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 brain  The right brain and emotional regulation  The difference between implicit and explicit memories  The brain and body’s emotional stress response  Where does it all start? The relationship between the infant, the caregiver and the emotional right brain  The development of resonance between mother and baby  The effect of timing on the relational trauma |
| DAY 2 |  |
| 18h00-19h00 | Attachment styles and complex relational trauma in teenagers  The insecure avoidant attachment style  The insecure ambivalent attachment style  The disorganised attachment style  Secure 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 parts  Dissociation in teenagers |
| DAY 3 |  |
| 18h00-19h30 | Important principles in the therapeutic process with teenagers and complex trauma  Important aspects of being a trauma-wise therapist  Phases in the therapeutic process |
| 19h30-19h45 | Tea break |
| 19h45-21h00 | Phase 1: Assessment  Assessment activities, scales and questionnaires |
|  | Core dissociative aspects to assess  Important assessment questions to ask  Projective techniques for assessment |
| DAY 4 |  |
| 18h00-19h30 | Phase 2: Psycho-education  Important considerations in psycho-education  The language of triggers and triggering  Connecting symptoms to triggers  Common posttraumatic triggers  The therapist as auxiliary cortex  Being a neuro-biological regulator  Activities to use during psycho-education |
| 19h30-19h45 | Tea break |
| 19h45-21h00 | Phase 3: Skills for emotional regulation and strengthening of the ego  Transformative witnessing  Activities for affect regulation  Activities for grounding  Breathing activities  The dissociation kit for teenagers  Skills to stay in the here-and-now and not go there  Pendulation  The calm/safe/happy place  Creating a safe place in the sand |
| DAY 5 18h00-19h30 | Phase 3: continue  Imaginary containers  My circle of safe people  Nature as resource  Orienting for hyper- and hypoarousal  Interoception and bodily awareness  Activities to enhance body awareness  Mindfulness, elements of mindfulness and mindfulness skills  Ways to teach mindfulness skills  Connecting with strengths, inner and outer resources  Self-havening touch  Considerations before moving to phase 4 |
| 19h30-19h45 | Tea break |
| 19h45-21h00 | Phase 4: Trauma-reprocessing  Goals in phase 4  Activities for trauma reprocessing  Free journaling  Building boundary awareness  Dual awareness  Working at the edges of affect tolerance  Important considerations in recognising parts and the role they play  Applying grounding skills  The therapist as auxiliary cortex |
| DAY 6 (FULL DAY) |  |
| 8h00-9h00 | Parts work  Characteristics of parts  Examples of parts  Introducing parts to adolescents  The internal dialogue technique  Mapping parts on the body outline |
| 9h00-10h30 | The internal dialogue technique  Parts work practical work |
| 10h30-11h00 | Tea break |
| 11h00-12h30 | Parts work practical work |
| 12h30-13h00 | Ways to achieve dual awareness  Sand tray directives  Mandala work and parts work |
| 14h00-15h00 | The building blocks of internal attachment repair  Negative-positive cognitions  Sand tray work with negative beliefs  How 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 growth  Aspects to address during this phase  Goals of posttraumatic growth  Resilience 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 |