

Engaging the Terrified: Use of Metaphor and Language for Choice and Predictability in Trauma Therapy with Children and Youth

April 23, 2021 | 1:00PM – 4:15 PM Eastern Daylight Time



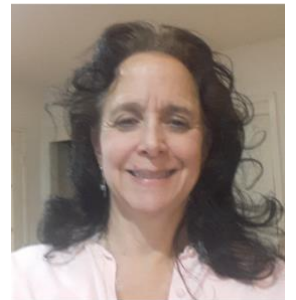
Presenter: Jillian Hosey, MSW, RSW

Presenter Biography: Jillian Hosey, MSW RSW, is a Clinical Social Worker and Trauma Therapist in a collaborative Private Practice in Toronto Canada, providing trauma therapy to children, youth, and adults with complex trauma and dissociation. She is an integrative EMDR Therapist, incorporating various treatment modalities into Eye Movement Desensitization and Reprocessing Therapy to meet clients where they are at in their unique healing journey's. Jillian is a Certified EMDR Therapist and EMDRIA Approved Consultant, a facilitator with the AGATE Institute (Ana Gomez Attachment Trauma Education Institute), the Chair of Promotions on the EMDR Canada Board of Directors, and

Faculty with the Professional Training Program with the ISSTD and a Director on the ISSTD Board of Directors. She has presented on integrating the Safe and Sound Protocol (SSP) into EMDR Therapy at the Child and Adolescent Complex Trauma Conference 2019 and the SSP Gathering with Dr. Stephen Porges in 2019.

Presenter: Ellen Lacter, PhD, RPT-S, MFT

Presenter Biography: Ellen P. Lacter, PhD, is a California licensed Clinical Psychologist in private practice and Academic Coordinator of the Play Therapy Certificate program at University of California- San Diego, Division of Extended Studies. She has expertise in the treatment of dissociative disorders and severe trauma, particularly ritualistic abuse, mind control, and victims of the production of child abuse materials, has many publications on these subjects, and is an activist on the behalf of victims based in her website: www.endritualabuse.org.



Content Level: Intermediate

Potential to Distress: Yes

Abstract: How do psychotherapists engage children and youth with complex trauma and their dissociated trauma-bearing self-states when they are afraid to engage in therapy or broach their trauma? As children recall and/or experience paralyzing terror, they often fall silent, avoid eye contact, turn off the camera in telehealth sessions, play videogames, or leave the room. As a result, their dissociated trauma-bearing self-states often remain submerged and we as therapists may be left feeling stuck. How do therapists respect these defenses and still be effective in helping young clients resolve their trauma? How do we demonstrate that we will not re-traumatize them or violate their agency, but instead provide means of gaining strength, increased well-being, self-knowledge, and self-compassion? How do we help them broach their trauma when they fear retaliation for disclosure? What if they are being subjected to ongoing abuse? This workshop shares two therapeutic approaches that help to build safety and agency in children and youth who have experienced complex trauma. The first is the therapeutic use of metaphor within children's pretend play and through fictional, humorous, and historical stories to deliver metaphorical therapeutic messages without directly

addressing the trauma history. The second is a therapeutic approach to languaging and regulation of physical proximity and eye contact within both play and verbal dialogue that pays exquisite attention to terrified children's needs for (co)regulation of contact, predictability, and choice at every turn. Case examples and demonstration of strategies will be provided to participants. Application of these approaches to adults is also addressed.

Objectives

Upon completion of this webinar participants will be able to:

- Identify at least three manifestations of client therapeutic disengagement in complex trauma treatment with children and youth
- Construct a basic play therapy treatment plan based on analysis of the representations of the characters in a child's pretend play dramas
- Construct metaphorical stories (step-by-step template provided) that communicates a therapeutic resolution to some aspect of a client's trauma and has low risk of consciously activating a clients' trauma memories
- Describe at least two ways a trauma therapist can offer choice-based co-regulation when attuning to a young client's activated fear and/or terror in the therapy room
- Apply in treatment a technique to languaging that creates predictability, inclusiveness, and choice for clients at every step of trauma treatment

References

Arntz A. (2020). A plea for more attention to mental representations. *Journal of behavior therapy and experimental psychiatry*, 67, 101510. <https://doi.org/10.1016/j.jbtep.2019.101510>

Forner, C. (2019). Mindful Attachment: An Organic Way to Work with Children Who Have Been Through Complex Trauma and Neglect. *Frontiers in the Psychotherapy of Trauma and Dissociation*.

Shrinivasa B, Bukhari M, Ragesh G, Hamza A. (2018). Therapeutic intervention for children through play: An overview. *Archives of Mental Health*, 18;19:82-9.

Hedegaard, M. (2016). Imagination and emotion in children's play: A cultural-historical approach. *International Research in Early Childhood Education*. 7(2), 59-74.

Kluft, R. (2017). Trying to keep it real: My experiences in developing clinical approaches in the treatment of DID. *Frontiers in the Psychotherapy of Trauma and Dissociation*.

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If your schedule won't allow for you to attend, the webinar will be recorded and made available for purchase approximately three weeks after the live event. The recordings cost is \$25 for ISSTD Members and \$45 for non-members. The webinar recording can be accessed on the CE-Credit.com website or in ISSTDWorld for ISSTD members. Exam fees for Continuing Education credits start at an additional \$10.46.

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