PROGRAMME: TREATING TEENAGERS WITH COMPLEX TRAUMA AND DISSOCIATION

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| DAY 1 |  |
| 18H00-18H30 | Introduction and orientation |
| 18h30-19h30 | What is psychological trauma? |
|  | What happens in the psyche of the traumatised teenager? |
| 19h30-21h00 | Trauma and the brainThe right brain and emotional regulationThe difference between implicit and explicit memoriesThe brain and body’s emotional stress responseWhere does it all start? The relationship between the infant, the caregiver and the emotional right brainThe development of resonance between mother and babyThe effect of timing on the relational trauma |
| DAY 2 |  |
| 18h00-19h00 | Attachment styles and complex relational trauma in teenagersThe insecure avoidant attachment styleThe insecure ambivalent attachment styleThe disorganised attachment styleSecure attachment and earned secure attachment |
| 19h00-19h30 | How does dissociation develop?The structural dissociation model |
| 19h30-19h45 | Tea break |
| 19h45-21h00 | Signs and symptoms of structural dissociated partsDissociation in teenagers |
| DAY 3 |  |
| 18h00-19h30 | Important principles in the therapeutic process with teenagers and complex traumaImportant aspects of being a trauma-wise therapistPhases in the therapeutic process |
| 19h30-19h45 | Tea break |
| 19h45-21h00 | Phase 1: AssessmentAssessment activities, scales and questionnaires |
|  | Core dissociative aspects to assessImportant assessment questions to askProjective techniques for assessment |
| DAY 4 |  |
| 18h00-19h30 | Phase 2: Psycho-educationImportant considerations in psycho-educationThe language of triggers and triggeringConnecting symptoms to triggersCommon posttraumatic triggersThe therapist as auxiliary cortexBeing a neuro-biological regulatorActivities to use during psycho-education |
| 19h30-19h45 | Tea break |
| 19h45-21h00 | Phase 3: Skills for emotional regulation and strengthening of the egoTransformative witnessingActivities for affect regulationActivities for groundingBreathing activitiesThe dissociation kit for teenagersSkills to stay in the here-and-now and not go therePendulationThe calm/safe/happy placeCreating a safe place in the sand |
| DAY 5 18h00-19h30 | Phase 3: continueImaginary containersMy circle of safe peopleNature as resourceOrienting for hyper- and hypoarousalInteroception and bodily awarenessActivities to enhance body awarenessMindfulness, elements of mindfulness and mindfulness skillsWays to teach mindfulness skillsConnecting with strengths, inner and outer resourcesSelf-havening touchConsiderations before moving to phase 4 |
| 19h30-19h45 | Tea break |
| 19h45-21h00 | Phase 4: Trauma-reprocessingGoals in phase 4Activities for trauma reprocessingFree journalingBuilding boundary awarenessDual awarenessWorking at the edges of affect toleranceImportant considerations in recognising parts and the role they playApplying grounding skillsThe therapist as auxiliary cortex |
| DAY 6 (FULL DAY) |  |
| 8h00-9h00 | Parts workCharacteristics of partsExamples of partsIntroducing parts to adolescentsThe internal dialogue techniqueMapping parts on the body outline |
| 9h00-10h30 | The internal dialogue techniqueParts work practical work |
| 10h30-11h00 | Tea break |
| 11h00-12h30 | Parts work practical work |
| 12h30-13h00 | Ways to achieve dual awarenessSand tray directivesMandala work and parts work |
| 14h00-15h00 | The building blocks of internal attachment repairNegative-positive cognitionsSand tray work with negative beliefsHow do we know when trauma is processed? |
| 15h00-15h15 | Coffee break |
| 15h15-16h45 | Addressing eating disorders, addictions and other self-destructive behaviours in teenagers |
| DAY 7 |  |
| 18H00-19H00 | Phase 5: Posttraumatic growthAspects to address during this phaseGoals of posttraumatic growthResilience practices |
| 19h00-19h30 | The tree of life practical exercise |
| 19h30-19h45 | Tea break |
| 19h45-20h00 | Connecting to self-compassion |
| 20h00-21h00 | Questions, evaluation and termination |