

Executive Summary

Course Title: The National Child Traumatic Stress Network Core Curriculum for Childhood Trauma: What are the Practice Implications for Child Welfare?

Outline of Training:

Statement of the problem:

Recent U.S. statistics suggest that trauma is an epidemic. One study estimates that over 15.5 million children (20%) live in families with partner violence. Another shows prevalence rates of 1 out of 25 for child maltreatment. Children aged birth-five are highly vulnerable to exposure to interpersonal traumas, and trauma exposure at an early age can have long term consequences for development and functioning.

Given this, as a society, how do we support children and families as they strive to function adaptively following exposure to traumatic experiences? To begin, we need to start a dialogue with practitioners across multiple service sectors (child welfare, school, daycare, early intervention, religious groups, mental health. . .) related to core concepts for developing trauma-informed systems. Together and within our own systems we need to think about how these concepts apply to the work we all do, what we already do that addresses these concepts, and steps we might each take to integrate and address these concepts better in our daily practice.

This workshop provides an overview of the National Child Traumatic Stress Network Core Curriculum on Childhood Trauma (CCCT). Core components of the CCCT model include:

- An integrative lens that practitioners use to examine the dynamic interplay between: 1) development; 2) culture and context; 3) strengths and wellness; 4) dysfunction and pathology, and 5) ecology and systems. All of the aspects of the CCCT are viewed through this lens.
- Different levels to organize the way we understand the child, family and systems' responses to trauma and possible ways to support wellness and healthy recovery: 1) Core Concepts, 2) Objectives; 3) Practice Elements, and 4) Skills.
- Empirical evidence: Where this fits in the CCCT

The workshop is organized in the following way:

I Why do we need the CCCT?

Teaching method: Animated cartoon vignette followed by group discussion.

II Where did the CCCT come from?

Teaching method: PowerPoint

III Overview of the C.O.P.E.S framework

- Concepts, Objectives, Practice Elements, and Skills.
- Grouping of the concepts

- Concepts for understanding the traumatic experience
- Concepts for understanding the consequences of trauma and its aftermath
- Guiding concepts for interventions and interactions with trauma exposed children and their families

Teaching method: PowerPoint

IV Overview of the Integrated Lens (Development, Culture and Context, Strength and Wellness, Dysfunction and Pathology, Ecology and Systems)

Teaching method: PowerPoint (with clinical example later)

V Problem Based Learning: Process for learning information and enhancing the depth of integration into our knowledge base and into daily practice

- Assimilation
- Accommodation
- Incorporation into practice

Teaching method: PowerPoint and vignette based examples

VI Overview Core Concepts for Understanding the Traumatic Experience

- Overview
- Child welfare-related objectives
- Things you already do that address these concepts
- What else you might want to do to address these concepts

Teaching methods: 1) Linking the concepts to visual metaphor; 2) Powerpoint; 3) small group work around a child welfare case vignette

VII Core Concepts for Understanding the Consequences of Trauma and Its Aftermath

- Overview
- Child welfare-related objectives
- Things you already do that address these concepts
- What else you might want to do to address these concepts

Teaching methods: 1) Linking the concepts to visual metaphor; 2) Powerpoint; 3) small group work around a child welfare case vignette

VII Guiding concepts for interventions and interactions with trauma exposed children and their families

- Overview
- Child welfare-related objectives
- Things you already do that address these concepts
- What else you might want to do to address these concepts

Teaching methods: 1) Linking the concepts to visual metaphor; 2) Powerpoint; 3) small group work around a child welfare case vignette

VIII Putting it all together: Using the CCCT to understand the child, family and system's (including our own personal responses) to trauma.

Discussion around a video and case

IX Feedback

X Towards Integration: Next Steps: Group development of a strategic plan

Method: Big group discussion, team discussion, discussion through internet resources

Target Audience:

All child welfare staff including line staff, supervisors, and support staff at all levels new and veteran.

Outcome Objectives for Participants:

- Be able to name the elements of the CCCT
- Be able to identify the 3 core concepts they feel are most important and relevant to their work
- Identify at least 3 ways in which their current practice addresses the core concepts
- Identify at last 3 ways in which you might make changes in practice to further address core concepts.

Ways that Supervisors can support the Transfer of Learning from the classroom to the job...

BEFORE the training

Currently there are no materials staff can read prior to the training to support the learning because this is a curriculum under development and material cannot be released prior to the training. In the future we hope to provide information (including webinars) that will support learning before training.

AFTER the training

- Supervisors and line staff will review the core concepts and determine those that are most applicable to their setting and their role in the child welfare system.
- They will continue to identify procedures that are part of current practice that are related to specific core concepts and address key child welfare objectives and needs.
- They will identify new procedures that can be readily implemented to address child welfare-related objectives identified by core concepts.
- They will review and conceptualize cases using the core concepts from the training and will determine whether this provides a clearer understanding of the child and family's experience and possible practice implications for the child welfare worker.
- They will have the option of meeting with the trainer and developing either full cases or vignettes related to the work of child welfare workers and line staff.

FOR THE FLYER (I realized you needed something briefer for the flyer)

Statistics show that in the U.S. trauma is an epidemic. In multiple systems across the country, particularly child welfare, we address this epidemic every day. We strive to learn how as individuals, as part of systems, and as a society, we can better support children and families as they strive to function adaptively following exposure to traumatic experiences. The National Child Traumatic Stress Network (NCTSN) is working

collaboratively to develop the Core Curriculum on Childhood Trauma (CCCT). We believe that this curriculum furthers our understanding of the complexity of the problem and offers hope in terms of finding multiple entry points for possible interventions that address traumatic responses at the individual, family, provider, community and systems levels. This workshop provides an overview of the CCCT in the hopes of furthering the dialogue around ways to respond to this epidemic.