Bessel A. van der Kolk, M.D., has spent his career studyin

how children and adults adapt to traumatic experiences, and has translated emerging findings from neuroscience and attachment research to develop and study a range of potentially effect treatments for traumatic stress in children and adults.

In 1984, he set up one of the first clinical/research centers in the US dedicated to study and treatment of traumatic stress in civilian populations, which has trained numerous researchers and clinicians specializing in the study and treatment of traumatic stress, and which has been continually funded to research the impact of traumatic stress and effective treatment interventions. He did the first studies on the effects of SSRIs on PTSD; was a member of the first neuroimaging team to investigate how trauma changes brain processes, and did the first research interventions.

development, and that disruptions in care-giving systems have additional deleterious effects that need to be addressed for effective intervention. In order to promote a deeper understanding of the impact of childhood trauma and to foster the development and execution of effective treatment interventions, he initiated the process that led to the establishment of the National Child Traumatic Stress Network (NCTSN), a Congressionally mandated initiative that now funds approximately 150 centers specializing in developing effective treatment interventions, and implementing them in a wide array of settings, from juvenile detention centers to tribal agencies

He has focused on studying treatments that stabilize physiology, increase executive functioning and help traumatized individuals to feel fully alert to the present. This has included an NIMH funded study on EMDR and NCCAM funded study of yoga, and, in recent years, the study of neurofeedback to investigate whether attentional and perceptual systems (and the neural tracks responsible for them) can be altered by changing EEG patterns.

lted in the establishment of Trauma Center, that consist of a well-trained clinical ing in the treatment of children and adults with histories of child maltreatment, that applies treatment models that are widely taught and implemented nationwide, a research lab that studies the effects of neurofeedback and MDMA on behavior, mood, and executive functioning, and numerous trainings nationwide to a variety of mental health professional, educators, parent groups, policy makers, and law enforcement personnel.

Dr. van der Kolk is the author of the NY Times best-selling book The Body Keeps The Score."

Speaker Disclosures

Financial: Bessel van der Kolk is a professor of psychiatry at the Boston University School of Medicine. He is the medical director of the Trauma Center in Boston. He receives a speaking honorarium from PESI, Inc.

Non-financial: Bessel van der Kolk has no relevant non-financial relationship to disclose.

OUTLINE

- **Neuroscience & Brain Development**
- Neuroscience and brain development
- How children learn to regulate their arousal systems
- How the brain regulates itself
- Developmental psychopathology: The derailment of developmental processes & brain development due to trauma, abuse and neglect
- How the brain responds to treatment

Early Life Trauma

- Interpersonal neurobiology
- Adaptations to trauma early in the life cycle
- Loss of affect regulation
- Chronic destructive relationships towards self and others
- Dissociation and amnesia
- Somatization
- Self-blame, guilt and shame
- Chronic distrust and identification with the aggressor

Attachment, Trauma, and **Psychopathology**

- The breakdown of information processing in trauma
- Mirror neuron systems and brain development
- How to overcome the destabilization and disintegration
- The compulsion to repeat origins and solutions
- Difference between disorganized attachment and traumatic stress

Neuroscience, Trauma, Memory and the Body

- The neurobiology of traumatic stress Learned helplessness and learned
- agency
- Restoring active mastery and the ability to attend to current experiences
- Somatic re-experiencing of traumarelated sensations and affects that serve as engines for continuing maladaptive behaviors
- How mind and brain mature in the context of caregiving systems

OBJECTIVES

- people process information.
- 2. Determine how sensorimotor processing can alleviate traumatic re-experiencing.
- 3. Articulate the range of adaptations to trauma early in the life cycle.
- 4. Substantiate how trauma affects the developing mind and brain.
- 5. Communicate the recent advances in neurobiology of trauma.
- 6. Differentiate between disrupted attachment and traumatic stress.
- 7. Breakdown how adverse childhood experiences effect brain development, emotion regulation & cognition.

- 1. Analyze & communicate how traumatized 8. Choose techniques of physical mastery, affect regulation and memory processing.
 - 9. Explore the development of Developmental Trauma Disorder.
 - 10. Critique the current DSM-5[®] position on DTD.
 - 11. Model how to integrate various treatment approaches in your practice.
 - 12. Through an understanding of the research, explore treatment strategy alternatives to drugs and talk therapy

The Diagnosis and Treatment of Trauma-**Related Disorders**

- Developmental Trauma Disorder (DTD)
- Affect and impulse dysregulation
- Disturbances of attention, cognition and consciousness
- Distortions in self-perception and systems of meaning
- Interpersonal difficulties
- Somatization and biological dysregulation
- The development of DTD in the DSM-5[®] as a diagnosis and its implications for assessment, diagnosis and treatment

The Latest Research on Trauma-specific Treatment Interventions

- The role of body-oriented and neurologically-based therapies to resolve the traumatic past
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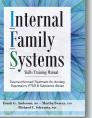
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The Body Keeps the Score Bessel van der Kolk, MD

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By Frank G. Anderson, M.D., Martha Sweezy, Ph.D. and Richard Schwartz, Ph.D.

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