

Midwest Conference on Child Sexual Abuse
October 19-22, 2009

Institutes and Workshops

October 19, Monday
Welcome and Plenary Session
8:30-10:00 am

Science, Practice and Us: Can We Have a 21st-Century Response to Child Abuse?
Benjamin E. Saunders, PhD

A large body of scientific research concerning child abuse has developed over the past 30 years that touches nearly every aspect of our professional work. However, we often do not make much use of it. Science and practice have been involved in parallel play in the child abuse field for some time and frequently approach one another with suspicion. This presentation will discuss the challenges that make incorporating science into our daily work difficult and question how (or if) we will move into a 21st century approach to practice.

October 19, Monday
Plenary Session
10:30 am-Noon

Flexibility in making the 21st-Century Response: Science is growing and one size does not fit all
Eliana Gil, PhD

Description currently unavailable.

October 19, Monday
"A Time for You"
Noon-3:00 pm

A Time for You: Transitioning from Work Time to You Time (dance and movement)
(Pre-registration not required: open to all registrants.)
Jeanine Kiss, MA, ADTR, DTRL

Ann Wingate, MA, DTRL

Working with survivors or perpetrators of childhood sexual abuse is demanding work and sometimes leaves us feeling tense and tied up in knots. This workshop will offer relief! We will guide you through dance/movement therapy approaches to help you experience a vibrant way to shake-off tension and intensity from your work and feel a sense of calm and relaxation as you leave the conference today so you can enjoy your evening. Facilitated by Hancock Center dance/movement therapists. Pre-registration is not required. Open to all registrants.

October 19, Monday
Institutes 1-8
1:15-2:45 pm

Workshop 1

Secondary Trauma and How to Reconcile Its Impact—Part 1

Laurie van Dernoot Lipsky, MSW

When exposed to crises, stress, or trauma we try to make sense of it. In the workshop we explore how we are impacted by society and our work. Through a backdrop of systematic oppression and liberation theory we come to understand the shifts that occur in us personally and professionally and why we adapt the way we do. We discuss how to reconcile what we experience in our work in a way that is compassionate, honest, accountable and sustainable. Whether experiencing fatigue, cynicism, guilt, a sense of not doing enough or other results of demanding work, we come to understand how we can make choices that allow us to remain true to ourselves and those we serve. The workshop has been held locally, nationally and internationally for public health agencies, domestic violence workers, the humane society, the US Air Force, firefighters, educators, human rights advocates, immigrant and refugee attorneys, doctors, nurses and others.

[Participants should also attend Part 2—workshop 9.](#)

Workshop 2

Trauma-Focused Cognitive-Behavioral Therapy for Children and Adolescents: An Introduction—Part 1

Benjamin E. Saunders, PhD

TF-CBT is the most well-supported psychotherapeutic treatment for children and adolescents with trauma-related emotional and behavioral symptoms. It repeatedly has been selected as a best practice for sexually abused children by professional, educational, and government organizations. This presentation will describe criteria for who are and are not good candidates for TF-CBT; will discuss its underlying principles, and will

present the specific treatment components of TF-CBT. The research supporting the efficacy of TF-CBT will be briefly discussed and common challenges (and solutions) to using TF-CBT in community service settings will be presented.

[Participants should also attend Part 2—workshop 10.](#)

Workshop 3

The Land of the Misfit Toys: Using Expressive Arts Therapy in Treating Adolescents Who Have Shown Sexually Abusive Behavior—Part 1

Leya Barrett, MSW, LCSW

Karen Robertie, MS, LCPC

Learn how our program has used Expressive Arts Therapy (art, music, sandtrays, play, etc) with adolescents who have exhibited sexually abusive behaviors and their families. Materials and methods to facilitate these creative and therapeutic inventions are identified. Learn how Expressive Arts Therapy has helped engage clients and families in treatment. Examples of clients' work illustrate practical applications. You have the opportunity to engage in many of the interventions.

[Participants should also attend Part 2—workshop 11.](#)

Workshop 4

Family Play Therapy—Part 1

Eliana Gil, PhD

This workshop presents a rationale for the integration of family therapy and play therapy theories. In particular, participants will learn how to utilize play techniques with whole families in order to more fully engage young children, decrease resistance and inhibition, and encourage families to express themselves in a more broad, less guarded way. Specific play strategies will be demonstrated for both assessment and treatment with families and participants will practice “staying with” metaphors and “thinking play” as they listen to family problems and interact with families.

[Participants should also attend Part 2 – workshop 12.](#)

Workshop 5

Critical Issues in Sibling Sexual Abuse—Part 1

Geraldine Crisci, MSW

The workshop reviews the literature and clinical features of sibling sexual abuse. Topics include: separation of victim and offender, joint interviews with victim and offender, roles of key service providers (police, protective services, probation, and mental health). The critical role of full family participation in assessment and treatment is outlined.

Participants should also attend Part 2 – workshop 13.

Workshop 6

Long-Term Developmental Consequences of Childhood Sexual Abuse: What the Research Shows—Part 1

Jennie Noll, PhD

The workshop summarizes the results from several large-scale studies examining the psychosocial, developmental, physiological and transgenerational consequences of childhood sexual abuse.

Participants should also attend Part 2—workshop 14.

Workshop 7

Empowering Girls to Heal: Assessment of the Impact of Child Sexual Abuse on Adolescent Girls

Karen A. Duncan, MA, LSW, LMFT

Assessment of the impact of child sexual abuse is the first-step to improving outcomes with adolescent girls. A gender-based trauma inventory for use with adolescent girls is presented to identify the developmental disruptions that girls experience following child sexual abuse and preventing revictimization along with understanding the traumatic link between sexual abuse, substance abuse and eating disorders.

Workshop 8

What Works in Sex Offender Treatment

Lloyd Sinclair

Sex offenders often have a variety of problems that could be focused on in treatment. But many of their problems aren't necessarily related to their risk for re-offending. This presentation will identify the critical areas of sex offender treatment that have been shown to reduce recidivism risk.

October 19, Monday

Institutes 9-16

3:00-4:30 pm

Workshop 9

Secondary Trauma and How to Reconcile Its Impact—Part 2

Laurie van Dernoot Lipsky, MSW

This is a continuation of workshop 1 and is only for those who attended Part 1.

Workshop 10

Trauma Focused Cognitive-Behavioral Therapy for Children and Adolescents: An introduction—Part 2

Benjamin E. Saunders, PhD

This is a continuation of workshop 2 and is only for those who attended Part 1.

Workshop 11

The Land of the Misfit Toys: Using Expressive Arts Therapy in Treating Adolescents Who Have Shown Sexually Abusive Behavior— Part 2

Leya Barrett, MSW, LCSW

Karen Robertie, MS, LCPC

This is a continuation of workshop 3 and is only for those whose who attended Part 1.

Workshop 12

Family Play Therapy—Part 2

Eliana Gil, PhD

This is a continuation of workshop 4 and is only for those who attended Part 1.

Workshop 13

Critical Issues in Sibling Sexual Abuse —Part 2

Geraldine Crisci, MSW

This is a continuation of workshop 5 and is only for those who attended Part 1.

Workshop 14

Long-Term Developmental Consequences of Childhood Sexual Abuse: What the Research Shows—Part 2

Jennie Noll, PhD

This is a continuation of workshop 6 and is only for those who attended Part 1.

Workshop 15

Empowering Girls to Heal: Developing a Group Treatment Approach for Adolescent Girls Experiencing Child Sexual Abuse

Karen A. Duncan, MA, LSW, LMFT

A group treatment approach for working with adolescent girls is presented based on trauma-informed assessment and using a developmental framework that focuses on substance abuse, eating disorders, relationships, sexuality, and preventing revictimization to self or others.

Workshop 16

Incorporating Healthy Sexuality Programming in Sex Offender Treatment

Lloyd Sinclair

Since sex offender treatment focuses on eliminating some aspects of sexuality, it can become quite sex-negative. But healthy sexual attitudes and interactions enhance life satisfaction and can reduce re-offense risk. This presentation addresses positive sexuality in sex offender treatment.

October 20, Tuesday

Plenary Session

8:30-10:00 am/10:30 am-Noon

The Impact of Trauma and Neglect on the Developing Child

Bruce Perry, MD, PhD

The development of a young child is profoundly influenced by experience. Experiences shape the organization of the brain which, in turn, influences the emotional, social, cognitive and physiological activities. Insights into this process come from understanding brain development. Both trauma and neglect, the absence of essential developmental experiences required to express a fundamental potential of a child, are pervasive problems in our culture. Various forms of neglect are possible and include splinter neglect, total global neglect and emotional or relational neglect. Chaos, threat and abnormal patterns of emotional, social, cognitive and physical interactions with young children lead to an array of brain-related problems. This presentation will review clinical work and research that can help us better understand developmental trauma, neglect and the relational problems that arise from neglect and threat. An overview will be provided that suggests new directions for clinical practice, program development and policy.

October 20, Tuesday

"A Time for You"

Noon-5:00 pm

A Time for You: Transitioning from Work Time to You Time (Pre-registration not required: open to all registrants)

Bob Cohen, BA

Nikki Cohen-Wichner, MS, LMFT

Take a wonderful opportunity to transition from the conference experience into your personal life before leaving for home. Participate in a unique approach to self care using animals, soothing light, movement, music, and art. Pre-registration is not required. Open to all registrants.

October 20, Tuesday

Institutes 17-24

1:15-2:45 pm

Workshop 17

Treatment with Sexually Abused Children, from Revelation to Reactive Behavior—Part 1

Tamara Hillard, LICSW

For beginner to advanced therapists, this presentation offers active ideas for creative trauma-focused cognitive reframing and prevention skills for sexual abuse victims. Emphasis is on resilience and getting past the abuse, by eliminating harmful ideas and attitudes that can inhibit healing.

[Participants should also attend Part 2 – workshop 25.](#)

Workshop 18

Collaborative Stage Model: A 3-Stage Blueprint for Trauma Treatment—Part 1

Mary Jo Barrett, MSW

Our deepening understanding of trauma theory has helped trauma experts more clearly distinguish between PTSD as a reaction to a single event and more complex trauma rooted in developmental history, social/political, familial, and biological contexts. In this workshop, we'll discuss a practical, 3-stage model for treating complex trauma that provides clear principles for gathering information, structuring treatment, and introducing interventions at the most appropriate moments. In Stage 1, you'll learn to create the context for treatment by assessing strengths and vulnerabilities and establishing safety for the client. In Stage 2, you'll learn which techniques to focus on in what order. In Stage 3, you'll learn effective ways to help clients consolidate their gains, prevent relapse, and

maintain healthy save relationships in the future. We'll also explore the crucial importance of the therapist-client relationship in treatment, as well as, the therapist's use of self.

[Participants should also attend Part 2 – workshop 26.](#)

Learning Objectives:

1. Participants will learn the Collaborative Stage Model
2. Specific interventions to create safety and create acknowledgement
3. Understand the role of attachment in the treatment between family members and therapist

Workshop 19

Advanced Clinical Work with Maltreated Children—Part 1

Bruce Perry, MD, PhD

[Participants should also attend Part 2 – workshop 27.](#)

Workshop 20

Integrating Eastern Mindfulness Practices into Trauma Therapy for Adults: Empirical and Phenomenological Perspectives —Part 1

John Briere, PhD

Studies suggest that mindfulness training can improve psychological and physical health. Learn the history and philosophy of mindfulness as it relates to trauma. Learn how to integrate therapeutic meditation into therapy. Effects on identity, affect regulation and anxiety control are emphasized.

[Participants should also attend Part 2 -- workshop 28.](#)

Workshop 21

The Current State of Assessing and Treating Sexual Abusers Across the Life Span—Part 1

David S. Prescott, LICSW

This workshop will discuss recent research and practice involving people who sexual abuse. It explores recidivism data and provides discussion about what works in treatment and supervision, and offers resources and suggestions for where participants can find more information. Mr. Prescott will address topics of controversy within the field, including in what ways treatment is effective, the role of denial, and how age affects recidivism rates.

Participants should also attend Part 2—workshop 29.

Workshop 22

Assessment and Treatment of Sexual Behavior Problems in Prepubescent Children—When is Clinical Intervention Necessary?—Part 1

Geraldine Crisci, MSW

The workshop addresses the confusing issues around sexualized behavior by pre-school and school aged children. Discussion includes the influence of culture and media on “acceptable” behavior. Criteria are outlined to help determine the need for clinical intervention. The role of parents, educators, health care personnel and mental health practitioners in identifying problems is defined.

Participants should also attend Part 2 – workshop 30.

Workshop 23

Implementing Prescriptive Play Therapy with Attachment Disturbed Families—Part 1

Paris Goodyear-Brown, LCSW, RPT-S

This workshop will explicate the components of NEAR (Nurturing Engagement for Attachment Repair), a new treatment protocol targeted towards foster and adoptive children with maltreatment histories and/or multiple attachment disruptions. This model combines behavioral play therapy techniques and nurturing dyadic activities with carefully crafted psychoeducation modules that provide parents with critical attachment and trauma concepts while equipping them with a new set of strategies for soothing the children in their care. Video clips and experiential exercises will augment didactic learning.

Participants should also attend Part 2 – workshop 31.

Learning objectives: Following the workshop, participants should be able to:

1. describe the attachment/trauma concepts delivered to parents through the psychoeducation modules
2. articulate the parenting skills that are practiced during behavioral play therapy and how they enhance the parent-child relationship
3. list ten dyadic nurturing activities that facilitate the re-patterning of the parent-child attachment script
4. list and describe the co-regulation strategies that comprise the acronym SOOTHE

Workshop 24

Building Sexual Health in a Sexually Toxic Environment

Cordelia Anderson, MA

This workshop defines ‘sexually toxic environment’ and its relevance to prevention. Prevention involves activating the political and social will to recognize and transform the toxicity into a sexually healthy environment. The workshop will describe the rational and specific strategies to build sexual health.

October 20, Tuesday

Institutes 25-32

3:00-4:30 pm

Workshop 25

Treatment with Sexually Abused Children, from Revelation to Reactive Behavior—Part 2

Tamara Hillard, LICSW

This is a continuation of workshop 17 and is only for those who attended Part 1.

Workshop 26

Collaborative Stage Model: A 3-Stage Blueprint for Trauma Treatment—Part 2

Mary Jo Barrett, MSW

This is a continuation of workshop 18 and is only for those who attended Part 1.

Workshop 27

Advanced Clinical Work with Maltreated Children—Part 2

Bruce Perry, MD, PhD

This is a continuation of workshop 19 and is only for those who attended Part 1.

Workshop 28

Integrating Eastern Mindfulness Practices into Trauma Therapy for Adults: Empirical and Phenomenological Perspectives—Part 2

John Briere, PhD

This continuation of workshop 20 and is only for those who attended Part 1.

Workshop 29

**The Current State of Assessing and Treating Sexual Abusers across the Life Span—
Part 2**

David S. Prescott, LICSW

This is a continuation of workshop 21 and is only for those who attended Part 1.

Workshop 30

**Assessment and Treatment of Sexual Behavior Problems in Prepubescent
Children—When is Clinical Intervention Necessary?—Part 2**

Geraldine Crisci, MSW

This is a continuation of workshop 22 and is only for those who attended Part 1.

Workshop 31

**Implementing Prescriptive Play Therapy with Attachment Disturbed Families—
Part 2**

Paris Goodyear-Brown, LCSW, RPT-S

This is a continuation of workshop 23 and is only for those who attended Part 1.

Workshop 32

**Prevention of Abusive and Exploitive Uses of Sex: Beyond Education to Activism
and Social Change**

Cordelia Anderson, MA

It's seductive to use our energy to keep our programs alive and to keep the peace with those who may be profiting from the very activities we're working to prevent. To achieve prevention of abusive and exploitive uses of sex a shift needs to happen from focusing on potential victims to potential perpetrators whether the perpetration is for individual or economic gain. A shift also needs to happen from awareness of the problem to activism to counter harmful trends and to push for substantial social change. This sessions provides examples of activism that have made a difference and grapples with when to invite potential partners to the table and when to protest.

Post Conference Advanced Training Institutes

The post-conference institutes are aimed at offering a more intensive learning experience. Participants choose to attend one institute each day.

October 21, Wednesday Institutes 33-36 9:00 am-4:00 pm

Institute 33

Integrating the Wisdom of the Body and Mind in Trauma Treatment

Susan Cahill, MA, LCPC, ADTR

Robyn Lending Halsten, MA, ADTR, DTRL

Helping our traumatized clients integrate mindful awareness with body movement and sensations is the essence of this workshop. Rather than keeping our clients repeating patterns of logical, word-based thinking and narrative, we will explore different ways to access, attune and integrate the verbal and the non verbal. Encouraging our clients to turn their attention toward the here and now, body movement and sensation opens the pathways to healing and integration. The presenters will incorporate Dance/Movement Therapy, Authentic Movement and Internal Family Systems (IFS) in this presentation.

Institute 34

Treating Adults with Complex Trauma Exposure: Emotional Processing, Cognitive Interventions and Affect Regulation Training

John Briere, PhD

Increasingly, evidence-based practice is called for in the treatment of many behavioral mental health problems. This workshop will provide information about the evidence based for the treatment of complex traumatic stress disorders, as differentiated from PTSD as defined in the DSM IV TR. It will begin with a review of the proposed criteria of complex traumatic stress disorders and the dimensions that constitute evidence-based practice, drawing upon the definition proposed by American Psychological Association Task Force on Evidence-Based Practice. Different types of treatment strategies and approaches including their evidence base in treating complex trauma will be discussed for the remainder of the workshop. Emphasis will be placed on the building clinical consensus found in recently and soon to be published literature (including preliminary treatment guidelines), the emerging empirical base of the various approaches, the development of “hybrid” or integrated treatment models, and client values and cultural issues that must be attended to.

Objectives:

1. Attendees will be able to identify 3 characteristics of complex trauma.
2. Attendees will be able to identify 3 elements of evidence-based practice.
3. Attendees will be able to describe a variety of treatment approaches and their empirical support for the treatment of complex traumatic stress disorders.

Institute 35

Introduction to the Neurosequential Model of Therapeutics

Bruce Perry, MD, PhD

The Child Trauma Academy is uniquely positioned to address the issue of trauma and maltreatment for MHSA FSP 0-15 mental health providers. One of the central issues in all of child development is what works? In order to determine whether any specific intervention, service, program or activity is effective, there must be some measurement of functioning before and after the "intervention." Traditionally the domain of "research," assessment is, in fact, the core of any effective clinical, educational or program activity. Assessment protocols and outcomes evaluation are crucial to determining and improving "what works."

The ChildTrauma Academy, has developed a variety of individual and family assessment protocols that are cost-effective. These assessment protocols incorporate elements of evaluation used in traditional clinical and educational settings. These protocols are designed to allow outcome evaluations for individual children in any given placement of intervention. When assessment and outcomes information from individual children is pooled, effectiveness of various programs and interventions can be determined.

The Child Trauma Academy's standardized procedures will inform the assessment process and development of an appropriate treatment plan that not includes their psychosocial, psychological history and development but includes neurodevelopment and psychophysiology.

Institute 36

The Current State of Assessing and Treating Adults Who Have Sexually Abused

David S. Prescott, LICSW

Many beliefs that the public has held about adults who have sexually abused have turned out to be untrue. This workshop reviews research about this population and how professionals can adopt this evidence into their practice. Topics of discussion include understanding re-offense rates and what can work in reducing risk.

October 22, Thursday
Institutes 37-40

9:00 am-4:00 pm

Institute 37

Adolescent Sex Offenders: Assessment and Treatment

Anna Salter, PhD

This workshop will focus on methods of assessing both risk for reoffense and variables related to treatment in adolescent sex offenders. The types of adolescent sex offenders will be explored from naïve experimenters at the one extreme to psychopathic adolescent offenders at the other. Methods of working with adolescent sex offenders will be examined including relapse prevention, the good lives model, cognitive skills, and methods of treating antisocial attitudes and beliefs. The relevance of deviant arousal versus antisocial attitudes and beliefs will be explored. Finally, methods of interacting with adolescent sex offenders will be examined, including confirmation, challenge, and Socratic questioning. This workshop will focus on an overall look at both current research and clinical interactions with adolescent sex offenders.

Institute 38

Childhood Interrupted: Clinically- Grounded Applications of Play Therapy and Sexually Abused Children

Sueann Kenney-Noziska, MSW, LISW, RPT-S

Overview: Learn to effectively use play therapy with sexually abused children. This workshop will emphasize an abuse-informed play therapy model as well as directive play therapy interventions for clinical practice with sexually abused children. Lecture, experiential activities, & case examples will provide participants with a comprehensive learning experience. Attendees will leave with play therapy interventions which can be used the next day!

Learning Outcomes:

1. After the session, participants will be able to utilize the dynamics of sexual abuse to respond to play themes in an abuse-informed manner to address issues and dynamics related to sexual abuse & facilitate healing and recovery.
2. After the session, participants will be able to describe 10 play therapy techniques to utilize in clinical practice with sexually abused children.
3. After the session, participants will be able to describe areas of clinical need for children who have been victims of sexual abuse and discuss ways in which play therapy can be utilized to meet these needs.
4. After the session, participants will be able to respond to skeptics of play therapy by articulating the clinical utility of employing play therapy to meet the clinical needs of sexually abused children.

Institute 39

Sexual Exploitation of Children: The Victim Impact of Technology on Child Safety
Sharon W. Cooper, MD

Child sexual exploitation has become an important aspect of child abuse over the past 10 years. Although the internet and communication technology have made this form of abuse highly visible, as compared to the pre-internet era, children are still exploited as chattel more and more. A discussion of each type of sexual exploitation and the role of pornography in each aspect will be provided.

Institute 40

Trauma-Focused Cognitive-Behavioral Treatment for Traumatized Children and their Families

Anthony P. Mannarino, PhD

This workshop will provide information about cognitive-behavioral therapy for traumatized children and their families, including strategies for intervening with both the children and their parents. The theoretical rationale for this treatment model will be presented along with a clinically-oriented description of the primary treatment procedures which are stress management, psychoeducation, gradual exposure, cognitive processing, and parental interventions.