

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 393R31	Instructor:	Arlene Montgomery Ph.D., LCSW-S Barbara Jefferson LCSW-S
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Semester:	Fall 2024	Office:	By appointment
Meeting Time/Place:	Thursdays	Office Phone:	Arlene Montgomery 512-480-8086 Barbara Jefferson 512-413-9421
	2:30pm – 5:30pm	Office Hours:	By appointment online
	MEZ 1.216		

Neurodevelopment and Trauma

I. STANDARDIZED COURSE DESCRIPTION

This course is designed as an Advanced Clinical Selective for graduate students in the Steve Hicks School of Social Work who wish to participate and eventually become certified in Phase I of the Neurosequential Model of Therapeutics (NMT). The course is grounded in a base of growing empirical evidence, which supports the identification, analysis, and assessment of neurodevelopmental trauma within specific regions of the brain. Following the NMT model, students will learn the sequence of interventions based on neurodevelopment by assessing the readiness of the brain. The course content is grounded in the NASW Standards and Indicators for Cultural Competence in Social Work Practice, and will cover the following: a) Neurosequential Model of Therapeutics; b) Selected aspects of neurodevelopment; c) Developmental trauma; d) Assessment and thinking critically about treatment planning; e) Ethical considerations with emphasis and sensitivity to working with diverse high-risk individuals and families. Students will develop a working understanding of children and adolescents from diverse backgrounds, affirming and respecting their strengths and differences.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course the student will be able to do the following:

1. Demonstrate knowledge and skill in the NMT clinical assessment approach with high-risk children, adolescents, and adults from a developmentally informed and biological perspective.
2. Exhibit knowledge of major regions and normal developmental processes of the brain and the impact of developmental trauma on brain organization and core functions.
3. Demonstrate knowledge of key processes in neurodevelopment and the dimensions of neuroplasticity within the recovery process.

4. Establish knowledge of the NMT core concepts; key learning objectives; identifying, timing, and dosing of therapeutic interventions; and use of the Metric Report to inform clinical assessment and to identify specific treatment interventions based on developmental needs of the client.
5. Deepen understanding of the value of relationship, resilience, cultural, and familial processes within the context of treatment for each individual client.
6. Apply the understanding of neurobiology of intergenerational and cultural trauma within trauma informed child and family serving systems.
7. Show evidence of knowledge of neurodevelopmental trauma and its impact across cultures, ethnic groups, socioeconomic groups, the young and elderly.
8. Apply the understanding of the impact of developmental trauma and develop the ability to identify ethical interventions and strategies to meet the needs of persons from diverse backgrounds, including race, ethnicity, culture, class, gender, sexual orientation religion/spirituality, physical or mental ability, developmental level, age and national origin, to meet NASW Cultural Competence Standards, and CSWE Standards.

III. TEACHING METHODS

This course is designed to include a variety of teaching methodologies to achieve the expectation of student mastery in application of neurodevelopmental principles involved in working with children and families impacted by chronic adversity. The student will gain clinical assessment skills that include neurodevelopmental principles which are supported by scientific findings. Additionally, the student will have ability to use clinical assessment skills, which includes a neurobiological lens, to inform treatment planning and interventions. Readings, discussion, lecture, experiential exercise, videos, audio CDs, case examples, and presentations are designed to enhance the learning experience.

IV. REQUIRED TEXT AND MATERIALS

Required

What Happened to You. Perry, B.D, & Winfrey, O. (2021). New York: Flatiron Books.

Neurosequential Model Network Account to access Phase 1 materials.

- www.neurosequential.com for Phase 1 materials
- www.nmt1.neurosequential.com for access to NMT Metric Assessment Tools and Reports

Optional (see NMT requirement)

The Boy Who Was Raised as a Dog, Perry, B.D. & Slavitz, M.(2017) New York: Basic Books

V. COURSE REQUIREMENTS

All assignments must be submitted prior to/or on the date and time indicated on the course syllabus. Assignments submitted after those dates may not receive comments from the

instructor, but rather just a final grade with an appropriate reduction in grade at discretion of instructors. Reading & Webinar Assignments.

All assignments are listed in the “Course Schedule.” It is expected that students will come to class having studied the materials and are prepared to discuss them.

To receive a passing grade for the course, all assignments must be completed and submitted. Weighting of class assignments is as follow.

REQUIRED READINGS NOTE: Reading NMN materials for this course are available via login to the NMT online training site at: nmt1.neurosequential.com
Please note there will be reading and other materials available via Canvas.

DESCRIPTION OF ASSIGNMENTS.

- Class participation, discussion contribution, WHY Chapter notes submission (10% final grade)
- Completion of four NMT metrics total (70% final grade):
 1. 1 “Typical” Metric #1 (as a class) 2.5%;
 2. 1 Practice NMT Case-based webinar Metric (as a class) 2.5%;
 3. 1 NMT Case-based webinar Metric (group presentation to class) 35%;
 - Points addressed should include:
 - i. The Core Concepts that are being addressed within the Module.
 - ii. Clinical considerations regarding the 4 domains of functioning.
 - iii. Clinical considerations for Part A and B for developmental history.
 - iv. Clinical considerations for Part C and D for current functioning.
 - v. Review the Case Abstract and biopsychosocial history with the class
 - vi. Final Metric Report
 - vii. Treatment plan and interventions
 - viii. The night before class, the group sends a brief summary to the class and instructors
 4. 1 Practice Fidelity Metric (on your own to complete metric. We will review and score the fidelity metric in class) 30%.
 5. Diversity Group Presentation Format (22.5% final grade)
The group chooses 3 articles from their assigned topic.
 - The night before the class, send a summary of the material to class and instructors.
 - Give the class major points of the material via power point, hand-out, etc.
 - Create a 5 minute or so exercise for the class (e.g., small group discussions, break-out rooms, brief role play, and so on) to consider core concepts of NMT that support important points of the material (at least 3 core concepts).
 - Promote brief discussion with class of how concepts might be integrated into material
 - Create 5 question “quizlette” for class that addresses major “take-home” points of presentation.
 - Core concepts – can be found in Multimedia Material in NMT account, and readings.

Note: reading this material is optional for class; material can be found in Canvas

Assigned books:

What Happened to You, required reading throughout semester. Individual chapter presentations will be assigned to chapters which address neurodevelopmental content for the student to identify and address.

The Boy Who was Raised as a Dog is highly recommended. For those wishing to complete an NMT certification, this text is a requirement for certification

- 6. As part of learning the Neurosequential Model of Therapeutics, students will be given access to a “metric” tool that assesses clients’ historical and current relational environments, exposure to trauma, and neurodevelopment. Students will complete six of these metrics and submit the reports that are generated by completion of the metrics to the instructor.
- 7. Case abstract. Students will complete a case abstract and metric. Students will then write a brief case conceptualization applying key NMT concepts.
- 8. A formal treatment plan for a client/client system, with rationale of how NMT treatment planning principles have been applied. Abstract due day of in-class presentation; conceptualization, metric and treatment plan.

VI. GRADES

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

VII. CLASS POLICIES

Attendance and Participation

Attendance and participation for the full class is expected for all students. Repeated late arrivals to class may be considered as an absence. Classroom exercises, presentations, discussions, and other class exercises are essential for the students’ integration of the material in professional learning and application in work with clients. There should be no more than 2 absences due to the active learning process that will occur in the classroom. Students are to notify the professor prior to class by email if they cannot attend class due to an illness or emergency.

Time Management

Assignments are to be completed as assigned to assist the student in engaging in discussions on the clinical case-staffings, assessment, treatment planning, and integration of Core Concepts of the material. Assignments should be completed on time to engage fully in weekly class discussion.

Feedback

Students will be asked to provide feedback on their learning and the teaching strategies in informal, as well as formal ways. It is very important for the professors to know the students' reactions to what is taking place in class, ensuring that together the professors and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the professor during class and office virtual visits.

Confidentiality and Self-Care As in any social work class, this course will address sensitive topics related to trauma. Personal or case information (e.g., examples from practicum) may be shared. When sharing, please do so respectfully and consider how to best maintain anonymity if possible (e.g., avoiding using names). Additionally, actual clinical cases will be assessed as part of the course curriculum. We ask that discussions about case materials or individual student experiences be considered confidential to promote a safer learning environment and practice professionalism.

This class will ask students to think about the social justice implications of theories (past and present), and we will necessarily discuss issues of power, privilege, oppression, control, and social change. Some of our class readings or discussions could trigger strong emotions. Please feel free to step out of class for a moment without explanation at any point if you need to. The instructors are available during office hours to discuss any challenging class material. Free support resources are also available for students through the SSW CARE Counselor program. To schedule an appointment, please call 512.471.3515 and ask for a CARE appointment or leave a message at 512.471.8148.

VIII. UNIVERSITY POLICIES

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

Religious Holy Days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access

and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Policy on Academic Integrity. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Use of Course Materials. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

University Electronic Mail Student Notification. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

Steve Hicks School of Social Work Policies

Professional Conduct and Civility in the Classroom. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Classroom Confidentiality. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Unanticipated Distress. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling and Mental Health Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

Policy on Social Media and Professional Communication. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may

have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

Behavior Concerns and Covid-19 Advice Line (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

Campus Carry Policy. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency

and/or community safety. Students should notify the professor regarding any safety concerns.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made.

Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings/assignments for next class
<p>Class 1 8-29</p>	<p>Orientation to the Neurodevelopment and Trauma Course Part I</p> <ul style="list-style-type: none"> • View in class: “Welcome from Dr. Bruce Perry” • Orientation to Neurosequential Model materials and your NMT account. • Phase 1 NMT certification as an option. • Overview of syllabus. • Discussion of the use of the Culture and Diversity articles in Canvas. 		<p>Go to your www.neurosequential.com account and look at:</p> <ul style="list-style-type: none"> • NMT Phase 1 – Welcome & Key Information • Key NMT documents • Explore your NMT account. • Write any questions you have and bring them to class next week!
<p>Class 2 9-5</p>	<p>Orientation to the Neurodevelopment and Trauma Course Part II</p>		<p>Review Module 1 in your NMT account.</p> <ul style="list-style-type: none"> • WHTY – Intro & Ch. 1

	<ul style="list-style-type: none"> • Orientation to the Core Concepts of Neurodevelopment • Orientation to The NMT Metric Report • Group discussion 		
Class 3 9-12	Module 1 - Basics of Brain Organization <ul style="list-style-type: none"> • Brain Organization (BC 1) • Basics of Brain Structure (BC 2) • The Human Brain (7SS 1) • Group discussion 		In your neurosequential.com account: <ul style="list-style-type: none"> • NMT Metrics overview • Review case abstract • Review Metric Report • Review Case Summary • Read the Typical Case Metric in Canvas if you choose to use this.
Class 4 9-19	Intro to NMT Metrics: Part 1 <ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Together: Complete Typical Metric #1. • Generate report. 	<u>View Case-based Webinar:</u> <ul style="list-style-type: none"> • Module 1- Case session 1 NMT Overview: Dissociation and Intimacy Barrier. • Read M's Case Abstract
Class 5 9-26	Intro to NMT Metrics: Part 2 <ul style="list-style-type: none"> • Group discussion 	<ul style="list-style-type: none"> • Together complete Practice Metric: Case Session 1: NMT Overview: Dissociation and Intimacy Barrier • Generate report. 	Review Module 2 in your NMT account. <ul style="list-style-type: none"> • WHY- Ch. 2 & 3
Class 6 10-3	Module 2 - Sequential Organization & Development of the Brain <ul style="list-style-type: none"> • Sequential Development of Brain (BC 3) 	Group 1 Presentation and Metric: Case-based Webinar: Case Session 2: Severe Early Abuse and Relational Templates Group 2	Review Module 3 in your NMT account. <ul style="list-style-type: none"> • WHY – Ch. 4 & 5 • Perry, B.D. (2020) The Neurosequential Model: in The Handbook of Therapeutic Child Care

	<ul style="list-style-type: none"> • Sequential Organization (BC 4) • RRR: Sequence of Engagement (SDR 4) • Group discussion 	Diversity Presentation: Trauma, Attachment, and Migration	
Class 7 10-10	Module 3 - Understanding Stress, Distress & State Dependence: The Core Regulatory Networks (CRN) <ul style="list-style-type: none"> • Development, Memory & Rhythm (BC 9) • Acquisition of Cognitive Content (BC 8) • State-dependent Functioning (7SS 4) • Group discussion 	Group 3 Presentation and Metric: Case-based Webinar: Case Session 3: Dissociation & Hyperarousal Group 4 Diversity Presentation: Protective Factors of Attunement	Review Module 4 in your NMT account. <ul style="list-style-type: none"> • WHY Chapter 6 & 7 • Perry, B.D. (2019) Understanding dissociation. The NM Ten Tip Series, NMN Press, Houston TX • Perry, B.D. (2019) Understanding hyperarousal: the 'Flock, Freeze, Flight and Fight' continuum. The NM Ten Tip Series, NMN Press, Houston TX
Class 8 10-17	Module 4 - Multiple Stress Responses: Hyperarousal and Dissociation <ul style="list-style-type: none"> • Introduction to Hyperarousal (BC 5) • Introduction to State Dependence (BC 6) • Threat Response Patterns (7SS 3) • Group discussion 	Group 5 Presentation and Metric: Case-based Webinar: Case Session 4: FAS + Group 6 Diversity Presentation: Attachment, Relational Buffers, and Adversity	Review Module 5 in your NMT account. <ul style="list-style-type: none"> • WHY Ch. 8 & 9 Perry, • B.D. & Dobson, C. (2013) Application of the Neurosequential Model (NMT) in maltreated children. In Treating Complex Traumatic Stress Disorders in Children and Adolescents, (J. Ford & C. Courtois, Eds) Guilford Press, New York, pp. 249-260.
Class 9 10-24	Module 5: Patterns of Stress Responses: Sensitization and Resilience <ul style="list-style-type: none"> • Sensitization (BC 7) • Dosing, Spacing & Resilience (DTS 7) • Sensitization & Tolerance (7SS 2) • Group discussion 	Group 7 Presentation and Metric: Case-based Webinar: Case Session 5: Reconstruction of Developmental History Group 8 Diversity Presentation:	Review Module 6 in your NMT account. <ul style="list-style-type: none"> • WHY Ch. 10 & Epilogue (Alliance Book Club Guide: 2022) • Dosing and Learning: BrainFacts.Org (2015)

		Impact of Stress on Marginalized Populations	
Class 10 10-31	Module 6: Bonding and Attachment <ul style="list-style-type: none"> • Intro to Relational Regulation (BC 10) • Triune Associations (BC 11) • Emotional Contagion (SDR 3) • Group discussion 	Group 2 Presentation and Metric: Case-based Webinar: Case Session 7: Sexual Abuse & Failed Adoption Group 1 Diversity Presentation: Indigenous Populations, Stress, and Trauma	Review Module 7 in your NMT account. <ul style="list-style-type: none"> • Hambrick, E.P., Brawner, T., Perry, B.D., Brandt, K., Hofeister, C. & Collins, J. (2018) Beyond the ACE Score: Examining relationships between timing of developmental adversity, relational health and developmental outcomes in children Archives of Psychiatric Nursing DOI:10.1016/j.apnu.2018.11.001 • Perry, B.D. (2019) The intimacy barrier. The NMC Ten Tip Series, NMN Press Houston TX
Class 11 11-7	Module 7: Neglect <ul style="list-style-type: none"> • The Intimacy Barrier (SDR 13) • Early Childhood, Bonding & Attachment (DTS 5) • Neglect & Relational Sensitization (DTS 6) • Group discussion 	Group 4 Presentation and Metric: Case-based Webinar: Case Session 8: Severe Neglect & Institutionalization Group 3 Diversity Presentation: Neglect and Community	Review Module 8 in your NMT account. <ul style="list-style-type: none"> • Perry, B.D. (2017) Trauma- and Stressor-related Disorders Infants, Children & Youth in Textbook of Child and Adolescent Psychopathology: Third Edition in (Theodore P. Beauchaine and Stephen P. Hinshaw, Eds) pp. 683-705, Wiley, New York
Class 12 11-14	Module 8: Pleasure and Pain – The Rewards of Regulation <ul style="list-style-type: none"> • Reward & Maladaptive Regulation (SDR 10) • Historical Trauma (SDR 16) • Group discussion 	Group 6 Presentation and Metric: Case-based Webinar: Case Session 9: Toxic Relational Environments Group 5 Diversity Presentation:	Review Module 9 in your NMT account. <ul style="list-style-type: none"> • Hambrick, E., Brawner, T., Perry, B.D., et al. (2018) Restraint and critical incident reduction following introduction of the Neurosequential Model of Therapeutics (NMT). Residential Treatment for Children & Youth, http://www.tandfonline.com/

		Culturally Competent Practice Considerations	doi/full/10.1080/0886571X.2018.1425651
Class 13 11-21	Module 9: Transgenerational Trauma – Epigenetics to Culture <ul style="list-style-type: none"> • Dosing & Spacing (SDR 9) • Sport, Music & Art: The Bedrock (SDR 15) • Group discussion 	Group 8 Presentation and Metric: Case-based Webinar: Case Session 10: Dissociation, Reward & Relational Poverty Group 7 Diversity Presentation: Epigenetics and Cultural Trauma	Review Module 10 in your NMT account. <ul style="list-style-type: none"> • Read the case abstract for Case Session 11. • Cox, A., Perry, B.D. & Frederico, M. (2021) Resourcing the system and enhancing relationships: pathways to positive outcomes for children impacted by abuse and neglect. <i>Child Welfare</i>, 98:6, 177-201
11-27	Fall Break		
Class 14 12-5	Module 10: Dosing and Spacing <ul style="list-style-type: none"> • Pandemic Parenting: <u>Building Resilience</u> • Kate Silverton & BDP: EPIONE (Scotland) • Group discussion 	Case-based Webinar: Case Session 11: Outcomes: Pre- and Post	We are done!

X. BIBLIOGRAPHY

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NMT Core Concept for Modules 1 through 10

Module 1: Introductory Concepts

- Neural networks develop and change in “use-dependent” (activity-dependent) ways.
- The brain develops, processes incoming information, and “acts” on this incoming information in a sequential way – from networks lower to higher in the brain – from the bottom up. The human brain is organized such that it can react before it ‘feels’ and can feel before it ‘thinks.’
- There are multiple interactive stress-response networks; two key interactive response patterns are the 1) hyperarousal (Flock, Freeze, Flight, Fight) and 2) dissociative (Avoid, Comply, Dissociate) response continuum. These networks work together in complex ways to provide optimal responses to the specific nature and context of the challenge or threat.

Module 2: Sequential Organization & Development of the Brain

- A primary mechanism involved in ‘making sense of the world’ is the creation of associations between simultaneous activation of separate neural networks (e.g., vision & touch).
- The sequential creation of complex associations is a fundamental element of development.
- Early caregiving relationships create the primary associations that become the basis for attachment style and future relational preferences, biases and capabilities.

Module 3: Understanding Stress, Distress & State Dependence: The Core Regulatory Networks (CRN)

- The core regulatory networks (e.g., noradrenergic, serotonergic, dopaminergic), which originate in lower areas of the brain, distribute to all other areas of the brain, and, via neuroendocrine, neuroimmune and autonomic nervous system to the whole body.
- These core regulatory networks (CRN) play a key role in a) development and b) our multiple stress response capabilities.
- All brain functioning is “state-dependent” – cognition, emotional, social, and motor functioning will shift with the internal state of the individual.

Module 4: Multiple Stress Responses: Hyperarousal & Dissociation

- Stress - a strain or challenge to any system in the body - is an unavoidable element of human life. The body's capacity to 'respond' to stressors allows us to survive and thrive. It is the pattern of stress that determines whether it is helpful or detrimental to the body.
- The body's multiple stress-response capabilities can work individually or in concert to create complex, dynamic and heterogeneous effects. These effects can impact the body all the way down to the genome - creating epigenetic changes that can be passed from generation to generation.
- Dissociation is a normal and pervasive mental mechanism. It can become pathological when the systems mediating this graded response capability become sensitized. Similarly, sensitization of the hyperarousal systems can lead to pathology.

Module 5: Patterns of Stress Responses: Sensitization & Resilience

- Resilience is a malleable capability; genetic, epigenetic, intrauterine, early attachment and later life experience can all influence the capacity to demonstrate resilience under duress. The capacity to demonstrate resilience can erode with chronic, unpredictable or extremes stress and can be restored with rest, relational regulation, and opportunities for moderate, predictable, controllable stress.
- To intentionally alter the activity or set point (homeostasis) of any neural network, you must provide patterned, repetitive activation of that system (specificity). This is the challenge of influencing the specific 'trauma' induced multisystem memories involved in the symptoms and signs following trauma - one must activate them in moderate, controllable ways to alter their reactivity.
- Ideally, therapeutic experience not only normalizes the ‘sensitivity’ of existing memory, but it also creates “new” associations - new memory. Ideally, these become the new default associations for everyday life. Therapeutic experience will not ‘erase’ old associations. Under duress the old default can return.

Module 6: Bonding & Attachment

- During infancy a set of primary foundational associations (basically a form of 'memory') are created as a function of the quality, timing, and pattern of bonding experiences. These 'associations' create the basic capacities to form and maintain connections with others. This 'attachment' capacity becomes a primary organizing element during development.
- Regulate, relate then reason. Remember that our relational capabilities are also 'state-dependent.' Respecting the sequence of engagement is essential for successful connection and communication in all developmental, learning, and therapeutic interactions.
- The neurosociology of humankind is multi-faceted; on one hand we seek connection to others – but this pull is to others judged to be part of our ‘clan’- known, familiar, safe. The brain’s tendency to activate the stress response with novelty – and more – means that we will react to people significantly different from our safe, familiar ‘clan’ with initial defensiveness, wariness or worse.

Module 7: Neglect

- Disrupting, diminishing, or distorting the nature, timing, and quality of experiences during key times in development may result in abnormal or undeveloped brain related functioning. Multiple forms of 'neglect' related dysfunction can occur.
- The very same circumstances that increase an infant or child's risk for 'neglect' are often also sources of 'fear.' Unpredictability, extreme novelty, hunger, relational inconsistency, and actual threat often, but not always, co-occur with neglect.
- Remember the “Rs” of optimal developmental environments: Regulated; Relational; Relevant (developmentally appropriate); Repetitive (patterned); Rewarding; Rhythmic & Respectful.

Module 8: Pleasure & Pain: The Rewards of Regulation

- Disrupting, diminishing, or distorting the nature, timing, and quality of experiences, a fundamental principle of the mammalian brain is to reward adaptive, regulatory, and self-protective behaviors.
- Pain and distress are signals that the organism is 'out of balance' or under some form of threat. Paying attention to, and addressing, the source of pain is adaptive and self-protective.
- The fleeting (seconds to minutes) impact of activating the reward networks can lead to repetitive and maladaptive behaviors especially in the face of poverty of other forms of reward.

Module 9: Transgenerational Trauma: Epigenetics to Culture

- There are multiple ways in which we pass experience to the next generation; the most powerful is to take advantage of the malleability of the human brain. Sociocultural evolution is the major manifestation of the brain's malleability.
- If there is a neglected, traumatized child, there is often a parent with a history of chaos, threat, neglect, and abuse. It is almost impossible to address the needs of the child without understanding and helping meet the needs of the parent.
- Family, community, and culture provide the matrix of relational interactions, common unifying principles, values, and practices that can buffer from current stress and distress and heal from past trauma.

Module 10: Dosing and Spacing

- The key to optimal therapeutic dosing is remembering that repetitive, moderate, predictable/controllable stress will a) build resilience in a neurotypical individual and b) restore neurotypical regulation in a sensitized individual. Further, it is the availability and quality of the relational interactions throughout a day (the therapeutic web) that can provide these healing and resilience-building moments.
- One-size-fits-all “dosing” of challenge and opportunity will not work well; know the stage and watch the state! One person's moderate challenge can create a catastrophic meltdown in another.
- A primary principle of neuroplasticity is ‘specificity’ – this means that to modify (improve or change) trauma-impacted neural networks, these networks (and trauma-related associations) need to be activated. The key is “dosing” – the controllability, context, duration and presence of regulating individuals or activity when doing the ‘re-visiting.’

Diversity Material Articles

Trauma, Attachment, and Migration Articles

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Attachment, Relational Buffers, and Adversity Articles

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Neglect and Community Articles

- Perry, B. (2023) Foreward, *Family Justice Journal*, 8-10.
- Perry, B. (2002) Childhood experience and the expression of genetic potential: What childhood neglect tells us about nature and nurture. *Brain and Mind* 3 79-100. doi:10.1023/A:1016557824657
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