Through the Looking Glass: Applying a Complex Trauma Lens when Working with Children and Adolescents

Mandy Habib, Psy.D.
Co-Director, Institute for Adolescent Trauma Training & Treatment
School of Social Work, Adelphi University
Through the Looking Glass: Applying a Complex Trauma Lens in Work with Children and Adolescents

Mandy Habib, Psy.D.
Adelphi University School of Social Work
Institute for Adolescent Trauma Treatment & Training

Sponsored in conjunction with the McSilver Institute for Poverty Policy and Research,
New York University Silver School of Social Work

June 13th, 2017
Garden City, NY
Presentation Goals

- Complex Trauma and PTSD
- Trauma & the Brain
- Brief Overview of Complex Trauma Treatment
- Questions and Comments
THERE ARE MANY FACES OF TRAUMA
PTSD (DSM-5)

Exposure Criterion
• Criterion A: Exposure – The person was exposed to: death, threatened death, actual or threatened serious injury, or actual or threatened sexual violence,

Primary Criteria
• Criterion B: Intrusion
• Criterion C: Avoidance
• Criterion D: Negative alterations in cognitions and mood
• Criterion E: Alterations in arousal and reactivity

Additional Criteria
• Criterion F: Duration (symptoms persist for >1 month)
• Criterion G: Functional Significance (causes significant symptom-related distress or functional impairment).
• Criterion H. Attribution (Disturbance is not due to medication, substance use, or other illness)

Specify: With Delayed Expression if onset > 6 months after the trauma
Specify: With Dissociative Symptoms if depersonalization/derealization present in response to trauma-related stimuli
Data from 14,890 children and adolescents

- **78.7%** experienced multiple trauma types vs. **21.4%** experienced a single trauma
- On average, clients experienced **3.7** trauma types.
- The greater the number of traumas, the greater the comorbidity*
- Over half exhibited symptoms of posttraumatic stress, *but only 28.6% met full criteria for PTSD*

Primary Functional Impairments:

- Behavior Problems at home/community: **60.2%**
- Academic Problems: **53.6%**
- Behavior Problems in School: **48.2%**
- Suicidality: **15.0%**
- Substance Use: **9.1%**

* Derived from subset of data 2004-2009.

For more information contact: Dr. Ernestine Briggs-King, National Center for Child Traumatic Stress; 919-613-9855; ernestine.briggs@dm.duke.edu

© NCCTS DEP 2017
The Maze of (Mis)Diagnosis: Does PTSD Capture the Impact of Trauma?

- Oppositional Defiant Disorder?
- PTSD??
- Depression?
- Substance Abuse?
- ADHD?
- Conduct Disorder?
- OCD?
- Anxiety?
- Bipolar Disorder?????
- Personality Disorder???
- Attachment Disorder?

**Differential Diagnosis:** E.g. Bipolar Disorder or adaptation to trauma?

**Comorbidity:** over 80% of children and 90% of adults with PTSD have at least one other Axis I diagnosis. (Cloitre et al., 2009)
Adaptations to Complex Trauma

Problems with

- AFFECT and IMPULSE regulation
- SELF-PERCEPTION
- RELATIONS with others
- ATTENTION and DISSOCIATION
- SOMATIZATION
- SYSTEMS of MEANING
# Complex Trauma Domains of Impairment (NCTSN)

<table>
<thead>
<tr>
<th>Attachment and Relationships:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Relationship problems with family members, adults, and peers</td>
</tr>
<tr>
<td>- Problems with attachment and separation from caregivers</td>
</tr>
<tr>
<td>- Problems with boundaries</td>
</tr>
<tr>
<td>- Distrust and suspiciousness</td>
</tr>
<tr>
<td>- Social isolation</td>
</tr>
<tr>
<td>- Difficulty attuning to others and relating to other people’s perspectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thinking &amp; Learning: Cognition</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Difficulties with executive functioning and attention</td>
</tr>
<tr>
<td>- Lack of sustained curiosity</td>
</tr>
<tr>
<td>- Problems with information processing</td>
</tr>
<tr>
<td>- Problems focusing on and completing tasks</td>
</tr>
<tr>
<td>- Difficulties with planning and problem-solving</td>
</tr>
<tr>
<td>- Learning difficulties</td>
</tr>
<tr>
<td>- Problems with language development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physical Health: Body &amp; Brain:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sensorimotor developmental problems</td>
</tr>
<tr>
<td>- Anaesthesia</td>
</tr>
<tr>
<td>- Problems with coordination, balance, body tone</td>
</tr>
<tr>
<td>- Somatization</td>
</tr>
<tr>
<td>- Increased medical problems across a wide span</td>
</tr>
<tr>
<td>- Developmental delays/regressive behaviors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Difficulties with impulse control</td>
</tr>
<tr>
<td>- Risk-taking behaviors (self-destructive behavior, aggression toward others, etc.)</td>
</tr>
<tr>
<td>- Problems with externalizing behaviors</td>
</tr>
<tr>
<td>- Sleep disturbances</td>
</tr>
<tr>
<td>- Eating disturbances</td>
</tr>
<tr>
<td>- Substance abuse</td>
</tr>
<tr>
<td>- Oppositional behavior/difficulties complying with rules or respecting authority</td>
</tr>
<tr>
<td>- Reenactment of trauma in behavior or play (e.g., sexual, aggressive)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional Responses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Difficulty with emotional self-regulation</td>
</tr>
<tr>
<td>- Difficulty labeling and expressing feelings</td>
</tr>
<tr>
<td>- Problems knowing and describing internal states</td>
</tr>
<tr>
<td>- Difficulty communicating wishes and needs</td>
</tr>
<tr>
<td>- Internalizing symptoms such as anxiety, depression, etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-Concept &amp; Future Orientation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lack of a continuous, predictable sense of self</td>
</tr>
<tr>
<td>- Poor sense of separateness</td>
</tr>
<tr>
<td>- Disturbances of body image</td>
</tr>
<tr>
<td>- Low self-esteem</td>
</tr>
<tr>
<td>- Shame and guilt</td>
</tr>
<tr>
<td>- Negative expectations for the future or foreshortened sense of future</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dissociation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Disconnection between thoughts, emotions and/or perceptions</td>
</tr>
<tr>
<td>- Amnesia/loss of memory for traumatic experiences</td>
</tr>
<tr>
<td>- Memory lapses/loss of orientation to place or time</td>
</tr>
<tr>
<td>- Depersonalization (sense of being detached from or “not in” one’s body) and derealization (sense of world or experiences not being real)</td>
</tr>
<tr>
<td>- Experiencing alterations or shifts in consciousness</td>
</tr>
</tbody>
</table>

*The information above is adapted from Cook et al., 2005.*

Available at: [http://www.nctsn.org/trauma-types/complex-trauma/assessment](http://www.nctsn.org/trauma-types/complex-trauma/assessment)  
PTSD vs. Complex Trauma

PTSD:
• Can occur after one event
• 4 criteria/clusters
• Is a diagnosis in DSM-5

Complex Trauma:
• Multiple/chronic events (interpersonal)
• 7 domains
• Not a diagnosis in DSM-5
• Is a determination for HH eligibility in NYS

* As defined by SAMHSA

For more information on the domains of impairment, see the NCTSN Complex Trauma Webpages:
http://www.nctsn.org/trauma-types/complex-trauma/effects-of-complex-trauma
Looking Through a Trauma Lens:
<table>
<thead>
<tr>
<th>Behavior</th>
<th>What it May Really Mean</th>
<th>CT Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>I belong to a gang</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use drugs/alcohol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m aggressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I dropped out of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a pimp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can’t pay attention in class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I miss a lot of school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td>What it May Really Mean</td>
<td>CT Domain</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>I belong to a gang</td>
<td>I want a family. I want to belong.</td>
<td>Relationships</td>
</tr>
<tr>
<td>I drink/do drugs a lot</td>
<td>Drugs help me numb out</td>
<td>Affect Regulation</td>
</tr>
<tr>
<td>I’m very aggressive</td>
<td>Stay away. I can’t control myself when my feelings get hurt.</td>
<td>Impulse Control</td>
</tr>
<tr>
<td>I dropped out of school</td>
<td>Why bother with school? I’ll be dead in a few years anyway</td>
<td>Systems of Meaning</td>
</tr>
<tr>
<td>I have a pimp</td>
<td>I’m only good for sex</td>
<td>Self-Perception</td>
</tr>
<tr>
<td>I can’t pay attention in class</td>
<td>I keep thinking about bad things happening.</td>
<td>Attention / Dissociation</td>
</tr>
<tr>
<td>I miss a lot of school</td>
<td>I’m totally stressed out and my body is breaking down</td>
<td>Somatization</td>
</tr>
</tbody>
</table>
Whenever I take my bath...

"I always put my ducky in first.

For companionship?

To test for sharks.
Brain process under typical conditions

Observe → Input → Interpret → Process → Evaluate Options → Plan → Act

Joshua Arvidson, 2011
Alarm system
"Express Route"

Observe → Interpret

DANGER

React (Flight - Flight - Freeze)

Act

Process

Evaluate Options

Plan

Joshua Arvidson, 2011
With repeated stress, the Alarm System “Express Route” becomes the main road.
COMPLEX TRAUMA TREATMENT

• Core components
• Treatment Models
• Techniques and Tools
Core Components of Complex Trauma Intervention
Core Components of Complex Trauma Intervention

1. Safety
2. Self-Regulation
3. Self-Reflective Information Processing
4. Traumatic Experiences Integration
5. Relational Engagement
6. Positive Affect Enhancement
Six Core Components of Complex Trauma Intervention

1. **Safety:**
The installation and enhancement of internal and environmental safety.

2. **Self-regulation:**
Enhancement of the capacity to modulate arousal and restore equilibrium following dysregulation across domains of affect, behavior, physiology, cognition (including redirection of dissociative states of consciousness), interpersonal relatedness and self-attribution.

3. **Self-reflective information processing:**
Development of the ability to effectively engage attentional processes and executive functioning in the service of construction of self-narratives, reflection on past and present experience, anticipation and planning, and decision making.

4. **Traumatic experiences integration:**
The transformation, incorporation, or resolution of traumatic memories, reminders and associated psychiatric sequelae into a nondebilitating, productive, and fulfilling existence through such therapeutic strategies as meaning-making, traumatic memory containment or processing, remembrance and mourning of the traumatic loss, symptom management and development of coping skills, and cultivation of present-oriented thinking and behavior.

5. **Relational engagement:**
The repair, restoration or creation of effective working models of attachment, and the application of these models to current interpersonal relationships, including the therapeutic alliance, with emphasis on development of such critical interpersonal skills as assertiveness, cooperation, perspective-taking, boundaries and limit-setting, reciprocity, social empathy, and the capacity for physical and emotional intimacy.

6. **Positive affect enhancement:**
The enhancement of self-worth, esteem and positive self-appraisal through the cultivation of personal creativity, imagination, future orientation, achievement, competence, mastery-seeking, community-building and the capacity to experience pleasure.
Core Components of Complex Trauma Intervention

1. **Safety:** Internal & external; Physical, relational, & psychological

2. **Self-Regulation:** modulating (emotional, physiological, behavioral, cognitive) arousal (either up or down)

3. **Self-Reflective Information Processing:** Attention & executive functions -- anticipating, planning, & decision-making; Construction of self-narrative, & reflection on past & present experiences

4. **Traumatic Experiences Integration:** Transformation of traumatic memories (meaning making); symptom management- resolution of trauma reminders; Development of coping skills, and of present-oriented thinking & behavior

5. **Relational Engagement:** repairing and creating adaptive attachments; development of interpersonal skills – assertiveness, boundaries/limit-setting, perspective-taking, empathy, capacity for intimacy.

6. **Positive Affect Enhancement:** Enhancement of self-worth/Positive self-appraisal (e.g. competency/mastery, creativity/imagination, pleasure, future orientation)
Treatments for Complex Trauma

Treatment for Complex Trauma

Descriptions of many of the clinical treatments, mental health interventions, and other trauma-informed service approaches developed by members of the National Child Traumatic Stress Network (NCTSN) are available under NCTSN Empirically Supported Treatments and Promising Practices.

The following interventions have been developed specifically for Complex Trauma and were designed to address a range of developmental concerns and competencies:

For children, adolescents, and young adults:
- ARC: Attachment, Regulation & Competency
- TST: Trauma Systems Therapy

For adolescents and young adults:
- ITCT-A: Integrative Treatment of Complex Trauma for Adolescents
- SPARCS: Structured Psychotherapy for Adolescents Responding to Chronic Stress
- TARGET-A: Trauma Affect Regulation: Guide for Education and Therapy

For children and their parents or caregivers:
- ITCT-C: Integrative Treatment of Complex Trauma for Children
- RLF: Real Life Heroes

For the entire family:
- SFCR: Strengthening Family Coping Resources

While not specifically designed for complex trauma, TF-CBT (Trauma-Focused Cognitive Behavioral Therapy) and CPP (Child-Parent Psychotherapy) have also been utilized effectively to reduce PTSD and related difficulties in select complex trauma populations and settings. Please consult with a certified trainer for guidance on how to adapt TF-CBT or CPP for complexly traumatized populations.
SPARCS: Overview

- May or may never have met full criteria for PTSD
- Adolescents 12-21 years old with history of chronic interpersonal trauma
- 16 session treatment guide (60 minutes per session)
- Strength-based
  - Identifying adaptive coping strategies
- Present-focused
  - No systematic exposure component included
  - How the trauma impacts their lives now
  - Increase capacity for present-oriented thinking & behavior
- Focus on developmental tasks unique to adolescence
Mindfulness = cultivating awareness

Distress Tolerance = coping more effectively in the moment

MAKE A LI NK = communication & connecting with others

Let ‘M Go = problem-solving and creating meaning

MUPS = ways of coping that mess you up
Session Structure

• Check In
• Mindfulness practice
• Review of application of previous week’s topics
• Session-specific content
• Activities: role plays, movie clips, projects
• Snack
• Check-out
COMPLEX TRAUMA TREATMENT

• Core components
• Treatment Models
• Techniques and Tools
Core Components of Complex Trauma Intervention

Self-Regulation:
modulating (emotional, physiological, behavioral, cognitive) arousal (either *up or down*)
Tuning into Body Messages
**SOS**

- **SLOW DOWN**
  - Take a time out; calm your body; one thought at a time

- **ORIENT YOURSELF**
  - Bring your mind & body back to the present time and place

- **SELF-CHECK**
  - Rate your level of personal distress and sense of control here and now

Adapted from Ford & Russo, 2005
Feeling Intensity Thermometer

**Personal Distress**
- Completely Calm: 1 2 3 4 5 6 7 8 9 10
- Most Distressed Ever

**Personal Control**
- In complete control: 1 2 3 4 5 6 7 8 9 10
- Totally out of control
Body Messages:

Life of a Ph.D. Candidate

READING BODY MESSAGES

ANGRY (red)
SAD (blue)
HAPPY (yellow)
SCARED (black)
NERVOUS (orange)
GUILTY (brown)
JEALOUS (green)
PAIN (pink)
EXCITED (purple)
Self-Regulation: Emotional, Physiological, & Cognitive

- Tuning into “body messages”
  - to turn them down, first need to tune in (e.g. cell)

- Mindfulness: awareness of internal experience
  (emotional, cognitive, physiological)
  - Notice: What are the feelings?
  - Notice: What am I thinking? (Identify thoughts)
    Are they judgmental? Are they based on assumption?
  - Notice: What is my body doing?
Self-Regulation: Emotional, Physiological, & Cognitive

- **Cognitive restructuring:** are your thoughts....
  - helpful or unhelpful? ("wassa matta you"?!)  
  - accurate? ("I’m going to get into an accident" “Everyone cheats.”)

- **Other Self-regulatory techniques**
  - Distress tolerance skills: ability to distract & self-soothe
  - Imagery, relaxation, etc.
Core Components of Complex Trauma Intervention

Relational Engagement:
repairing and creating adaptive attachments; development of interpersonal skills — assertiveness, boundaries/limit-setting, perspective-taking, empathy, capacity for intimacy.
Relational Engagement

- Repairing & creating adaptive attachments

- Developing critical interpersonal skills (e.g. assertiveness, cooperation, perspective-taking, limit setting, reciprocity, social empathy, and intimacy)
  
  - Communication skills –
    - to ask for what you want/communicate your needs
    - Say “no”
    - Express & share emotions (sympathy, hurt, anger)
  
  - Expanding network of Social Support: giving & getting
### Who Has Been a GOOD Source of Support in My Life (PAST & PRESENT)?

<table>
<thead>
<tr>
<th>Groups of People:</th>
<th>Emotional Support</th>
<th>Hanging out</th>
<th>Advice and Information</th>
<th>Giving you a Hand</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family I see often</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family I don’t see as often</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friends my Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult Friends</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other People</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Layne, Saltzman, Pynoos et al., 2000
**Activity: Trusting and Relationships**

What is the Difference between a Trusting and Distrusting Relationship?

<table>
<thead>
<tr>
<th>Trusting</th>
<th>Distrusting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- What makes a good relationship?
- What’s most important to you in your relationships with your friends?
- What would you like to be different?
- How do you know if someone is trustworthy?
- How do you know when to stop trusting someone?
- Should you forgive someone if they’re really sorry?
- What happens if people forgive too easily?
- What happens if you rarely forgive people who have let you down?
Core Components of Complex Trauma Intervention

Self-Reflective Information Processing:
Attention & executive functions -- anticipating, planning, & decision-making; Construction of self-narrative, & reflection on past & present experiences

Traumatic Experiences Integration:
Transformation of traumatic memories (meaning making); symptom management- resolution of trauma reminders; Development of coping skills, and of present-oriented thinking & behavior
About Me

(fill in your name)

What are you good at?
What aren’t you good at?

What do you want to be in 6 months?
What kind of job do you want?
What kind of relationship do you want?

What do people see when they look at you?
What would you like them to see?

What makes you happy?
Angry? Sad

What are your hopes & dreams for the future?

Name something you are proud of.

People can learn about you.

Name something you wish you could change.

Name 2 of your best qualities.
Making Meaning
Beliefs and Values

Underlying beliefs and values:

- Feeling respected
- Feeling cared for, loved
- Feeling valued
- Feeling understood
- Relationships: feeling connected (family, friends), fitting in, being liked
- Trust, honesty
- Justice, Fairness, Equality: Why is life sometimes unfair?
- Loyalty: to friends, family, community, country, etc.
- Stability, Security
- Independence: Freedom to make choices—being empowered
- Kindness & Helping others: Friends, family, animals, strangers
- Spirituality- higher power, religion, etc.
Meaning & Culture

- Western cultures vs. Eastern cultures
  - Independence & achievement vs
  - Connection, preserving family dignity, avoiding bringing “shame”

- Inner city socio-culturally marginalized youth
  - Fairness & Respect

- Inner city marginalized American youth
  - Focus on money & possessions

- Recent immigrants:
  - Safety, stability, territory (gangs)

- Hispanic:
  - Respect for women, esp mothers

- Spirituality

What we Value?

- Education
- Protection
- Family
- Clothes
- Loyalty
- Intelligence
- Respect
- Fairness
- Wisdom
- Kindness
- Trustworthiness
- Responsibility
- Privacy
- Church
- Help
- Love
- Friends
- Freedom
- Caring
- Bed
- Pillows
- Relationships

What’s important to us?
Directions: Briefly describe at time recently when you were reminded of something very stressful from the past:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Were you reminded by something inside of you or outside of you?

**Things Outside of Me**
- Something you **saw**? (person, place, etc.)
- Something you **heard**? (siren, screaming)
- Something you **smelled**? (food, smoke)
- Something you **tasted**?
- Something you **touched**?

**Things Inside of Me**
- Something you were **thinking about**?
- An **emotion** you felt? (sadness, fear, anger)
- A **bodily sensation**?
- Other (describe)

(adapted from Layne, Saltzman, Pynoos, et al., 2000)
RECOMMENDATIONS FOR PROVIDERS
RECOMMENDATIONS FOR PROVIDERS

• Manage your emotions. (Client sensitive to your reaction).

• Help client view “bad”, “crazy” behaviors in context of their histories.

• Routinely screen for abuse and victimization in youth and adults.
  • If you don’t ask, they may not tell.

• Establish safety. Respect boundaries.

• Advocate for trauma-informed services. Create trauma-informed systems (e.g. Think Trauma).

• Practice self-care.

• Addressing sx means decreasing negative affect, and increasing joy.

• Instill hope.
Resources:

- **NCTSN**: National Child Traumatic Stress Network:
  - www.NCTSN.org (general website)
  - http://www.nctsn.org/resources/topics/treatments-that-work/promising-practices (treatment fact sheets)

- **www.RememberingTrauma.Org**
  Short Film – “Remembering Trauma: Connecting the Dots Between Complex Trauma and Misdiagnosis in Youth” (director of ReMoved)

- **ISTSS**: International Society for Traumatic Stress Studies

Contact:

- Mandy Habib: mhabib@adelphi.com / drmshabib@gmail.com
Questions?

Comments?
How to Obtain Your Continuing Education Contact Hour for this Webinar

- Create a Username & Password at the NYU Silver CE Online Portal:
  - [https://sswforms.es.its.nyu.edu/](https://sswforms.es.its.nyu.edu/)
- Log on to the “Continuing Education Online Portal for the NYU Silver School of Social Work” page, click on “All Events & Programs” tab
- Scroll down & select today’s webinar under “Online Learning”
- Click “Register”
- Fill in the billing information, click register, and pay the CE registration fee

*Remember: Our system works best with Google Chrome or Mozilla Firefox*
How to Obtain Your Continuing Education Contact Hour for this Webinar, cont.

- After registering & within 24 hours, log back on to NYU Silver CE Online Portal
- Go to “Your Registrations” at the top of the page
- Next to the name of the webinar you attended, you will see “Take Assessment” in red
- Complete assessment
- Once done, you will be directed how to download your CE certificate
- For Questions: Call us at 212-998-5973 or email us at silver.continuingeducation@nyu.edu
Upcoming Events

June 14, 2017 | 12:00-1:00pm
› Groups Series, Part 3: Facilitation Utilizing ROPES
   › Presenter: Tony Salerno, PhD

June 21, 2017 | 12:00-1:00pm
› Immigration and Trauma: Before, During, and After
   › Presenter: Andres Hoyos, MS, LCSW

June 21, 2017 | 12:00-1:00pm
› Inmigración y Trauma: Antes, Durante y Después
   › Presenter: Andres Hoyos, MS, LCSW

July 13, 2017 | 12:00-1:00pm
› Groups Series, Part 4: Evaluation: Group Outcomes & Performance Indicators
   › Presenter: Tony Salerno, PhD
Contact Us

The McSilver Institute for Poverty Policy and Research
41 East 11th Street, 7th Floor, New York, NY 10003

James Rodriguez, Ph.D., LCSW
jr4139@nyu.edu

Mandy Habib, Psy.D.
mhabib@adelphi.edu

School of Social Work
Adelphi University