

Dr. Bruce Perry



About the Presenter:

Dr. Perry is the Senior Fellow of The ChildTrauma Academy, a not-for-profit organization based in Houston, TX and adjunct Professor in the Department of Psychiatry and Behavioral Sciences at the Feinberg School of Medicine at Northwestern University in Chicago.

Dr. Perry is the author, with Maia Szalavitz, of The Boy Who Was Raised As A Dog, a bestselling book based on his work with maltreated children and Born For Love: Why Empathy is Essential and Endangered. His most recent multimedia book, BRIEF: Reflections on Childhood, Trauma and Society was released in 2013. Over the last thirty years, Dr. Perry has been an active teacher, clinician and researcher in children's mental health and the neurosciences holding a variety of academic positions.

Dr. Perry was on the faculty of the Departments of Pharmacology and Psychiatry at the University of Chicago School Of Medicine from 1988 to 1991. From 1992 to 2001, Dr. Perry served as the Trammell Research Professor of Child Psychiatry at Baylor College of Medicine in Houston, Texas. During this time, Dr. Perry also was Chief of Psychiatry for Texas Children's Hospital and Vice-Chairman for Research within the Department of Psychiatry. From 2001 to 2003, Dr. Perry served as the Medical Director for Provincial Programs in Children's Mental Health for the Alberta Mental Health Board. He continues to consult with the government of Alberta on children's issues and serves as a founding member of the Premier's Council of Alberta's Promise.

Dr. Perry has conducted both basic neuroscience and clinical research. His neuroscience research has examined the effects of prenatal drug exposure on brain development, the neurobiology of human neuropsychiatric disorders, the neurophysiology of traumatic life events and basic mechanisms related to the development of neurotransmitter receptors in the brain. His clinical research and practice has focused on high-risk children. This work has examined the cognitive, behavioral, emotional, social, and physiological effects of neglect and trauma in children, adolescents and adults. This work has been instrumental in describing how childhood experiences, including neglect and traumatic stress, change the biology of the brain – and, thereby, the health of the child.

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His clinical research over the last ten years has been focused on integrating emerging principles of developmental neuroscience into clinical practice. This work has resulted in the development of innovative clinical practices and programs working with maltreated and traumatized children, most prominently the Neurosequential Model[©], a developmentally sensitive, neurobiology-informed approach to clinical work (NMT), education (NME) and caregiving (NMC). This approach to clinical problem solving has been integrated into the programs at dozens of large public and non-profit organizations serving at-risk children and their families.

His experience as a clinician and a researcher with traumatized children has led many community and governmental agencies to consult Dr. Perry following high-profile incidents involving traumatized children such as the Branch Davidian siege in Waco (1993), the Oklahoma City bombing (1995), the Columbine school shootings (1999), the September 11th terrorist attacks (2001), Hurricane Katrina (2005), the FLDS polygamist sect (2008), the earthquake in Haiti (2010), the tsunami in Tohoku Japan (2011) and the Sandy Hook Elementary school shootings (2012).

Dr. Perry is the author of over 500 journal articles, book chapters and scientific proceedings and is the recipient of numerous professional awards and honors, including the T. Berry Brazelton Infant Mental Health Advocacy Award, the Award for Leadership in Public Child Welfare, the Alberta Centennial Medal and the 2014 Kohl Education Prize.

He has presented about child maltreatment, children's mental health, neurodevelopment and youth violence in a variety of venues including policy-making bodies such as the White House Summit on Violence, the California Assembly and U.S. House Committee on Education. Dr. Perry has been featured in a wide range of media including National Public Radio, The Today Show, Good Morning America, Nightline, CNN, MSNBC, NBC, ABC and CBS News and the Oprah Winfrey Show. His work has been featured in documentaries produced by Dateline NBC, 20/20, the BBC, Nightline, CBC, PBS, as well as dozen international documentaries. Many print media have highlighted the clinical and research activities of Dr. Perry including a Pulitzer-prize winning series in the Chicago Tribune, US News and World Report, Time, Newsweek, Forbes ASAP, Washington Post, the New York Times and Rolling Stone.

Dr. Perry, a native of Bismarck, North Dakota, was an undergraduate at Stanford University and Amherst College. He attended medical and graduate school at Northwestern University, receiving both M.D. and Ph.D. degrees. Dr. Perry completed a residency in general psychiatry at Yale University School of Medicine and a fellowship in Child and Adolescent Psychiatry at The University of Chicago.

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Dr. J. Stuart Ablon



About the Presenter:

J. Stuart Ablon, Ph.D., is the Director of Think:Kids in the Department of Psychiatry at Massachusetts General Hospital. He is also Associate Clinical Professor of Psychology in the Department of Psychiatry at Harvard Medical School. Dr. Ablon co-founded the Center for Collaborative Problem Solving where he also served as Co-Director from its inception until 2008. Dr. Ablon is co-author of *Treating Explosive Kids: The Collaborative Problem Solving Approach* and author of numerous articles, chapters and scientific papers on the process and outcome of psychosocial interventions. A dynamic and engaging speaker, Dr. Ablon was recently ranked #5 on the list of the world's top rated keynote speakers in the academic arena.

Dr. Ablon's research has been funded by, amongst others, the National Institute of Health, the American Psychological Association, the American Psychoanalytic Association, the International Psychoanalytic Association, the Mood and Anxiety Disorders Institute, and the Endowment for the Advancement of Psychotherapy. Dr. Ablon received his doctorate in clinical psychology from the University of California at Berkeley and completed his predoctoral and postdoctoral training at Massachusetts General Hospital and Harvard Medical School. Dr. Ablon trains parents, educators, and clinicians and consults to schools and treatment programs throughout the world in the Collaborative Problem Solving approach.

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About the Presentation:

Trauma-Informed Care: The Impact of Trauma on Brain Development and What to Do About it

Program Description

There is renewed interest in the effects of chronic, overwhelming stress and trauma on children's development. So-called trauma-informed care is emphasized more than ever. Yet, parents, educators, clinicians, mental health workers and law enforcement alike still struggle to understand the impacts of trauma on brain development in a concrete and tangible way. Perhaps even more so, adults trying to help these children and adolescents long for concrete strategies that operationalize what brain science tells us will be helpful to facilitate development arrested as a result of complex developmental trauma. If you want to know how trauma impacts the brain and what to do about it, please join us for these exciting 2 days of learning and collaboration.

Over the course of this 2 day training, experts Dr. Bruce Perry from The Child Trauma Academy and Dr. Stuart Ablon from Think:Kids at Massachusetts General Hospital will come together to make complicated neurodevelopmental concepts accessible and provide a practical evidence-based process for trauma-informed intervention that all adults can follow in any setting.

Specifically, Dr. Perry and Dr. Ablon will integrate The Neurosequential Model of Therapeutics (NMT) and Collaborative Problem Solving (CPS). **NMT** is a developmentally sensitive, neurobiology-informed approach to clinical problem solving. NMT is an evidence-based practice and not a specific therapeutic technique or intervention. It is an approach that integrates core principles of neurodevelopment and traumatology to aid in the selection and sequencing of therapeutic, educational and enrichment activities that match the needs and strengths of the individual. **CPS** offers an evidence-informed approach to assist parents; teachers and mental health providers identify children's skill deficits that lead to challenging behaviors. It helps adults teach children flexibility, problem solving, and emotion regulation skills.

In this conference, you will learn an overview of both of these approaches and practical examples of strategies for their integrated implementation. It will build on two years of collaboration between Dr. Perry and Dr. Ablon to combine the models in practical clinical application. The conference is intended both for those new to NMT and/or CPS or those skilled in their application.

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Learning Objectives

As a result of participating in this continuing education activity, attendees will be able to:

1. Describe key concepts and intervention strategies of the Neurosequential Model of Therapeutics (NMT).
2. Describe key concepts and strategies of Collaborative Problem Solving (CPS).
3. Identify practical strategies for implementing both approaches into a unified clinical process.
4. Recognize how adults can utilize the approaches in daily practice.
5. Discuss the implication of using both models across multiple settings.
6. Identify programmatic challenges in implementing the strategies discussed.

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