ACS-NYU Children's Trauma Institute  
[http://www.nctsn.org/sites/default/files/assets/pdfs/resilience\\_alliance\\_participant\\_handbook.pdf](http://www.nctsn.org/sites/default/files/assets/pdfs/resilience_alliance_participant_handbook.pdf)
- Webb, N.B. (Ed) (2006). *Working with traumatized youth in child welfare*. New York: Guilford press.

## **Course Requirements/Assignments**

Students are expected to complete all course readings prior to the date for which they are assigned. There will be two brief written assignments due throughout the course, two group presentations, and a final paper. In addition students must complete the Trauma-Focused Cognitive Behavioral Therapy course available on the web. These are outlined in detail in the assignments section of this syllabus.

### **Course Structure**

The objectives of the course will be met through regular attendance and participation in the class which will combine an intensive examination of 5 case vignettes with brief lectures, role play, class exercises, the use of films and videotapes, and class discussion. The structure of the course is divided into 3 units organized according to developmental age.

### **Grades**

Grades will be based upon:

Class participation (including attendance):	25%
Learning Issues Assignment	10%
Two reflection papers	25%
Trauma-Focused CBT web course	10%
Final paper	30%

## **Assignment I - Learning Issues Presentation**

### **Goal of the Assignment:**

To familiarize you with the literature that can inform the experience of a traumatized child, adolescent and/or their family and to assist you in the development of trauma-informed intervention and treatment plans for children and families.

### **Tasks:**

During the semester, each student will have the responsibility for identifying a topic or question to investigate. This topic or question should emerge from the discussion of one of the cases. The student should search the literature using on-line resources to answer to the question or topic. The question and findings are summarized in an oral presentation to the class at the start of the next class session.

### **Format:**

This is a 5-10-minute oral presentation by the student. Each student will participate in one presentation during the course.

**Weight:** 10% of course grade

## Reflection Papers (Assignment II and III)

### Goal of the Assignment:

Each assignment has a specific educational goal. The first paper provides the opportunity to organize and conceptualize case data using one core concept so that students will be able to demonstrate in-depth understanding and application of a core concept. Because self-care is important for providers, the second assignment permits students to reflect on their reactions to case material and to "rehearse" steps that they can take to examine and manage their own responses.

### Tasks:

In the first reflection paper, the student demonstrates their understanding of the core concepts. In the second, they present self-reflection in regard to a case as well as using the literature on vicarious traumatization to inform their discussion. Each of these is described below.

Format: Each paper should be double-spaced, 12 point font, type-written, APA-6 style and 5-6 pages in length.

Due: Reflection paper 1 due June 22, 2015  
Reflection paper 2 due July 1, 2015

Weight: 25% of course grade (each paper is worth 12.5%)

## Reflection Paper #1:

Using the Amarika OR Juan case, organize selected facts of the case through the lens of **one core concept**. Discuss the facts in a way that promotes understanding of the child's / family's experience of trauma. Discuss how the core concept relates to an understanding of risk and protective factors. (35 pts.)

Elements of Assignment	Exceeds expectations		Meets expectations			Below expectations		
	A	B+	B	B -	C +	C	F	
1. Organize selected facts of one case using one core concept and discuss the facts in a way that promotes understanding of the child's / family's experience of trauma	Organizes selected facts of one case coherently through the lens of the core concept, demonstrates in-depth consideration of the facts, and demonstrates a basic understanding of the child's / family's experience of trauma	Organizes selected facts of one case coherently through the lens of the core concept and demonstrates a basic understanding of the child's / family's experience of trauma	Core concept is not used to organize the facts, or the discussion is unclear or unorganized					
2. Define risk factors. Discuss how core concept relates to understanding of risk factors	Provides a definition. Substantive discussion that relates the core concept to specific discussion of risk factors at individual, family, and macro levels, with thoughtful support for statements made	Provides a definition. Basic discussion that relates the core concept to individual or family risk factors, with some support for statements made	No definition provided. Discussion is broad and does not identify discrete risk factors					
3. Define protective factor. Discuss how core concept relates to understanding of protective factors	Provides a definition. Substantive discussion that relates the core concept to specific discussion of protective factors at individual, family, and macro levels, with thoughtful support for statements made	Provides a definition. Basic discussion that relates the core concept to individual or family protective factors, with some support for statements made	No definition provided. Discussion is broad and does not identify discrete risk factors					
4. Graduate-level writing, correct grammar, sentence structure, APA style for citations/references	Excellent, no errors / one error	Good, a few errors	Poor, a number of errors, or plagiarizes					

## Reflection Paper #2: “Self Care”

Identify your personal reactions to the case of Amarika, Juan or Hector. If you were the social worker, how might your reactions affect your working relationships with the children, caregivers, and/or other professionals in the case? What self-care strategies would you use to manage your own intense reactions and possible vicarious trauma? **Review and cite literature** about vicarious trauma and self-care that provided help in thinking about care for yourself.

Elements of Assignment	Exceeds expectations		Meets expectations			Below expectations		
	A	B+	B	B-	C+	C	F	
1. Discuss your <u>personal reactions</u> to the case of Amarika, Juan, <u>OR</u> Hector.	Identifies personal reactions that are linked to the case; clearly articulates the feeling and thought content of reactions; the response demonstrates exploration of self and identifies bias, stereotyping, and/or empathic identification that may be in evidence			Identifies personal reactions that are linked to the case and articulates basic feeling and thought content of those reactions; demonstrates some exploration of self			Identifies personal reactions in a global way; articulates feelings or thoughts without clarity.	
2. If you were the social worker, how might your reactions affect your interactions with the children, caregivers, and/or other professionals in the case?	provides substantive discussion about the relationship between personal reactions and their effect on the working relationship with family and/or other professionals; reactions are discussed with empathy toward the people in the case and a recognition of how one's own reactions may be helpful or hurtful to the working relationship			provides basic discussion about the relationship between personal reactions and their effect on the working relationship with family or other professionals; discusses reactions with some empathy toward the people in the case and recognizes how one's own reactions may broadly affect the working relationship			provides inadequate discussion about the relationship between personal reactions and their effect on the working relationship; absence of empathy;	
3. What self-care strategies would you use to manage your own intense reactions and possible vicarious trauma? ( <b>Review and cite literature</b> about vicarious trauma and self-care that provided help in thinking about care for yourself)	provides substantive discussion of self-care strategies as they relate to personal reactions from element #1; demonstrates integration of literature by citing 2 or more sources;			provides basic discussion of self-care strategies as they relate to personal reactions from element #1; demonstrates some integration of literature by citing at least one source sources			discusses self-care broadly without citing the literature	

4. Graduate-level writing, correct grammar, sentence structure, APA style for citations/references	Excellent, no errors / one error	Good, a few errors	Poor, a number of errors, or plagiarizes
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#### **IV. Final Paper**

**Goal of the Assignment:**

To demonstrate your ability to apply the course content, including the core concepts and the framework incorporating an understanding of both individual and system factors, to one of your own cases.

**Tasks:**

1. Identify one of your own child or adolescent cases. Summarize the presenting problem and relevant history. If you do not currently have a case, use the Case of James for purposes of this assignment.
2. Provide a trauma-informed assessment of your client across the domains of functioning outlined in the Cook et.al (2005) article. Use the assessment process described in Saxe et al to assess the client in terms of emotional and behavioral regulation as well as the stability of the client's environment.
3. Using the core concepts (see handout) as a guide for prioritizing treatment issues, identify the most immediate treatment issues for your client. .
4. Based on your assessment of the client, use the Saxe et.al assessment grid to determine the phase of treatment. Describe the phase of treatment you are in with your client (see Saxe et al., chapter 8)
5. Summarize the work with the client (and family if appropriate)to date and identify (briefly) next steps.

**Format:** Type-written, 12 point-font, double spaced paper of 15-20 pages with bibliography in APA-6 style.

**Due Date:** Outline due July 8, 2015  
Paper due July 15, 2015 via email to jbecker@yu.edu

**Weight:** 30% of course grade

#### **V. Trauma-Focused Cognitive Behavior Therapy Web Course**

Go to the website for Trauma-Focused Cognitive Behavior Therapy (CF-CBT)  
<http://tfcbt.musc.edu/> (you can always find this if you Google "tf-cbt").

Login and complete the course. This web based course complements the readings and class content. At the end of each module there is a post-test. You will have to complete the post test before you can move on to the next module.

Print out and hand in the certificate of completion by March 12, 2015.

**Weight:** 10% of course grade

## SCHEDULE OF READINGS

### **Session 1:**

Orientation to the course and syllabus review  
 Overview of core concepts and how they are used in the course  
 Course structure and expectations

### **Required Readings**

- Grasso, D., Boonsiri, J., Lipschitz, D., Guyer, A., Houshyar, S., Douglas-Palumberi, H., Massey, J. & Kaufman, J. (2009). Posttraumatic stress disorder: the missed diagnosis. *Child Welfare*, Vol. 88(4)157-176.
- Harris, W. W., Lieberman, F. A., & Marans, S. (2007). In the best interests of society. *Journal of Child Psychology and Psychiatry*, 48(3-4), 392-411.
- Hernandez, P., Gangsei, D., & Engstrom, D. (2007). Vicarious resilience: A new concept in work with those who survive trauma. *Family Process*, 46(2), 229-241.
- Ortega, R. M. & Faller, K. C. (2011). Training child welfare workers from an intersectional cultural humility perspective: A new paradigm. *Child Welfare*. 90(5), 27-49.
- Samuels, B.H. (2011). Addressing trauma to promote social and emotional well-being: A child welfare imperative. *Child Welfare*, 90(6), 19-28.

### **Session 2, 3 and 4:**

#### **Unit I - INFANCY AND PRESCHOOL**

##### **Case 1**

**Amarika** - One and one-half year old African American female; witness to community violence (mother shot); historical trauma

##### **Learning Objectives**

At the conclusion of session 2, 3 and 4, the learner should be able to:

Know that very young children, including babies in the first year of life, are affected by traumatic events in their physiological, emotional, social, and cognitive functioning and enact the traumatic experience through their behavior even when are unable to describe it verbally.

Understand that caregiver and child functioning are inter-connected and influence each other, especially during the first five years of life.

Identify specific ways in which the young child's biological, emotional, social, and cognitive development may be affected by the experience of trauma.

Appreciate that historical trauma and other preexisting ecological stressors can affect the family's perception of and response to the trauma.

Identify engagement skills used with infants and caregivers.

Understand the critical importance of trauma informed preventive services in preventing future child abuse and neglect in families suffering traumatic events

### **Required Readings** (for sessions 2, 3 and 4)

Fontes (2005) Chapter 1-2

Lieberman, F. A., Knorr, K. (2007) The impact of trauma: a development framework for infancy and early childhood. *Psychiatric Annals*, 37(6), 416-422.

Saxe, Ellis & Kaplow (2007). Chapters 2-4.

TF-CBT Module: Psychoeducation

### **Resource Readings** (for sessions 2, 3 and 4)

Applewood, K. A., & Ostrosfsky, J. D.(2003). Parenting after trauma: Supporting parents and caregivers in the treatment of children impacted by violence. *Infant Mental Health Journal*, 24(2), 111-125.

Bogat,G.A , DeJonghe, E., Levendosky, A.A., Davidson, W.S. & von Eye, A. (2006). Trauma symptoms among infants exposed to intimate partner violence. *Child Abuse & Neglect* 30, 109–125.

Chemtob, C. M., Grifing, S., Tullberg, E., Roberts, E. & Ellis, P. (2011). Screening for trauma exposure and posttraumatic stress disorder and depression symptoms among mothers receiving child welfare prevention services. *Child Welfare*, 90(6), 109-127.

Chu, A.T., & Lieberman, A.F. (2009). Clinical implications of traumatic stress from birth to age 5. *The Annual Review of Clinical Psychology*, 6:16.1-16.26.

English, D.J., Marshal, D.B. & Stewart, A.J. (2003). Effects of family violence on child behavior and health during early childhood. *Journal of Family Violence*, 18(1), 43-57.

Hernandez, P., Engstrom, D., & Gangsei, D. (2010). Exploring the impact of trauma on therapists: Vicarious resilience and other concepts in training. *Journal of Systemic Therapies*, 29(1), 67-83.

Joseph, S., Murphy, D., Regel, S. (2012). An affective-cognitive processing model of post-traumatic growth. *Clinical Psychology & Psychotherapy*. 19(4), 316-325.

Lieberman, F. A., Knorr, K. (2007) The impact of trauma: a development framework for infancy and early childhood. *Psychiatric Annals*, 37(6), 416-422.

Pynoos, S R., Fairbank, A. J., Steinberg, M. A., Amaya-Jackson, L., Gerrity, E., Mount, L. M., Maze, J. (2008). National child traumatic stress network collaborating to improve the standard of care. *Professional Psychology: Research and Practice* 39(4), 389-395.

Walker, J. (2007). Unresolved loss and trauma for parents and the implications for child protection. *Journal of Social Work Practice*, 77-87.

Wotherspoon, E., Velle, S., Pirie, J., O'Neill-Laberge, M., Cook-Stanhope, L., & Wilson, D. (2010). Neglected infants in family court. *Family Court Review*, 48(3),

Zero to Three National Center for Infants, Toddlers and Families [www.zerotothree.org](http://www.zerotothree.org)

## **Sessions 5 and 6:**

### **Case 2**

**Juan** – Three-year-old Latino male: victim of paternal sexual abuse

### **Learning Objectives**

At the conclusion of class session five and six, the learner should be able to:

- Appreciate the impact of sexually inappropriate and possible traumatic events on a pre-school child.
- Understand the impact of the parent/caregiver's reaction to the suspected sexual abuse and how that impacts the child's experience of and recovery from the traumatic event.
- Be aware of the behavioral manifestations of exposure to sexually inappropriate material (through witnessing) or as a consequence of sexual molestation.
- Learn how to enlist parent/caregiver in the therapeutic process.
- Appreciate the role of external, authoritative systems (e.g. CPS) in securing, or failing to secure, a safe environment for the child and family.
- Identify the manner in which culture affects and interacts with the child and family response to the trauma, and to helping professionals.
- Appreciate the impact of sexually inappropriate and possible traumatic events on a pre-school child.
- Learn how to work with a case of sexual abuse and a traumatized child in a way that will not compromise future legal proceedings and prevent future occurrences of child sexual abuse

### **Required Readings (for sessions 5 and 6)**

Fontes (2005) Chapters 3-4

Saxe, Ellis & Kaplow (2007). Chapters 5-7

TF-CBT Modules: Stress Management and Affect Regulation and Modulation

### **Resource Readings (for sessions 5 and 6)**

Cermak, P., Molidor, C. (1996). Male victims of child sexual abuse. *Child & Adolescent Social Work Journal*, 13(5), 385-400.

Chadwick Center for Children and Families: Adaptation Guidelines for Serving Latino Children and Families Affected by Trauma  
<http://www.chadwickcenter.org/WALS.htm>

Estrada, A. L. (2009). Mexican Americans and historical trauma theory: A theoretical perspective. *Journal of Ethnicity in Substance Abuse*. 8(3), 330-340.

Kolko, D. J., Hurlbert, M. S., Jinjin, Z., Barth, R. P., Leslie, L. K. & Burns, B. J. (2010). Posttraumatic stress symptoms in children and adolescents referred for child welfare investigation. *Child Maltreatment*, 15 (1), 48-63.

Lederman, C & Osofsky, J. D. (2008). A judicial-mental health partnership to heal

- young children in court. *Infant Mental Health Journal*. Vol. 29(1), 36-47.
- Lovett, B. B. (2004). Child sexual abuse disclosure: maternal response and other variables impacting the victim. *Child and Adolescent Social Work Journal*, 21(4), 355-371.
- Lovett, B. B. (2007). Sexual abuse in the preschool years: Blending ideas from object relations theory, ego psychology, and biology. *Child & Adolescent Social Work*. 24, 579-587.
- Malik, N. M., Lederman, C. S., Crowson, M. M., & Osofsky, J. D. (2002). Evaluating maltreated infants, toddlers, and preschoolers in dependency court. *Infant Mental Health Journal*, 23(5), 576-592.
- McElheran, M., Briscoe-Smith, A., Khaylis, A., Westrup, D., Hayward, C. & Gore- Felton, C. (2012). A conceptual model of post-traumatic growth among children and adolescents in the aftermath of sexual abuse. *Counseling Psychology Quarterly*. 25(1), 73-82.
- Milot, T., Ethier, L.S., St.Laurent, D., & Provost, M.A. (2010). The role of trauma symptoms in the development of behavior problems in maltreated pre-schoolers. *Child Abuse and Neglect*, 34, 225-234.
- O'Leary, P.J. (2009). Men who were sexually abused in childhood: Coping strategies and comparisons in psychological functioning. *Child Abuse and Neglect*, 33, 471-479.
- Pence, D. (2011). Trauma informed forensic child maltreatment investigations. *Child Welfare*. 90(6), 49-68.
- Perron, B., & Hiltz, B. (2006). Burnout and secondary trauma among forensic interviewers of abused children. *Child & Adolescent Social Work Journal*, 23(2), 216-234.
- Sprang, G., Clark, J. I. & Staton-Tindall, M. (2010). Caregiver substance abuse and trauma exposure in young children. *Families in Society*, 91(4), 3894-4029.
- Tracey, E.M. & Jophnson, P.J (2006). The Intergenerational transmission of family violence. In Webb, N.B (Eds.) *Working with Traumatized Youth in Child Welfare*. New York: Guilford Press, pp. 113-134.

## **Unit II - ELEMENTARY SCHOOL AGE**

### **Sessions 7, 8, and 9:**

#### **Case 3**

**Hector-** a 7-year-old boy of Puerto Rican descent, living in foster care as a result of physical abuse.

#### **Learning Objectives**

At the conclusion of session 7, 8, and 9 the learner should be able to:

1. Identify the possible effects of traumatic experiences on social, emotional, and academic functioning
2. Identify pre-existing factors which can reduce the impact of a traumatic event
3. Identify the link between trauma reminders and episodes of emotional or behavioral dysregulation.
4. Develop a plan for assessing trauma exposure and impact.

5. Identify traumatic-stress related symptoms and diagnoses.
6. Develop an initial intervention plan for addressing traumatic-stress related emotional and behavioral difficulties.

### **Required Readings (session 7, 8, and 9)**

Conradi, L., Wherry, J. & Kisiel, C. (2011). Linking child welfare and mental health using trauma-informed screening and assessment practices. *Child Welfare*, 90(6), 129-147.

Fontes (2005) Chap. 5 and 7

Kisiel, C., Fehrenbach, T., Small, L. & Lyons, J. (2009). Assessment of complex trauma exposure, responses, and service needs among children and adolescents in child welfare. *Journal of Child and Adolescent Traumatic Stress*, Vol. 2, 143-160.

Saxe, Ellis & Kaplow (2007) Chap. 8 & 9 and Chap. 14 & 15.

Weiner, D. A., Schneider, A. & Lyons, J.S. (2009). Evidence-based treatments for trauma among culturally diverse foster care youth: Treatment retention and outcomes. *Children & Youth Services Review*, 31(11), 1199-1205.

TF-CBT Modules: Cognitive Coping and Creating the Trauma Narrative

### **Resource Readings (sessions 7, 8, and 9)**

American Academy of Child and Adolescent Psychiatry (1998). Practice parameters for the assessment and treatment of children and adolescents with posttraumatic stress disorder. *Journal of the American Academy of Child and Adolescent Psychiatry*, 37.

Arvidson, J., Kinniburgh, K., Howard, K., ; Spinazzola, J., Strothers, H., Evans, M., Andres, B., Cohen, C. & Blaustein, M. E. (2011). Treatment of complex trauma in young children: Developmental and cultural considerations in application of the ARC intervention model. *Journal of Child & Adolescent Trauma*. 4(1), 34-51.

Conradi, L., Wherry, J. & Kisiel, C. (2011). Linking child welfare and mental health using trauma-informed screening and assessment practices. *Child Welfare*, 90(6), 129-147.

Conradi, L., Agosti, J., Tullberg, E., Richardson, L., Langan, H., Ko, S. & Wilson, C. (2011). Promising practices and strategies for using trauma informed child welfare practice to improve foster care placement stability: A breakthrough series collaborative. *Child Welfare*, 90(6), 207-225.

Goldstein, A., Wekerle, C., Tommyr, Lil., Thornton, T., Waechter, R., Pereira, J. & Chung, R.(2011). The relationship between posttraumatic stress symptoms and substance use among adolescents involved with child welfare. *International Journal of Mental Health & Addiction*. 9 (5), 507-524.

Griffin, G., McClelland, G., Holtzberg, M., Stolbach, B., Maj, Nicole & Kisiel, C. (2011). Addressing the impact of trauma before diagnosing mental illness in child welfare. *Child Welfare*, 90(6), 69-89.

Greeson, J. K. P., Briggs, E. C., Kisiel, C. L., Layne, C. M., Ake III, G.S., Ko, S.J., Gerrity, E. T., Steinberg, A. M., Howard, M. L., Pynoos, R. S. & Fairbank, J. A. (2011). Complex trauma and mental health in children and adolescents placed in foster care. *Child Welfare*, 90(6), 91-108.

Haskett, M. E., Allaire, J. C., Kreig, S. & Hart, K. C. (2008). Protective and vulnerability

- factors for physically abused children: Effects of ethnicity and parenting context. *Child Abuse and Neglect*, 32, 567-576.
- Heffner, M.; Greco, L.A.; & Eifert, G.H. (2003). Pretend you are a turtle: children's responses to metaphorical versus literal relaxation instructions. *Child & Family Behavior Therapy*, 25, 19-33.
- Ingleman, R., Taylor, N., Gilbert, A., Ryan, B., Steinberg, A., Wilson, C. & Mann, G. (2007). Creating more trauma-informed services for children using assessment focused tools. *Child Welfare*, 86(5), 15-33.
- Kaplan, SJ; Pelcovitz, D; & LaBruna, V. (1999). Child and adolescent abuse and neglect research: A review of the past 10 years. Part I: physical and emotional abuse and neglect. *Journal of the American Academy of Child & Adolescent Psychiatry*. 38, 1214-1222.
- Kaplow, B J., Saxe, N. G., Putnam, W. F., Pynoos, S. R., Lieberman, F. A. (2006). The long-term consequences of early childhood trauma: a case study and discussion; *Psychiatry: Interpersonal and Biological Processes*, 69(4), 362-375.
- Osofsky, JD (2003). Prevalence of children's exposure to domestic violence and child maltreatment: implications for prevention and intervention. *Clinical Child and Family Psychology Review*, 6, 161-170.
- Ringisen, H., Casanueva, C., Cross, T.P. & Urato, M. (2009). Mental health and special education services at school entry for children who were involved in the child welfare system as infants. *Journal of Emotional and Behavioral Disorders*, Vol. 17(3), 177-192.
- Skinner, E.A. & Zimmer-Gembeck, M.J. (2007). The development of coping. *Annual Review of Psychology*, 58, 119-144
- Smith, DE and Mosley, G. (2003). Jamaican child-rearing practices: the role of corporal punishment. *Adolescence*, 38, 369-381.
- Sprang, G., Staton-Tindell, M. & Clark, J. (2008). Trauma exposure and the drug endangered child. *Journal of Traumatic Stress*, Vol.21(3), 333-339.
- van der Kolk, BA (2002). The assessment and treatment of complex PTSD. In R. Yehuda (ed), *Treating Trauma Survivors with PTSD*, 127-156. Washington, DC: American Psychiatric Publishing.

## Sessions 10, 11, and 12:

### Case 4

**Geraldine** - 9 year old, African American female, who was in the home when her mother was murdered.

### Learning Objectives

At the conclusion of sessions 10, 11, and 12 learners should be able to:

1. Describe the impact of traumatic loss of a parent in early childhood.
2. Identify secondary adversities characteristic of the loss of a parent in childhood.
3. Identify the unique characteristics of an assessment conducted during the acute phase of a traumatic experience.

4. Identify the unique legal considerations that need to be made in the case where a child witnesses one parent kill another.
5. Identify triggering experiences (both internal and external) for Geraldine.
6. Identify the ways in which Geraldine experiences this murder that are specific to her developmental level.
7. Identify the cultural factors and processes that may be influencing this family's experience of trauma (e.g., kinship family network, spirituality, historical trauma, interactions with legal and child welfare systems).
8. Utilize a comprehensive assessment of the child's trauma experiences and their impact on the child's behavior and development to coordinate services with other agencies, such as schools and mental health clinics.
9. Identify and support stable relationships in the life of the child i.e. a teacher or neighbors.

### **Required Readings (for sessions 10, 11, and 12)**

- Crenshaw, A. D. (2006). An interpersonal neurobiological-informed treatment model for childhood traumatic grief. *Journal of Death and Dying*, 54(4), 319-335.
- Danzer, G. (2012). African-Americans' historical trauma: Manifestations in and outside of therapy. *Journal of Theory Construction & Testing*. 16(1), 16-21.
- Saxe, Ellis & Kaplow, (2007) Chapter 8 & 9
- Strong, D, D, Bean, R. A. & Feinauer, L. L. (2010). Trauma, attachment and family therapy with grand families: A model for treatment. *Children and Youth Services Review*, 32(1), 44-50.
- Walker, D. F., Reese, J. B., Hughes, J. P., & Troskie, M. J. (2010). Addressing religious and spiritual issues in trauma-focused cognitive behavior therapy for children and adolescents. *Professional Psychology, Research & Practice*, 41(2), 174-180.

TF-CBT Modules: Cognitive Processing and Behavior Management Training

### **Resource Readings (for sessions 10, 11, and 12)**

- Baum, N. L. (2005). Building resilience: A school-based intervention for children exposed to ongoing trauma and stress. *Journal of Aggression, Maltreatment & Trauma*, 10(1/2), 487-498.
- Brown, J. E., Pearlman, Y. M., Goodman, F. R. (2004). Facing fears and sadness: cognitive-behavioral therapy for childhood traumatic grief. *Harvard Review of Psychiatry*, 12(4), 187-198.
- Horwitz, M.J. (2006). Work related trauma in child protective service social workers. *Journal of Social Service Research*, 32(3), 1-18.
- Jaffee, S. R., Caspi, A., Moffitt, T. E., Polo-Tomais, M. & Taylor, A. (2007). Individual, family and neighborhood factors distinguish resilient from non-resilient maltreated children: A cumulative stressors model. *Child Abuse and Neglect*, 31, 231-253
- Kim, J. (2008). The protective effects of religiosity on maladjustment among maltreated and non-maltreated children. *Child Abuse and Neglect*, 32, 711-720.
- Kocourková, J., Koutek, J. (1998). The child as a witness of extreme violence in the family. *Journal of Forensic Psychiatry*, 9(2), 435-439.

- Lehmann, P. (2000). Posttraumatic stress disorder (PTSD) and child witness to mother assault: A summary and review. *Children and Youth Services Review*. 22(3/4), 275-306.
- Margolin, G., Vickerman, A. K. (2007). Posttraumatic stress in children and adolescents exposed to family violence: II. Treatment. *Professional Psychology: Research and Practice*, 38(6), 620-628.
- Osofsky, J. (2005). "The effects of exposure to violence on children of different ages: Prevention and interventions-effective collaboration with the police and the court." Donnelly, J. et al, Ed. *Developing strategies to deal with trauma in children*. IOS Press, 77-88.
- Pynoos, R.S. & Eth, S. (1984). The child as witness to homicide. *Journal of Social Issues*, Vol. 40(2), 87-108.
- Salloum, A. (2008). Group therapy for children after homicide and violence: A pilot study. *Research on Social Work Practice*, 18(3), 98-211.
- Strong, D.D, Bean, R.A. & Feinauer, L.L. (2010). Trauma, attachment and family therapy with grand families: A model for treatment. *Children and Youth Services Review*, 32(1), 44-50.
- Turner, H.A., Finkelhor, D., Ormrod, R., Hanby, S., Leeb, R.T., Mercy, J.A. & Holt, M. (2012). Family context, victimization and child trauma symptoms: Variations in safe, stable and nurturing relationships during early and middle childhood. *American Journal of Orthopsychiatry*, 82(2), 209-213.

### **.Unit III - ADOLESCENCE**

#### **Sessions 13-14:**

**James** - 13-year-old Caucasian (fourth generation Irish and German-American) boy living with his maternal uncle after being physically abused by his father and witnessing domestic violence

#### **Learning Objectives**

At the conclusion of this class session the learner should be able to:

Identify the types of trauma and maltreatment that James describes having experienced, including both (more overt) physical abuse and (more subtle) neglect.

Describe James' fears and beliefs from the perspective of an adolescent boy who has grown up experiencing recurrent physical abuse, neglect, and domestic violence.

Describe how James' reactions to abuse and neglect reflect his attempts to cope with ongoing threat.

Explain how physical abuse and neglect during childhood and early adolescence may lead to serious adverse developmental consequences. Provide examples by identifying major developmental domains (peer relations, etc.) in James' life that may have been disrupted by his repeated exposure to physical abuse, neglect, and domestic violence.

Explain why the specific ways in which society and its authorized agents (e.g. school personnel, child protective services, criminal justice system, law enforcement) responds to adolescents' reports of abuse play a critically important role in their recovery.

### **Required Readings**

- Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., DeRosa, R., Hubbard, R., Kagan, R., Liautaud, J., Mallah, K., Olafson, E., & van der Kolk, B. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, 35, 390-398.
- Graham-Berman, S.A. , Gruber, G., Howell, K.H. & Girz, L. (2009). Factors discriminating among profiles of resilience and psychopathology in children exposed to intimate partner violence (IPV). *Child Abuse and Neglect*, 33, 648-660.
- Richardson, M., Henry, J., Black-Pond, C. & Sloane, M. (2008). Multiple types of maltreatment: Behavioral and developmental impact on children in the child welfare system. *Journal of Child and Adolescent Traumatic Stress*, Vol. 1, 317-330.
- Saxe, Ellis & Kaplow (2007) Chap. 11, 12 & 16

TF-CBT Modules: Parent-Child Sessions and Evaluation

### **Resource Readings**

- Appel, A.E. & Holden, G.W. (1998) The co-occurrence of spouse and physical child abuse: A review and appraisal. *Journal of Family Psychology*, 12(4), 578-599.
- Bell, H. (2003). Strengths and secondary trauma in family violence work. *Social Work*, 48(4), 513-522.
- Benzies, K., & Mychasiuk, R. (2009). Fostering family resiliency: a review of the key protective factors. *Child & Family Social Work*, 14(1), 103-114.
- Conradi, L., Agosti, J., Tullberg, E., Richardson, L., Langan, H., Ko, S. & Wilson, C. (2011). Promising practices and strategies for using trauma informed child welfare practice to improve foster care placement stability: A breakthrough series collaborative. *Child Welfare*, 90(6), 207-225.
- Daniel, B. B. (2006). Operationalizing the concept of resilience in child neglect: case study research. *Child: Care, Health & Development*, 32(3), 303-309.
- Dekel, Sharon; Mandl, Christine; Solomon, Z. (2011). Shared and unique predictors of post-traumatic growth and distress. *Journal of Clinical Psychology*. 67(3), 241- 252.
- Dube, S.R., Anda, R.J., Felitti, V. J., Croft, J.B., Edwards, V.J. & Giles, W.H. (2001). Growing up with parental alcohol abuse: Exposure to childhood abuse, neglect, and household dysfunction, *Child Abuse & Neglect*, Vol 25, 1627-1640.
- Holt, S., Buckley, H. & Whelan, S. (2008) The impact of exposure to domestic violence on children and young people: A review of the literature. *Child Abuse & Neglect*, Vol. 32, 797-810.
- Kimball, W.; Nelson, W.M.; & Politano, P.M. (1993). The role of developmental variables in cognitive-behavioral interventions with children. In A.J. Finch, W. Michael Nelson, & Edith S. Ott (Eds.), *Cognitive-behavioral procedures with children and adolescents: A practical guide*. Boston: Allyn and Bacon.
- Ko, S. J., Ford, J.D., Kassam-Adams, N., Wilson, C., Wong, M., Brymer, M.J. &

- Layne, C.M. (2008). Creating-trauma informed systems: Child welfare, education, first responders, health care, juvenile justice. *Professional Psychology Research and Practice*, 396-404.
- Lang, M. J., Stover, S. C. (2008). Symptom patterns among youth exposed to intimate partner violence. *Journal of Family Violence*, 23(7), 619-629.
- Osofsky, J. D. (2003). Prevalence of children's exposure to domestic violence and child maltreatment: implications for prevention and intervention. *Clinical Child and Family Psychology Review*, 6, 161-170.
- Rajenrand, K., & Videka, L. (2006). Relational and academic components of resilience in maltreated adolescents. *Annals of the New York Academy of Sciences*, 1094(1), 345-349.
- Richardson, M., Henry, J., Black-Pond, C. & Sloane, M. (2008). Multiple types of maltreatment: Behavioral and developmental impact on children in the child welfare system. *Journal of Child and Adolescent Traumatic Stress*, Vol. 1, 317-330.
- Wechsler-Zimring, A., Kearney, C., Kaur, H. & Day, T. (2012). Posttraumatic stress disorder and removal from home as a primary, secondary or disclaimed trauma in maltreated adolescents. *Journal of Family Violence*, 27(8), 813-818.
- Woodward, C., & Joseph, S. (2003). Positive change processes and post-traumatic growth in people who have experienced childhood abuse: Understanding vehicles of change. *Psychology & Psychotherapy: Theory, Research & Practice*, 76(3), 267-283.

### **Session 15: Course Review and Future Learning**

Review core concepts, TF-CBT, and TST

#### **Required Reading:**

Saxe et al. (2007). Chapters 16-17.

#### **Recommended Reading**

##### Indian Child Welfare and Trauma

- Cross, S. L., Day, A. G., & Byers, L. G. (2010). American Indian grand families: A qualitative study conducted with grandmothers and grandfathers who provide sole care for their grandchildren. *Journal of Cross-Cultural Gerontology*. 25(4), 371-383.
- Lucero, N. M., & Bussey, M. (2012). A collaborative and trauma informed practice model for urban Indian child welfare. *Child Welfare*. 91(3), 89-112.
- Crofoot, T. L. & Harris, M. S. (2012). An Indian child welfare perspective on disproportionality in child welfare. *Children & Youth Services Review*. 34(9), 1667-1674.
- Leake, R., Potter, C., Lucero, N., Gardner, J. & Deserly, K. (2012). Findings from a national needs assessment of American Indian/Alaska Native child welfare programs. *Child Welfare*. 91(3), 47-63.

## Historical Trauma

- Brave Heart, M. Y. H., Chase, J., Elkins, J. & Altschul, D.B. (2011). Historical trauma among indigenous peoples of the Americas: Concepts, research and clinical considerations. *Journal of Psychoactive Drugs*. 43(4), 282-290.
- Danzer, G. (2012). African-Americans' historical trauma: Manifestations in and outside of therapy. *Journal of Theory Construction & Testing*. 16(1), 16-21.
- Estrada, A. L. (2009). Mexican Americans and historical trauma theory: A theoretical perspective. *Journal of Ethnicity in Substance Abuse*. 8(3), 330-340.
- Willmon-Haque, S. & BigFoot, D. S. (2008). Violence and the effects of trauma on American Indian and Alaska Native populations. *Journal of Emotional Abuse*. 8(1/2), 51-66.

## WEBSITES AND RESOURCES

### **INTERNET RESOURCES:**

Chicago Safe Start: [www.chicagosafestart.net](http://www.chicagosafestart.net)

Administration for Children and Families: <http://www.acf.dhhs.gov/>

Center for Disease Control and Prevention: [www.cdc.gov/ViolencePrevention/index.html](http://www.cdc.gov/ViolencePrevention/index.html)

Child Trauma Academy Online Training (Bruce Perry):

[http://www.childtraumaacademy.com/amazing\\_brain/index.html](http://www.childtraumaacademy.com/amazing_brain/index.html)

Child Welfare League of America: <http://www.cwla.org/>

The Children's Defense Fund: [www.cdf.org](http://www.cdf.org)

Fun Resources for Kids: <http://kids.niehs.nih.gov/braint.htm>

Headington Institute Human Trafficking: <http://www.humantrafficking.org/>

Headington Institute Understanding and Addressing Vicarious Trauma <http://www.headington-institute.org/Default.aspx?tabid=2646>

Information for Practice: <http://www.nyu.edu/socialwork/ip/>

Institute for the Advancement of Social Work Research: <http://www.iaswresearch.org/>

Institute for Women's Policy Research: <http://www.iwpr.org/>

Irving B. Harris Training Center for Infant and Toddler Development: The University of Minnesota: College of Education and Human Development: [www.harristrainingcenter.org](http://www.harristrainingcenter.org)

NASW Code of Ethics: <http://www.socialworkers.org/pubs/code/code.asp>

NASW Standards for Practice: (Available by specialty area) [www.socialworkers.org](http://www.socialworkers.org)

National Child Traumatic Stress Network (NCTSN): [www.nctsn.org](http://www.nctsn.org)

National Center for Children Exposed to Violence: [www.nccev.org/violence/index.html](http://www.nccev.org/violence/index.html)

National Center for Children in Poverty: <http://www.nccp.org/>

National Center for PTSD: [www.ncptsd.org](http://www.ncptsd.org)

National Institute on Drug Abuse: <http://www.nida.nih.gov>

National Institute for Trauma and Loss in Children: <http://www.starrtraining.org/tlc>

National Center for Trauma Education and Workforce Development:

<http://www.ncswtraumaed.org/>

Ounce of Prevention: [www.ounceofprevention.org](http://www.ounceofprevention.org)

The Annie E. Casey Foundation: <http://www.aecf.org/>

The Robert Woods Johnson Foundation: <http://www.rwjf.org/index.jsp>

The Urban Institute: <http://www.urban.org/>

Society for Prevention Research: <http://www.preventionresearch.org/>

Society for the Study of Social Problems: <http://www.sssp1.org/>

Substance Abuse and Mental Health Services Administration: <http://www.samhsa.gov/>

Trauma-informed Art Therapy:

<http://www.cathymalchiodi.com/Trauma%20Informed%20Art%20Therapy.html>

Violence Policy Center: [www.vpc.org](http://www.vpc.org)

Yale Child Study: [www.info.med.yale.edu/chldstdy/](http://www.info.med.yale.edu/chldstdy/)

Zero to Three: <http://www.zerotothree.org>

### NATIONAL CHILD TRAUMATIC STRESS NETWORK

<http://www.nctsnet.org>

Relevant Resources:

Caring for Children Who Have Experienced Trauma: A Workshop for Resources Parents

[http://www.nctsnet.org/nccts/nav.do?pid=ctr\\_rscl\\_prod\\_rpc\\_guide](http://www.nctsnet.org/nccts/nav.do?pid=ctr_rscl_prod_rpc_guide)

Child Welfare Trauma Training Toolkit

[http://www.nctsnet.org/nccts/nav.do?pid=ctr\\_cwtool](http://www.nctsnet.org/nccts/nav.do?pid=ctr_cwtool)

Facts on Traumatic Stress and Children with Developmental Disabilities

[http://www.nctsnet.org/nctsn\\_assets/pdfs/reports/traumatic\\_stress\\_developmental\\_disabilities\\_final.pdf](http://www.nctsnet.org/nctsn_assets/pdfs/reports/traumatic_stress_developmental_disabilities_final.pdf)

Facts on Trauma and Homeless Children

[http://www.nctsnet.org/nctsn\\_assets/pdfs/promising\\_practices/Facts\\_on\\_Traumaand\\_Homeless\\_Children.pdf](http://www.nctsnet.org/nctsn_assets/pdfs/promising_practices/Facts_on_Traumaand_Homeless_Children.pdf)

Helping Children in the Child Welfare System Heal From Trauma: A Systems Integration Approach

[http://www.nctsnet.org/nctsn\\_assets/pdfs/promising\\_practices/A\\_Systems\\_Integration\\_Approach.pdf](http://www.nctsnet.org/nctsn_assets/pdfs/promising_practices/A_Systems_Integration_Approach.pdf)

Culture and Trauma

[http://www.nctsnet.org/nccts/nav.do?pid=ctr\\_top\\_srvc](http://www.nctsnet.org/nccts/nav.do?pid=ctr_top_srvc)

National Native Children's Trauma Center

[http://www.iersum.org/National\\_Native\\_Childrens\\_Trauma\\_Center](http://www.iersum.org/National_Native_Childrens_Trauma_Center)

Indian Country Child Trauma Center

<http://www.icctc.org/>

Chadwick Center for Children and Families

<http://www.chadwickcenter.org/>

Trauma Assessment Pathway-On-line Assessment Training

<http://www.chadwickcenter.org/Assessment-Based%20Treatment.htm>

Adaptation Guidelines for Serving Latino Children and Families Affected by Trauma

<http://www.chadwickcenter.org/WALS.htm>

The California Evidence-based Clearinghouse for Child Welfare

<http://www.cebc4cw.org/>

The Research Center for Family Support and Child Mental health

<http://www rtc.pdx.edu/index.php>