

From Evidence-Based Practice to Trauma Informed Training: Bottom-Up Dissemination of a New Intervention for Early Childhood Trauma

This presentation describes the dissemination of an evidence based treatment (EBT) – Child-Parent Psychotherapy (CPP) – in Israel, and the development of subsequent, trauma-informed training programs for professionals working with traumatized children and their families. CPP, a dyadic intervention for young children exposed to traumatic events, was chosen for dissemination by the Haruv Institute (HI). While much attention has been given in Israel to the effects of armed conflict on children, no evidence-based interventions had yet been offered for this population.

HI provided CPP training to five cohorts of experienced professionals in a bottom-up dissemination plan, with the expectation that they would bring the EBT to their workplaces. The institute also created a training-the-trainer program to create a cadre of lecturers and supervisors among outstanding CPP graduates.

The dissemination of CPP resulted in two outcomes. Firstly, over 100 clinicians began using CPP in the public and private sectors, offering a service previously unavailable for children ages 0-5 in Israel. Secondly, the trauma-informed principles of CPP, highly relevant to both social services and mental health organizations, were conceptualized and offered as training programs to a wide variety of agencies. Programs were tailor-made to fit the needs of each agency. CPP trainers provide much of the training in these agencies. Hundreds of professionals have been trained by these trauma-informed training programs.

An EBT disseminated in a "bottom-up" plan enables both delivery of a new intervention, as well as opportunities to infuse a new, trauma-informed focus into a therapeutic culture previously lacking this perspective.

Keywords: Child-Parent Psychotherapy (CPP), dissemination, trauma-informed principles

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Trauma & Attachment Focused Interventions in the Framework of Meetings Between Children in the Process of Adoption and their Biological Parents –The Challenge and the Opportunity*

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When a child enters the adoption process due to circumstances of parental failure, it is often said that the connection between the child and his biological parents is of no benefit to the child. Moreover, that this connection might damage and endanger the development of the child.

This remark raises the assumption that the possibility of promoting a beneficial connection between the child and biological parents is impossible, However, until a decision is made by the court of law as to the type of adoption (closed or open adoption), the biological parents have the legal right to meet the child at fixed times. In the present lecture, we argue that meetings between a child and biological parents, during the adoption process, that are mediated by trauma and attachment focused interventions, that focus on the history of trauma that the child and parent experienced and the implications on the attachment between them, are not only possible but, in fact, essential to the proper development of the child and success of the adoption process.

In our lecture, we will describe the theoretical rationale for the therapeutic interventions based on the principles of the CPP (Child Parent Psychotherapy) model. Clinical examples will be presented to exemplify the benefits of these interventions.

Key words: Adoption; Trauma, Biological Parents

*This presentation is based on the clinical consultations provided by the authors throughout a one year training program for the Adoption Services in Israel.

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Challenges and Advantages of Practicing CPP in a Broad Multidisciplinary Framework

The Ilan Child & Family Therapy Center works with 0-18 year-olds, many of them suffering from inter-personal, intra-personal and environmental deficits. CPP has contributed immensely to the therapeutic repertoire but it has been challenging to integrate between a focus on attachment and early-childhood trauma and a multidisciplinary approach to therapy with ongoing re-assessment of psychopathology, environmental influences and treatment of choice

Although our emphasis is psychodynamic, the training and experience of our staff in different areas of mental health offers multiple lenses for viewing each referral. As such, our practice of CPP is continuously informed by identification and prioritization of the factors contributing to the distress of the child and family. Challenging dilemmas arise in the application of the CPP model to treatment of: children on the ASD spectrum, older children, children with learning disabilities or developmental deficits, or families with multiple victims of trauma. Often the presenting problem, ostensibly trauma, is a porthole onto dysfunctionality at many levels all of which need to be addressed. As such we often view CPP as segue onto other treatment approaches.

This paper will briefly summarize the CPP model and discuss some of the challenges and issues that concern us as clinicians who see victims of trauma through a variety of perspectives . The theoretical discussion will be followed by three cases illustrating how the integration of the CPP model into a broad therapeutic environment, ultimately yields interventions adapted to the unique and changing needs of the children and families in our care.

Key Words :CPP (Child Parent Psychotherapy), Treatment, Families, Multi-Disciplinary

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