



LEVEL 2: Occupational Therapy Assessment for Attachment and Trauma



2023 VIRTUAL
TRAINING SERIES DATES

Mar 8, 22 and Apr 5, 12
8am-11am CT/9am-12pm ET

The **LEVEL 2: Occupational Therapy Assessment for Attachment and Trauma Training Series** brings to the OT profession a compendium of formidable Occupational Therapists in the field of pediatric and family care. OTs/OTAs are required to have completed the prerequisite, Completion of **LEVEL 1: OT Attachment and Trauma Training** through ATTACH prior to registering for this course. **ATTACH Membership will be provided with successful completion of Level 2.**

Location/Dates/Times	Online – Virtual Classroom March 8, 22, April 5, 12 8am-11am CT / 9am-12pm ET
Target Audience	Occupational Therapists, Occupational Therapist Assistants, others in pediatrics and family care
Prerequisites	Completion of LEVEL 1: OT Attachment and Trauma Training
Instructional Methods	Lecture, video recordings, group reflective discussions
Contact Hours	23.5
Continuing Education Credits (CEs)	CEs included in the registration fee. CEs provided through CIAO Seminars™.
Cost	\$400 Members / \$450 Non-Members
Registration Link	https://attach.regfox.com/level-2-otota-attachment-trauma-training-series---spring-2023

Course Completion Requirement: Participants will receive pre-recorded instructional sessions one week prior to each live session date. Participants will be required to watch these recordings in full prior to each live session for review and in-depth discussion. To achieve full credit, participants are required to attend each session on all 4 training dates, as well as watch each pre-recorded session. In the case a participant is not able to attend a session due to a clearly stated emergency, the participant will receive a recording of that missed live session. To receive credit, the participant is required to watch the recording and write a one paragraph summary of the missed session and submit to ATTACH within 3 days.

Payment and Cancellation Policy: Payment is due in full at time of registration. **There is a non-refundable fee of \$50 for cancellations at any time.** If the course participant cancels within 30 days prior to the course starting date, the reimbursement would be 50% and no reimbursement is given if a participant cancels within 15 days of the course start date. To cancel or withdraw from a course, please contact training@attach.org. If the course is cancelled by the Association for Training on Trauma and Attachment in Children (ATTACH), each participant will receive an e-mail notification announcing the rescheduled dates or the date in which ATTACH would issue a reimbursement if course is not rescheduled.

HIGH LEVEL TOPICS

Week	Session Topics	Recorded Video Hours	Live Webinar Hours
1	Therapeutic Use of Self Through an Attachment Lens	1.75	2.75
	The Use of Projective Techniques in Occupational Therapy Practice	1.00	
2	Considerations for Praxis Assessment for Individuals with Trauma Backgrounds	1.75	2.75
	Clinical Observations from a body-bases perspective: identifying sensory, regulation and relational difficulties	1.75	
3	A Trauma Informed Approach to Assessment, A Sensory-Attachment Perspective	1.75	2.75
	Attachment and sensory patterns: Implications for assessment in trauma-informed care	1.75	
4	Breathtaking: Understanding the connections between breath mechanics, posture and trauma	1.75	2.75
	Putting it All Together	1.00	
Sub Total		12.5	11.0
TOTAL CE Hrs.		23.5	

TRAINING SERIES: OUTLINE

Session 1: March 8 from 8am-11am CT / 9am-12pm ET (one 15 minute break)

Topics:

Therapeutic Use of Self through an Attachment Lens - When approaching everyday pediatric occupational therapy practice through a trauma- informed lens it is critical to view every moment of contact with a client as both assessment and intervention. What do we do as therapists when our therapy sessions don't go as planned? What do we do when a child is resistant to engaging in what we have to offer? The answer is that we become curious about what is really going on for the child – and we recognize the contributions of the therapist/client relationship in informing our assessment. The therapeutic relationships we create with our clients develop the foundational backdrop of comfort and safety for the child, and their family, opening the doorway for the provision of both standardized and informal evaluation within the occupational therapy context. This two-hour online session will examine the interpersonal neurobiology of therapeutic use of self and its influence on regulation of a child's state of arousal through relationship. Through lecture, conversation and analysis, participants will deepen their skill set of intentional non-verbal observations and interventions that support the process of standardized evaluation and clinical observations. Through a deeper understanding of attachment and trauma-informed principles, pediatric occupational therapy practice can become more impactful for our clients and their families.

The Use of Projective Techniques in Occupational Therapy Practice - Much needs to be said of how the “body holds the score” (Bessel van der Kolk) and as occupational therapists we certainly emphasize the importance of these words in everyday practice. We also focus on how the emotional psyche meets the physical body as we establish a much-needed holistic approach to each individual child we see. In this workshop Maude will focus on using projective techniques to support our understanding through the social-emotional lens. Even as some techniques will warrant an additional journey of training, Maude will also cover assessment tools that could be used in practice the very next day. Discover the richness of the greater understanding this brings with regards to the physical and emotional aspects of healing, wellness and wellbeing.

Session 2: March 22 from 8am-11am CT / 9am-12pm ET (one 15-minute break)

Topics:

Considerations for Praxis Assessment for Individuals with Trauma Backgrounds - This lecture will examine how to assess praxis skills in individuals with trauma backgrounds. Particular emphasis will be given on aspects of the assessment process which may be particularly challenging or triggering for individuals with trauma.

Clinical Observations from a body-based perspective: identifying sensory, regulation and relational difficulties - Drawing from the rich theoretical and practical aspects of Dr. Jean Ayres seminal work in Sensory Integration, Sheila M. Frick will examine a variety of informative clinical observations appropriate for clinic, school, and home environments. Beyond a basic template for conducting these observations, participants will explore how to interpret the findings and their connections to difficulties with sensory processing and integration. Furthermore, the discussion will introduce participants to key reflexes and developmental movement patterns that influence sensory modulation along with a felt sense of safety, stability and connectedness.

Session 3: April 5 from 8am-11am CT / 9am-12pm ET (one 15-minute break)

Topics:

A Trauma Informed Approach to Assessment, A Sensory-Attachment Perspective - Occupational Therapists need to be mindful of the potential to re-traumatize children during the assessment process. To avoid this, certain steps need to be taken that include being informed of the trauma history, attachment relationships and most importantly the child's adaptive responses to danger. A trauma informed approach requires the therapist to be flexible and adaptive in how they carry out assessment procedures, whilst at the same time not compromising the validity of their assessments. This ensures the child operates within their window of tolerance and enables optimal performance.

Attachment and sensory patterns: Implications for assessment in trauma-informed care - Attachment and sensory patterns are meaningfully related, codeveloping, interacting constructs. This has implications for occupational therapy assessment and treatment, particularly in the field of pediatric and family care. In this workshop, Pam will share findings from her research about the connection between attachment and sensory patterns, and observations of the relevance of these findings for our work with families. Particular foci include: clearly defining the constructs of attachment and sensory patterns; overviewing measures available to assess these constructs; and considering how parent-child relationships (and their respective sensory/attachment patterns) might impact measurement of these constructs.

Session 4: April 12 from 8am-11am CT / 9am-12pm ET (one 15-minute break)

Topics:

Breathtaking: Understanding the connections between breath mechanics, posture and trauma - The mechanics of the breath are as fascinating as they are complex. Breathing provides us with necessary oxygen but also contributes to the foundation of posture, balance, emotional regulation, continence, lymph drainage and more. This presentation explores the basics of breath mechanics and the connections between this process and posture as well as how trauma can disrupt these important networks. An assessment that reflects the dynamic systems nature of breathing will also be discussed, introducing participants to an expanded understanding of the breath.

Putting it all together - So, what now? How do we organize all that we have learnt? During this final presentation Maude will compile a summary of all the different nuggets to support the therapist in building their own unique evaluation template that would include attachment and trauma informed care. This will be a "structure" session with a large chunk of time devoted to any lingering questions that therapists may still have. As this workshop series is closing, Maude will also highlight the thought process behind the level 3 workshop series with focus on intervention.

Learning Objectives

Session 1:

- Explain the neurobiological foundations of therapeutic use of self.
- Define trauma-informed practice as an aspect of Occupational Therapy
- Describe the elements of therapeutic use of self within an attachment frame of reference.
- Outline intentional aspects of therapeutic use of self.
- Understand the perspective of a trauma-informed mindset as it applies to standardized and non-standardized assessments.
- Appreciate the nuances of clinical reasoning that occur within the context of a therapeutic relationship.
- Consider at least 4 different projective assessment tools related to occupational therapy practice.
- Outline 5 basic principles of holding a “containing space” for the client during assessment (and intervention)
- Describe 6 basic tenets of the use of projective techniques in mental health.

Session 2:

- Describe key components of praxis assessment.
- State key points to consider when conducting praxis assessments with individuals with trauma backgrounds.
- Discuss the significance of Dr. Ayres structured clinical observations to identifying sensory processing and integrative difficulties in daily life.
- Understand key clinical indicators that suggest when inadequate development of the early protective and postural reflexes contribute to difficulties with sensory processing, regulation, and relational capacities.

Session 3:

- Explain the impact of trauma on sensory processing and attachment relationships from a developmental sensory attachment perspective.
- Be cognizant of pre-assessment requirements for documentation of attachment trauma history and behaviors.
- Use the Trauma Informed Pre-Assessment (TIPA) Checklist (Bhreathnach)
- Recognize the use of attachment strategic behaviors and how this affects the assessment process.
- Define a trauma-informed adaptive approach, working within the window of tolerance.
- To understand the evidence for links between attachment and sensory patterns (and the potential neurobiological underpinning of these).
- To gain insight into the range of attachment and sensory measures, relevant throughout the life span, that can be used in practice and/or in research projects.
- To consider how the parent child relationship, and their respective sensory/attachment patterns, might impact measurement of sensory and attachment patterns.

Session 4:

- Discuss the typical development of emotional self-regulation.
- Identify 12 components of a dynamic systems model of postural control.
- Identify the systems impacted by anxiety in children with motor and sensory challenges.
- Identify the interconnections between anxiety, emotional regulation and postural control.
- Recognize 5 behavioral signs and 5 physical signs of the stress response.
- Identify the role of alignment in mature breath mechanics, emotional regulation and postural control.
- Explain the rationale supporting assessment and treatment of breath mechanics to address both emotional regulation and postural control.
- Identify 5 areas to examine when assessing breath.
- Discuss at least 2 golden nuggets of each preceding session in this workshop series.
- Identify a framework for building their own unique template for assessment in attachment and trauma informed care.

Presenters

Each live session will be facilitated by:



Maude Le Roux - Maude Le Roux serves on the Board of Directors for ATTACH and is instrumental in developing the training curriculum for OT's on behalf of ATTACH. She is a gifted speaker with a wide array of interests and specialties and brings with her a holistic and expansive view on treatment in pediatric care. While she is sensory and "body" based in her approach to assessment and intervention, she also favors the essence of what the emotional psyche brings to the table. Maude directs her own online academy for training in a variety of different tracks, as well as continues to maintain her private practice in Glen Mills, PA www.maudeleroux.com



Lara Taggart, Ed.D., OTR/L is an Assistant Clinical Professor at Northern Arizona State University (NAU) Occupational Therapy Doctorate Program since July of 2015. She holds a master's degree in Occupational Therapy (OT) from AT Still University, and a bachelor's degree in Applied Psychology from ASU. Lara works 10 hours/week at Childhelp, a community mental health clinic that serves children and families who have a trauma background. Her research interests are in infant mental health and the relationship between child and caregiver sensory processing patterns and bonding. She has worked as an OT in various settings, which included outpatient/inpatient rehabilitation for adult and pediatric populations, school setting, and early intervention. Lara has served on the Executive Board of the Arizona Occupational Therapy Association as President and in Pediatric and Neuro Special Interest Groups. She is currently the Arizona Representative Assembly for the national OT board (American Occupational Therapy Association).

Course Developers

Kimberly Barthel - Kim Barthel's mission is to support the conscious evolution of the human spirit. She is an award-winning occupational therapist, multi-disciplinary teacher and best-selling author who is active in supporting people in many contexts internationally. An advanced NDT Instructor and a pioneer in reinforcing the importance of relationship, Kim is passionate about understanding complex behavior, neurobiology, trauma-informed practice, sensory processing, attachment, and mental health. www.kimbarthel.ca

Teresa A. May-Benson, Sc.D., OTR/L, FAOTA, *Owner/President of TMB Education and OTR, Inc.* and past *Executive Director of the SPIRAL Foundation* is a well-known lecturer and researcher on sensory integration theory and intervention. She has authored numerous book chapters and articles on praxis and sensory integration and completed her doctoral dissertation on ideational praxis. Dr. May-Benson has a diverse background as a clinical practitioner in private and public-school settings and private practice. For over 25 years, she conducted research related to sensory integration through the Spiral Foundation's Sensory Processing Research Center. She has collaborated with researchers Dr. Diane Parham, Dr. Shelly Lane, Dr. Zoe Mailloux, Dr. Sarah Schoen, Dr. Susanne Smith Roley, Dr. Anita Bundy and Dr. Roseann Schaaf through the Sensory Integration Research Collaborative. She is an adjunct faculty at Widener University and adjunct and part-time faculty at the University of Indianapolis and Tufts University. She has a special interest in, and extensive experience with autism, particularly older students, and adults. Dr. May-Benson received her bachelor's degree from Ohio State University and her master's degree from Boston University with a concentration in sensory integration and school system therapy. Other awards and honors include Maternal and Child Health Fellow in the Doctoral Program in Therapeutic Studies at Boston University, American Occupational Therapy Association Fellow, the Virginia Scardinia Award of Excellence from AOTA for her work in ideational praxis; the Alice Bachman Clinician Award from Pediatric Therapy Network and the Catherine Trombly Award from the Massachusetts Association of Occupational Therapists for her work as a research, clinician and instructor.

Sheila M. Frick, OTR, is an internationally esteemed clinician, lecturer, and pioneer in Occupational Therapy. She has over 40 years of clinical experience, having worked in psychiatry, rehabilitation, and home health before specializing in pediatrics. Her expertise includes sensory processing dysfunction, sensory integration, and auditory interventions. She created and continues to expand Therapeutic Listening®, which she has taught to over 15,000 therapists worldwide. She also lectures on such topics as clinical neurology, respiration, the vestibular/auditory system and various auditory interventions. She is the creator and author of Listening With the Whole Body and co-author of Core Concepts In Action, Astronaut Training: A Sound Activated Vestibular-Visual Protocol, Out of the Mouths of Babes and M.O.R.E: Integrating the Mouth with Sensory & Postural Functions.

Éadaoin Bhreathnach is an Occupational Therapist & Attachment Counsellor, Visiting Lecturer, M.Sc. Attachment Studies, University of Roehampton, London. She has worked over forty years on the impact of attachment trauma on sensory processing, leading to the development of her model Sensory Attachment Intervention. Her work focuses on the assessment and treatment of traumatized children, young people, and adults, who struggle to participate in intervention programs because of their heightened levels of anxiety. Éadaoin is the author of The Scared Gang Series and the Just Right State Programmes; which are used as sensory- attachment resource tools to enable self-regulation and co-regulation.

Pamela Meredith is a registered occupational therapist and psychologist in Australia. Her clinical experiences in child and youth mental health across various settings simulated her motivation to understand how characteristics and experiences originating in childhood are linked with physical and mental health outcomes throughout life. Her research has focused on how attachment and sensory patterns, evident early in life, are related to longer-term health behaviors, health conditions, and treatment outcomes. Attachment and sensory-informed approaches are widely recognized as underpinning more individual, person-centered, and trauma-informed care, which optimize quality-of-life, health, and engagement outcomes throughout the life span. Targets of Professor Meredith's research include: (1) Parenting and child trauma; (2) Persistent/chronic pain from childhood to adulthood; (3) Burnout; (4) Mental illness and substance use; and (5) Palliative care, spirituality, grief, and loss. The goal of this body of work is to provide evidence and insights to inform clinical reasoning and the therapeutic process, including prevention, early intervention, and evidence-based practice. Professor Meredith has approximately 100 peer-reviewed publications, hundreds of conference presentation, and has supervised 11 research higher degree (RHD) students to completions. She presently advises a further 16 RHD students.

Shelley Mannell, PT, is a knowledge seeker, problem solver and international speaker with a propensity to read scientific articles for clinical insight. Her mission is to bring relevant research into compassionate practice. As a Physiotherapist and the owner of HeartSpace Physical Therapy for Children, Shelley helps connect children to their own bodies and raise their awareness of movement. She has been helping children and families on their journey towards independence for over 30 years. Shelley's enthusiasm for clinical research and education began at McMaster University as a clinical faculty member in the School of Rehabilitation Science. She has shared her knowledge and experience with clinicians around the world through her HeartSpace blog since 2010. Making sense of complex ideas and delivering contemporary information, Shelley's topics are of interest to a wide range of professionals. Shelley is passionate about developing and combining approaches to enhance therapy outcomes and is certified in both Neurodevelopmental Treatment and Sensory Integration. She is the co-creator of Dynamic Core for Kids, an evidence-based approach to central stability for children with motor and sensory challenges. Shelley is also invested in making education accessible through her online programs and mentoring program for clinicians. As a respected lecturer, Shelley discusses the dynamic systems nature of the development of postural control and its application to assessment and intervention for children with sensory and motor challenges. www.heartspacept.com

CONTINUING EDUCATION CREDITS (CEs)



CE Credit Provided through:

www.ciaoseminars.com

850-916-8886

CE Credit: 23.5 Hours

This course meets PDU requirements for NBCOT (23.5 PDUs)

CIAO is an Approved Provider for the Florida Board of Occupational Therapy

Approved for:

23.5 Hrs. Registered with CEBroker for OT/COTAs in AL, AZ, GA, LA, MS, SC, TN

28.0 Hrs. OT/COTAs in FL (CE Broker #20-987814)

Applied for:

OT/COTAs in NM

Meets Requirements for:

OT/COTAs in AL, AK, AZ, AR, CA, CO, CT, DE, GA, HI, ID, IA, IN, KS, ME, MD, MA, MI, MN, MS, MO, MT,

NE, NV, NH, NJ, NY, NC, ND, OH, OK, OR, PA, RI, SC, SD, TN, TX, UT, VA, WA, WV, WY

**Meets Requirements means either this course follows the state rules/regulations for a CE course, or the course is approved by an entity that the state recognizes as approved.*

Accreditation of this course does not necessarily imply that the entities approving this continuing education support the views of the presenter or the sponsors.



Meets PDU requirements for NBCOT.



For more information or a group discount code,
contact the Association for Training on Trauma and Attachment
(ATTACH) at training@attach.org.