

NMNTM
neurosequential.com

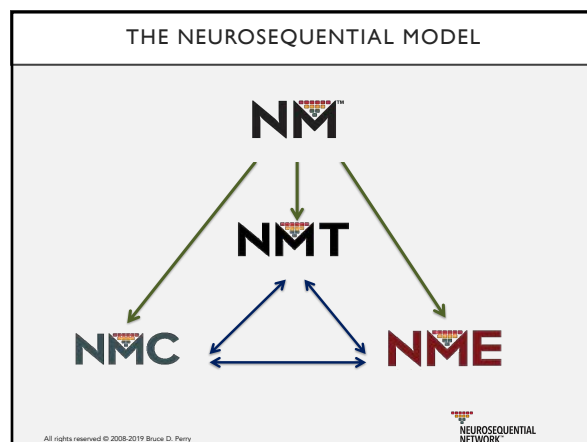
The Neurosequential Model of Therapeutics

INTRODUCTION TO THE NMT

OVERVIEW, OUTCOMES & CERTIFICATION

PHASE 1 NMT **PHASE 2 NMT**

**NEUROSEQUENTIAL
NETWORK**



WHAT IS NMT?

The Neurosequential Model of Therapeutics is a neuroscience-informed, developmentally-sensitive, approach to the clinical problem solving process.

It is not a therapy – and does not specifically imply, endorse or require – any single therapeutic technique or method.

**NEUROSEQUENTIAL
NETWORK**

Essentially, all models are wrong, but some are useful.

--- George E. P. Box, in Norman R. Draper (1987). Empirical Model-Building and Response Surfaces, p. 424, Wiley. ISBN 0471810339

**NEUROSEQUENTIAL
NETWORK**

The Neurosequential Model

The brain mediates our thoughts, feelings, actions and connections to others and the world.

Understanding core principles of neuroscience, including neuroplasticity and neurodevelopment, can help us better understand ourselves and others.

**NEUROSEQUENTIAL
NETWORK**

The Neurosequential Model

Each person has a unique pathway to the present and deserves individualized care.

“One-size fits all” approaches rarely meet the needs of the individual – more often they meet a need of the provider (or system).

**NEUROSEQUENTIAL
NETWORK**

Semi-structured, quantitative assessment process: NMT Clinical Practice Tools (Metrics)

- **Developmental History**
 - Genetic
 - Epigenetic
 - Adverse Experiences
 - Developmental Timing
 - Nature, Severity, Pattern
 - Relational Health
 - Developmental Timing
 - Bonding and attachment
 - Family supports
 - Community supports
- **Current Functioning**
 - Individual CNS
 - Brainstem
 - Diencephalon/CBL
 - Limbic
 - Cortex/F TCTX
 - Relational
 - Family
 - Peers
 - School
 - Community

NMT CLINICAL PRACTICE TOOLS

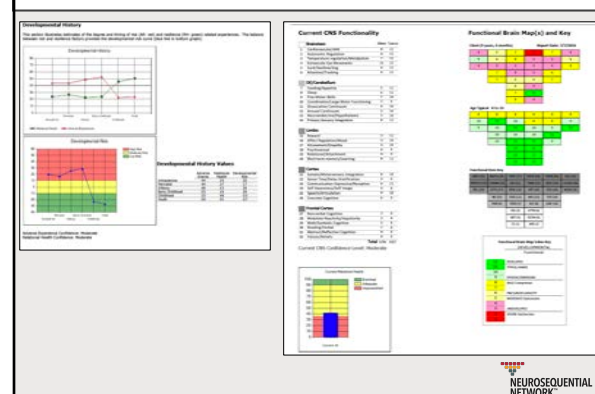
1. **Demographics**
2. **History - Developmental**
 - a. Genetic
 - b. Epigenetic
 - c. Part A. Adverse Events measure
 - d. Part B. Relational Health measure
3. **Current Status**
 - a. Part C. Central Nervous System (CNS) Functional Status Measure
 - i. Brainstem
 - ii. Diencephalon/CBL
 - iii. Limbic
 - iv. Cortex/Frontal Cortex
 - b. Part D. Relational Health measure
4. **Recommendations**
 - a. Therapeutic Web
 - b. Family
 - c. Client
 - i. Sensory Integration
 - ii. Self Regulation
 - iii. Relational
 - iv. Cognitive
5. **Caregiving Challenge Estimator**
 - a. Caregiving resources
 - i. Internal resources/demands
 - ii. External resources/demands
 - b. Caregiving demand
 - i. Children (number)
 - ii. Children (challenge)
 - c. Caregiving reserve

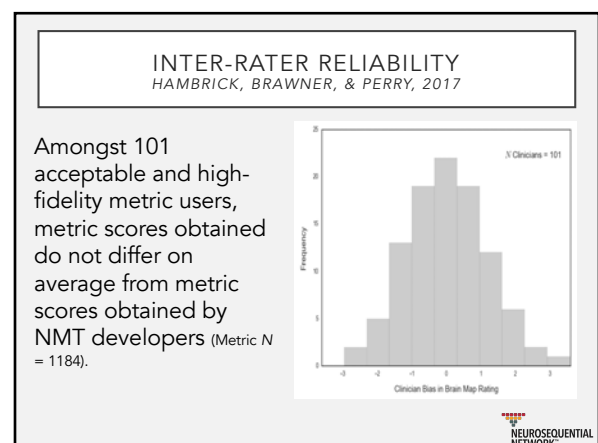
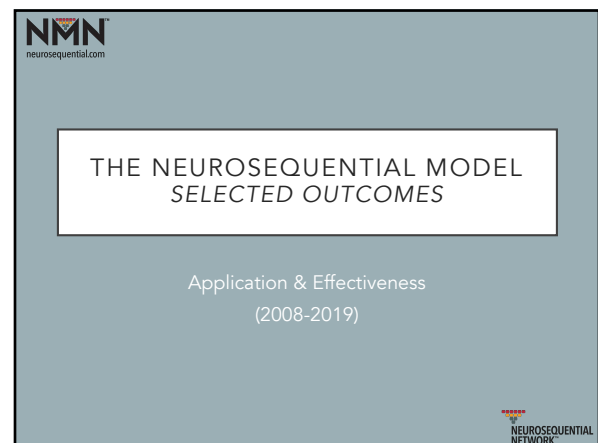
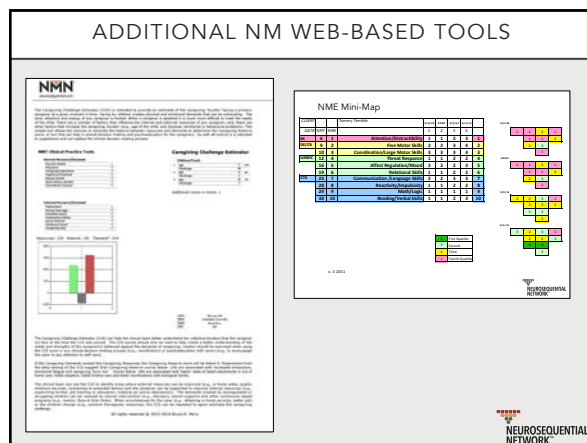
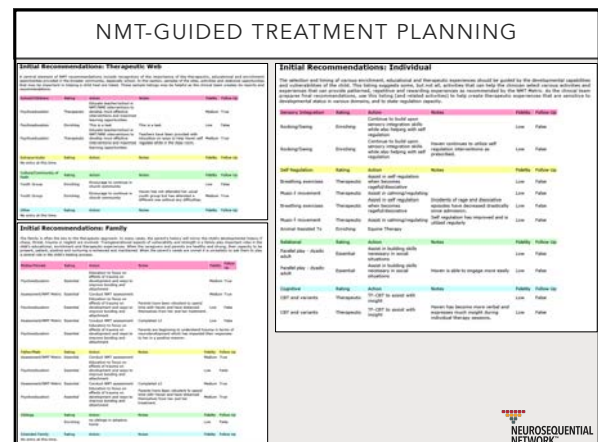
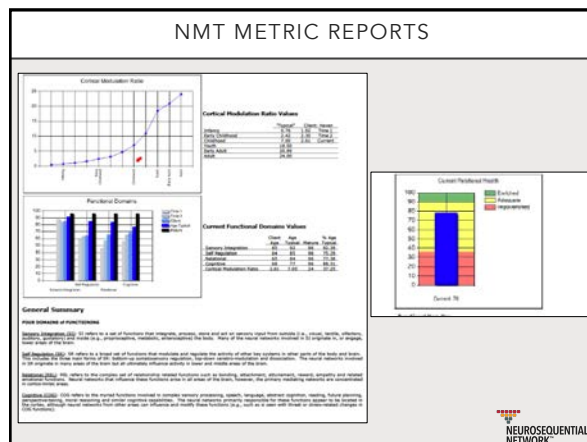
WEB-BASED CLINICAL PRACTICE TOOLS (NM METRICS)

WEB-BASED CLINICAL PRACTICE TOOLS (NM METRICS)

WEB-BASED CLINICAL PRACTICE TOOLS (NM METRICS)

NMT METRIC REPORTS





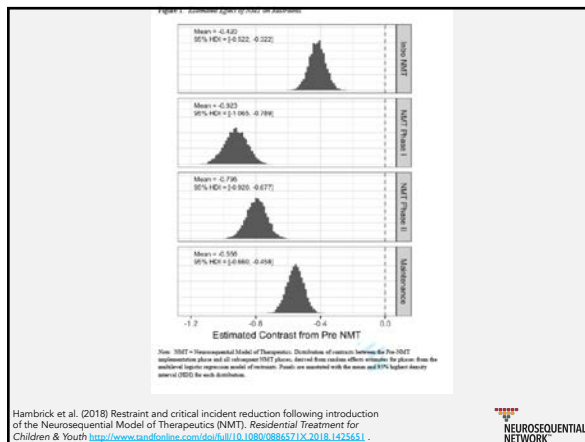



Table 2. Estimated economic savings associated with restraint reductions.

Site name	Pre-NMT Restraint Rate	Pre-NMT Monthly Cost	% Pre- NMT	Period Savings	Intro NMT		Cert 1		Cert 2		Maint		Total Savings
					% Pre- NMT	Period Savings	% Pre- NMT	Period Savings	% Pre- NMT	Period Savings			
1 NFI	100	48	380	11.54	24	8025.6	0	24	9120	0	36	13680	19945.6
2 TVN	100	12	5810	71.66	5	1229	20.42	15	61805	1.02	11	63270.9	10322.7
3 Canyon Oaks	100	29	1400	25.2	8	8384	30.32	13	7410	10.73	18	22503.6	4.04
4 Cal Farley's	100	25	3896	46.64	11	24427.92	51.42	12	23376	40.14	29	58751.08	106555.6
5 Saint Ann	100	32	5096	118.7	19	-18395.56	46.45	13	31124	79.6	20	122304	103.8
6 Hall	100	11	642	58.85	11	20248	33.84	9	37557	11.43	12	68545.6	48.88
7 ATN	100	30	16560	62.9	17	10484	24.8	19	37313.5	38.39	18	189419	45.7
8 Teambuilders	100	12	1663										
9 Warwick	100	4	4538	44.57	6	15248.9							
10 Kibbie	100	12	233	22.5	12	21554.92							
Total % Pre-NMT	100	8326.5	51.9	26499.46	33	383510.2	27.53	433179	37.58	436223	1538027		

Note: NMT = Neurosequential Model of Therapeutics. NFI = Northeast Family Institute. TVN = The Village Network. ATN = Alexander Youth Network. Pre-NMT, Intro NMT, Cert 1, Cert 2, and Maint = the stages of NMT Certification. Economic savings estimates based on Lohr & Goldstein's (2005) estimate of the costs of restraints. All sites were converted such that "Pre-NMT" baseline = 100 and all other values as the % of "Pre-NMT" baseline. All statistical analyses (except the Total analysis) were conducted on raw, pre-converted data.

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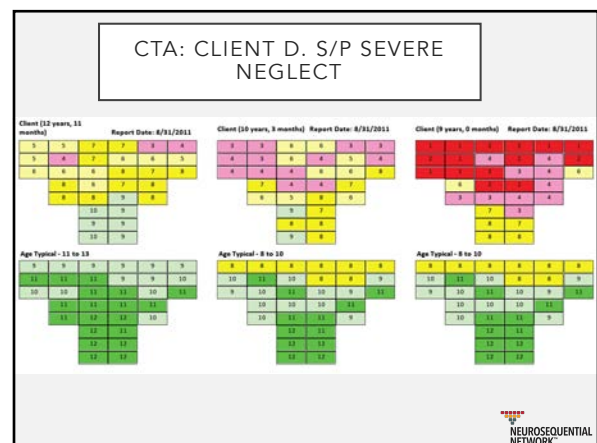
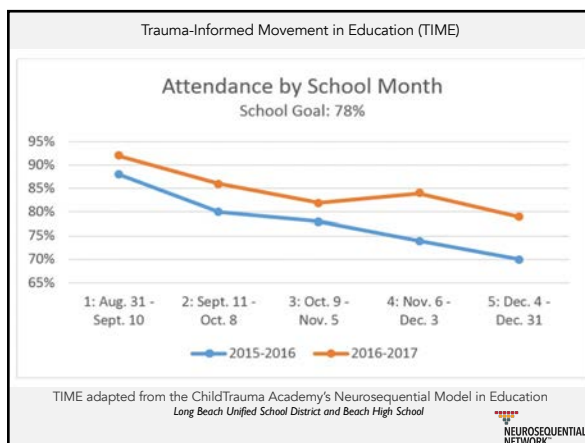
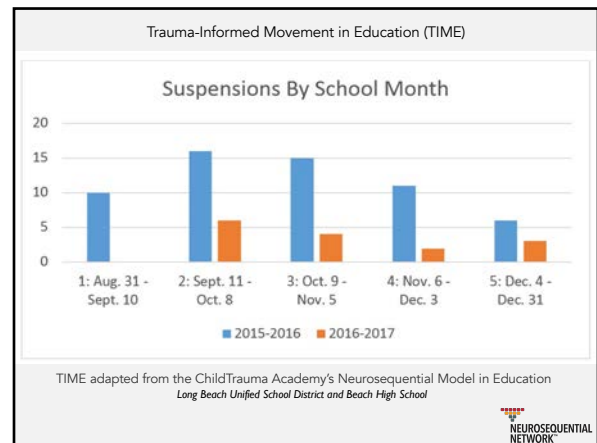
Hambrick et al. (2018) Restraint and critical incident reduction following introduction of the Neurosequential Model of Therapeutics (NMT). Residential Treatment for Children & Youth <http://www.psychiatryonline.com/doi/10.1093/psp/psx018.1425651>

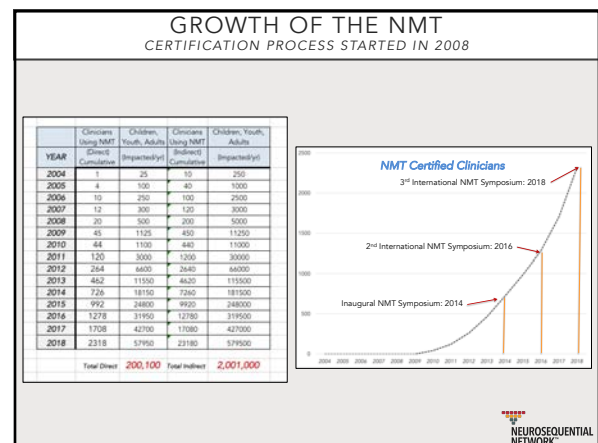
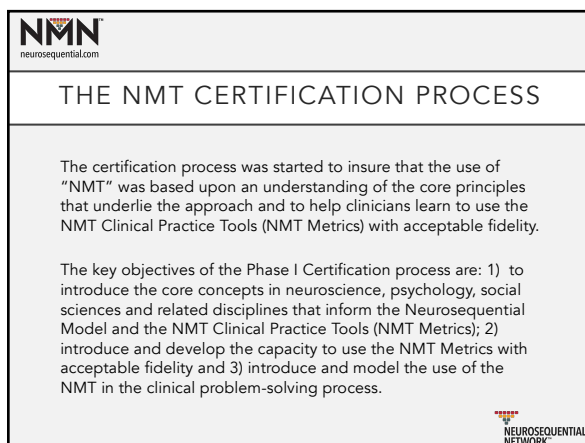
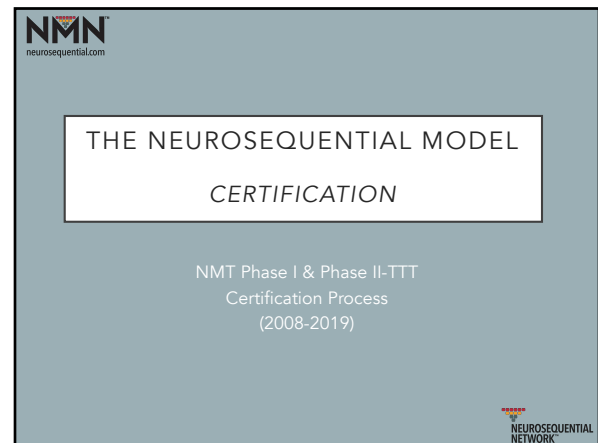
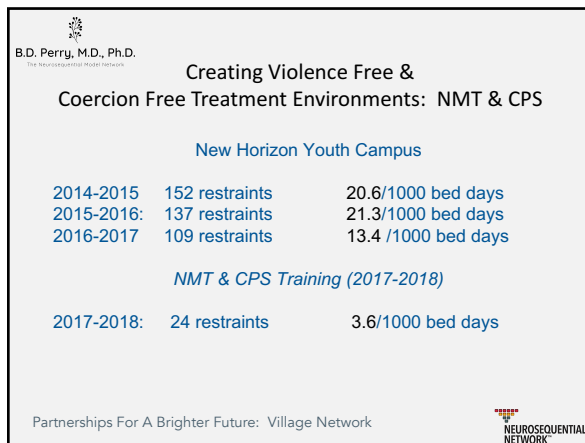
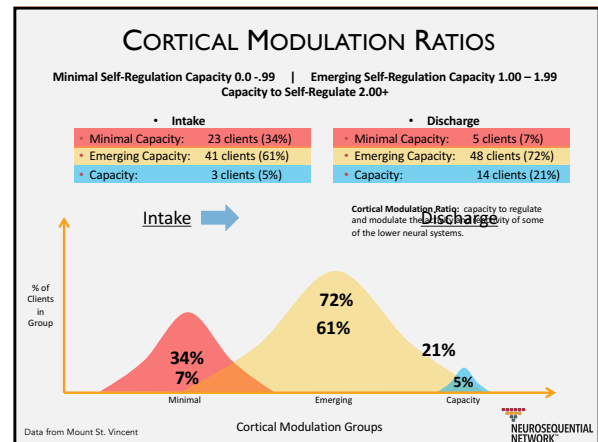
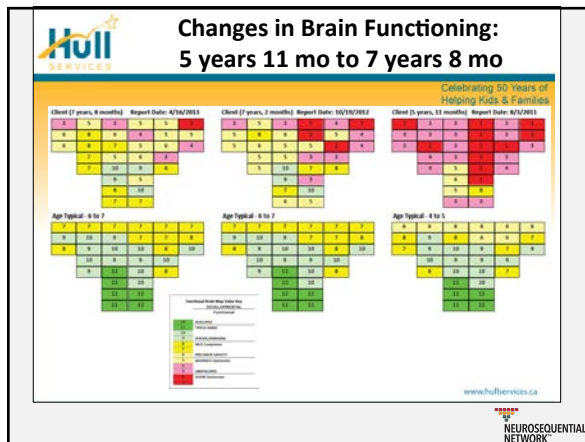
 NEUROSEQUENTIAL NETWORK

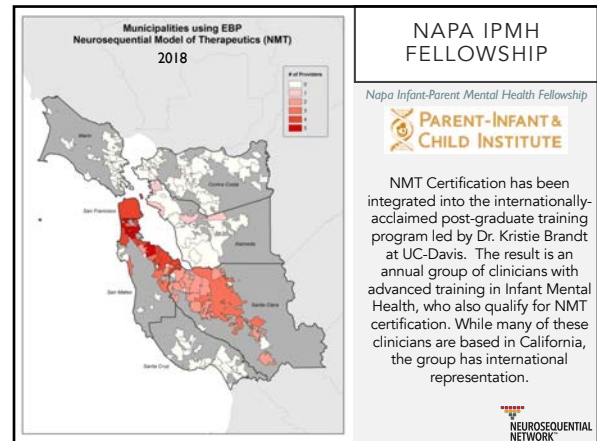
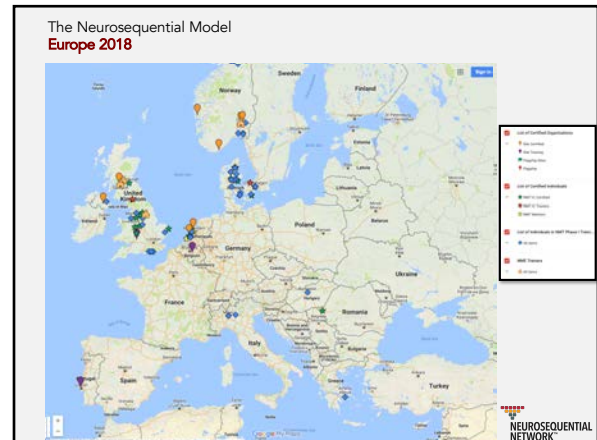
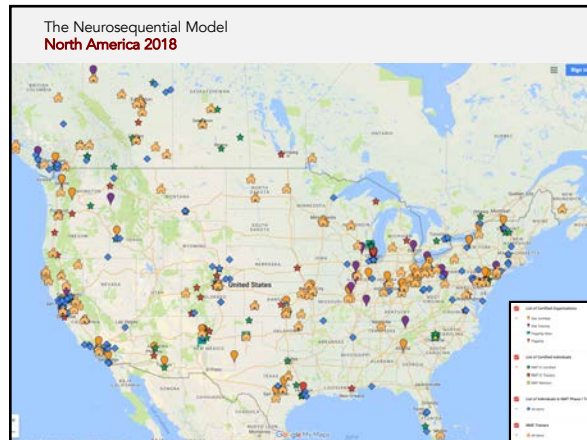
**Introduction of NME
Columbus Public Schools (2014-2015)**

District	Year	# Office Referrals	# Detention, Suspension or Expulsion
Columbus City-- Ohio Ave. ES	2013-14	917	129
	2014-15	750	83
Columbus City--Livingston ES	2013-14	2719	1043
	2014-15	1017	811
Graham School	2013-14	Not available	88
	2014-15	Not available	38
The Charles School	2013-14	Not available	97 (3 expulsions)
	2014-15	Not available	90 (0 expulsion)

NEUROSEQUENTIAL NETWORK





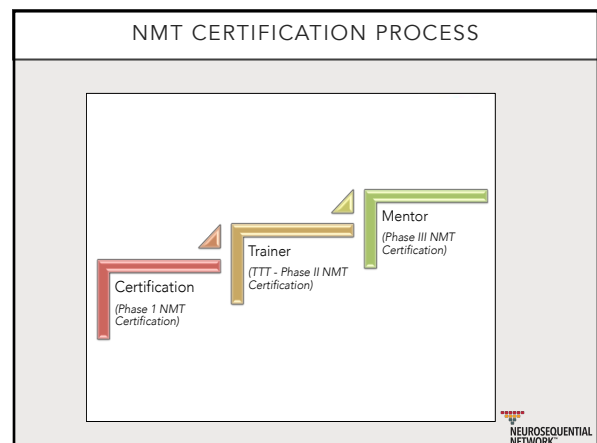


NMT EMBEDDED IN MSW TRAINING (LOYOLA, CHICAGO SSW)

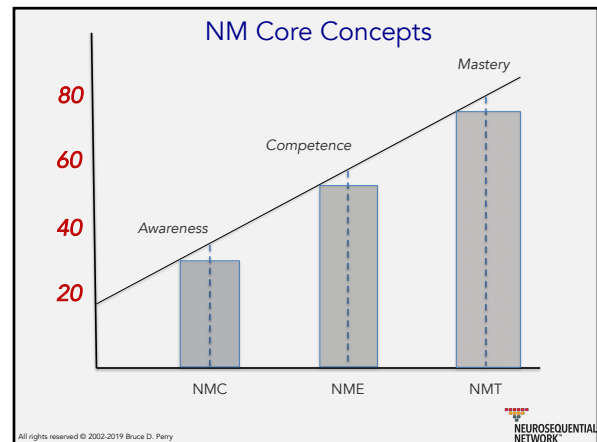
The Neurosequential Model of Therapeutics (NMT): Helping Clients Move Beyond Trauma
by Christie Mason, PhD, LCSW

THE NEUROSEQUENTIAL MODEL of Therapeutics

Following the lead of Dr. Mason at Loyola-Chicago, multiple graduate programs in social work and education are integrating NM concepts or NMT into their curricula; these include Case Western Reserve, University of Texas, Smith College, Cleveland State and the University of Chicago.



THE NEUROSEQUENTIAL MODEL OF THERAPEUTICS CERTIFICATION COMPETENCIES				
Neurosequential Model Content and Process Elements	Awareness	Comfort	Mastery	Leadership
NMT Core Concepts and Principles	Certified	Certified	Certified	Trainer
NMT Case Abstract & Clinical Presentation	Certified	Certified	Trainer	Trainer
NMT Online Resources & Metrics	Certified	Certified	Trainer	Trainer
NMT Clinical Practice Tools (NMT Metrics)	Certified	Certified	Trainer	Trainer
Interpretation of NMT Report	Certified	Certified	Trainer	Mentor
NMT-directed Treatment Planning	Certified	Certified	Trainer	Mentor
Translate NMT Core Concepts (Carers, Educators)	Certified	Certified	Trainer	Mentor
Teaching NMT Core Concepts to Peers	Certified	Trainer	Trainer	Mentor
Discussant for NMT Case-based staffing	Trainer	Trainer	Mentor	Mentor
Lead NMT Internal Certification Process	Trainer	Trainer	Mentor	Mentor
Tile & Grout/Mobius Care Model	Trainer	Trainer	Mentor	Consultant
Lead NMT Site Implementation Process	Trainer	Trainer	Mentor	Consultant
NMT Advanced Concepts & Principles	Trainer	Mentor	Mentor	Consultant
Faculty for NMT Bootcamp (TTT)	Mentor	Mentor	Consultant	Consultant
Outcome Design and Implementation	Mentor	Mentor	Consultant	Consultant
Facile with Models (e.g., CPS, ARC, Sanctuary, TBRI)	Mentor	Mentor	Consultant	Consultant
NM Academic Engagement	Mentor	Mentor	Consultant	Consultant
Direct Regional NMT Bootcamps	Consultant	Consultant	Consultant	Consultant
(NM) Consultant to Organizations	Consultant	Consultant	Consultant	Consultant



The Neurosequential Model of Therapeutics

PHASE I CERTIFICATION

NEUROSEQUENTIAL NETWORK

MODULAR LEARNING

The Phase II-TTT process is comprised of 12 Modules. Each Module includes multimedia content, core readings, the Master Clinician case-based webinar series, TTT-specific didactic webinars, recommendations for structuring the Phase I Study Groups, and all related TTT learning activities.

Each Module outlines the Objectives for that Module and Key Principles. The TTT Modules will parallel the Phase I Modules in content, Learning Objectives and Key Principles. As the TTT learner is leading the Phase I Study Group this allows (or requires) the Trainer to revisit and master the basic concepts and principles presented in Phase I.

1. Webinars & Case-based Learning

Webinar Series: TTT Series Original (2010-2012)

Introduction to the Phase I: Train-the-Trainer Certification Process (2016) [Add to Cart]

Master Clinician Series (2016) [Add to Cart]

Begin Master Clinician Series in Module 2 [Add to Cart]

Introduction to Developing General Training Series (2018) [Add to Cart]

Begin Intro to Developing General Training Series in Module 2 [Add to Cart]

Comments: The second phase of NMT Certification is a Train-the-Trainer (TTT) process. The TTT model process is intended to prepare the clinician learner to share the core concepts and key principles of the Neurosequential Model with colleagues, parents, clients and others. The specific learning components of the Neurosequential Model are expanded and revisited in more detail. While the focus of the first phase of Certification (Phase I) is to introduce the core concepts and working theories of NMT with a focus on mastering the NMT Clinical Practice Tools (NMT Metrics), the focus of the TTT process is to prepare the clinician learner to teach others about the core concepts, theories and NMT Metrics. If a clinician is part of a certified organization, completion of the TTT process will allow them to lead an internal NMT Phase I certification process with specified clinicians in their own system or organization. If a clinician completes individual certification but is not in a certified organization, the TTT process completes a major eligibility requirement for the first phase of certification (Mentor), which will ultimately allow them to also lead qualified clinicians.

NEUROSEQUENTIAL NETWORK

Revised and Updated Edition

"Fascinating and uplifting... Dr. Perry is both a world-class creative scientist and a compassionate therapist." — Mary Fisher, Ph.D.

THE BOY WHO WAS RAISED AS A DOG

And Other Stories from a Child Psychiatrist's Notebook

What Traumatized Children Can Teach Us About Loss, Love, and Healing

BRUCE PERRY, M.D., Ph.D.
with MAIA SZALAVITZ

A BOOK STUDY

The first four modules include a guided book study of *The Boy Who Was Raised as a Dog*. This provides a more narrative and historical framework for the core concepts of the NM, and gives the learners practical context for the subsequent 'capacity-building' components of the NMT Certification process.

SELF-PACED DIDACTIC MULTIMEDIA MATERIALS (PHASE I)

A set of web-based multimedia presentations available on Vimeo or YouTube provide the required multimedia content.

Supplemental materials include a set of multimedia DVDs provided in Phase I. There are seven programs in Series 1 and six programs in Series 3.

A set of support materials and readings are provided for Series 1 and Series 3. There are pre- and post-tests for each of the DVD series to facilitate self-directed learning.

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neurosequential.com

SELF-PACED DIDACTIC READINGS (PHASE I)

There are a dozen or more primary articles and many supplemental readings to support the learning and teaching processes.

The core reading list provides additional background and context for the use of the NMT.

As new materials become available they will be provided to the participants. The online Support Resource Page will contain copies of all Core and Supplemental readings.

Examining Child Maltreatment Through a Neurodevelopmental Lens: Clinical Applications of the Neurosequential Model of Therapeutics

THE NEUROSEQUENTIAL MODEL OF THERAPEUTICS

Richard L. Gould
Bruce D. Perry

NEUROSEQUENTIAL NETWORK

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PHASE I STUDY GROUP MINI-DIDACTICS

An experienced NMT Clinician/Trainer facilitates the monthly Phase I Study Group.

Using live web-based platforms (e.g., GoToMeeting or Zoom), the Trainers will begin each session with a mini-didactic on a topic that is a focus of the Phase I study group's current Module.

The Neuron
80 billion neurons in the human brain

The Synapse
One billion synapses in a single cubic centimeter of brain tissue

Understanding Developmental Trauma: A Primer
Session 1: Basics of Brain Organization & Structure

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PHASE I STUDY GROUP CASE DISCUSSIONS

At least quarterly, the Phase I Study Group will include a case-based staffing. One of the Phase I learners will complete the NMT Case Abstract Form and complete an NMT Metric for the client being presented.

These 'mini-staffings' are an opportunity to begin getting feedback about scoring the NMT Metric and learn more about the clinical treatment planning process using the NMT.

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INTERACTIVE DISCUSSIONS METRIC, QUARTERLY CALLS & SOCIAL MEDIA

There are other options for live (or online) discussions. The monthly Metric call and a set of social media outlets.

An NMT Certification discussion group is available on NMT Phase I Facebook page. This forum allows ongoing discussion between members and with NMN personnel and partners.

Twitter
@Neurosequential
@BDPerry
@ChildTraumaAcad

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CLINICAL PRACTICE TOOLS DEVELOPMENTAL HISTORY

The core of the NMT Clinical Practice tools are the web-based metrics.

Adverse experiences and relational health during development help create an estimate of developmental risk.

In turn, looking at developmental risk as a function of neurodevelopment can help provide insights regarding the vulnerability of key neural networks, systems and related functional capabilities of the client.

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NMT METRICS FUNCTIONAL CNS MAPS

The functional CNS maps are created from examination of the current functional status of a set of key brain-mediated capabilities.

When compared with age-typical capabilities, a rough indication of the developmental and functional status of various brain areas can be estimated.

This allows the selection and sequencing of enrichment, educational and therapeutic activities which would plausibly help organize or re-organize key neural networks and, thereby, improve function.

NEUROSEQUENTIAL NETWORK




**CASE-BASED
TEACHING**

Web-based clinical conferences provide the main training experience in the NMT Certification process.

A set of specifically selected case conference webinars comprise the Phase I Case-based Series. These provide opportunities to illustrate the clinical application of the core concepts in a variety of clinical settings and situations.

Access to the recordings from the an additional NMT Case-based Training Series provides additional exposure to the clinical application of the NMT.



The Neurosequential Model of Therapeutics®
Case-based Training Overview
NMT Master Guide

1. Overview

- 1.1. Review the additional content
- 1.2. Review additional content
- 1.3. Identify key strengths and problem areas
- 1.4. Define specific topics for advanced teaching or exploration
- 1.5. Prepare primary teaching materials
- 1.6. State
- 1.7. Handouts, articles, websites

2. Logistics

- 2.1. NMT Case-based Training Overview
- 2.2. Introduction
- 2.3. Goals of recording
- 2.4. Consideration of goals or case presentation
- 2.5. Review, integrate, synthesize, discuss, clarify notes, etc.
- 2.6. Overview of Processing the Case
- 2.7. Self-teaching, development, detail
- 2.8. Therapeutic process
- 2.9. NMT certification
- 2.10. Funding model of appointment
- 2.11. Brief overview of structure and process of NMT (for guests & new participants)

3. Case Presentation

- 3.1. All processing clinical sheet to determine content detail
- 3.2. Key messages
- 3.3. Key words
- 3.4. Current placement and school situation

4. Identify and Define Key Strengths & Challenges

- 4.1. Neurodevelopmental
- 4.2. Neurobiological

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PHASE I
CORE CASE-BASED WEBINAR SERIES

Session 1.1: NMT Overview: Dissociation and Intimacy Barrier

Key content:
Dissociation Continuum
Intimacy Barrier
Arousal Continuum

Session 1.2: Severe Early Abuse and Relational Templates

Key content:
Bonding/Attachment
Feeding Habits
Somatosensory Regulation
Epigenetics




PHASE I
CORE CASE-BASED WEBINAR SERIES

Session 1.3: Dissociation and Hyperarousal

Key content:
Neurodevelopmental physiology
NMT fundamentals
Dissociation/hyperarousal

Session 1.4: FAS +

Key content:
Fetal Alcohol Spectrum
Caregiver Competency
Navigating Difficult Legal Custody Issues
Neglect




PHASE I
CORE CASE-BASED WEBINAR SERIES

Session 1.5: Reconstruction of Developmental History

Key content:
How to score metric in cases where there is little to no info
Somatosensory interventions
Therapeutic Web
Sequential development, processing and healing

Session 1.6: Sexual Abuse and Failed Adoption

Key content:
State-dependent functioning
Adoption issues
Primitive regulatory strategies




PHASE I
CORE CASE-BASED WEBINAR SERIES

Session 1.7: Severe Neglect and Institutionalization

Key content:
Institutionalization
Neglect in multiple forms
Transgenerational trauma
Pediatric psychopharmacology and irrational prescribing practices

Session 1.8: Dissociation, Reward, and Relational Poverty

Key content:
Neurodevelopmentally informed work in clinical & school settings
The biology of reward
Primary relational associations




PHASE I
CORE CASE-BASED WEBINAR SERIES

Session 1.9: Chaos, Neglect, and Adoption

Key content:
Brief overview of NMT neurodevelopmental perspective
State-dependency of intimacy barrier
Development of primary associations
Cortical Modulation

Session 1.10: State-Dependence & Toxic Relational Milieu

Key content:
State-dependence
The Therapeutic Web & key relational environments
Court system
Parental arousal and co-dysregulation



PHASE I
CORE CASE-BASED WEBINAR SERIES

Session Title: 1.11: Outcomes, Pre- and Post

Key content:
Domestic Violence
Hypofrontality (FASD?)
Attachment issues
Co-regulation
Case with pre- and post outcome data

NEUROSEQUENTIAL
NETWORK

The Neurosequential Model of Therapeutics

PHASE II-TTT CERTIFICATION

NEUROSEQUENTIAL
NETWORK

MODULAR
LEARNING

The Phase II-TTT process is comprised of 12 Modules. Each Module includes multimedia content, core readings, the Master Clinician case-based webinar series, TTT-specific didactic webinars, recommendations for structuring the Phase I Study Groups, and all related TTT learning activities.

Each Module outlines the Objectives for that Module and Key Principles. The TTT Modules will parallel the Phase I Modules in content, Learning Objectives and Key Principles. As the TTT learner is leading the Phase I Study Group this allows (or requires) the Trainer to revisit and master the basic concepts and principles presented in Phase I

The Neurosequential Model of Therapeutics®
NMT Trainer's Manual
Phase II: TTT Certification

Module 1
Overview
Phase I (Module 1)
Introductory Concepts

1. Webinars & Case-based Learning

Webinar Series: TTT Series Original (2010-2012)	Address Contact
Introduction to the Phase II: Train-the-Trainer Certification Process (2016)	Address Contact
Master Clinician Series (2016)	Address Contact
Begin Master Clinician Series in Module 2	Address Contact
Introduction to Developmental Trauma Series (2016)	Address Contact
Begin Intro to Developmental Trauma Series in Module 2	Address Contact

Comments

The second phase of NMT Certification is a Train-the-Trainer (TTT) process. The 12 module process is intended to prepare the clinician learner to share the core concepts and key principles of the Neurosequential Model with colleagues, parents, clients and others. The rapidly building components of the Neurosequential Model are expanded and reinforced in more detail. While the focus of the first phase of Certification (Phase I) is to introduce the core concepts and working theories of NMT with a focus on mastering the NMT Clinical Practice Tools (NMT Manual), the focus of the TTT process is to prepare the clinician learner to teach others their about the core concepts, theories and NMT Manual. If a clinician is part of a verified organization, completion of the TTT process will allow them to lead or mentor NMT Phase I certification process with qualified clinicians in their own system or organization. If a clinician completes individual certification but is not in a verified organization, the TTT process completes a major eligibility requirement for the third phase of certification (Mentor), which will ultimately allow them to also lead qualified clinicians.

The Neurosequential Network
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NEUROSEQUENTIAL
NETWORK

why empathy is essential—
and endangered

**BORN
FOR
LOVE**

Maia Szalavitz
Bruce D. Perry, M.D., Ph.D.

Authors of *The Boy Who Was Raised as a Dog*

"Empathy, and the ties that bind people into relationships, are key elements of happiness. *Born for Love* is truly fascinating."
—Gretchen Rubin, author of *The Happiness Project*

SELECTED CHAPTERS
ARE INCORPORATED
INTO THE PHASE II-
TTT MODULES

The primary importance of relationships in the healing processes encouraged and supported by the NM are well described in the book, *Born for Love*. Practical context and narrative presentation of these concepts make these readings useful for the Phase II-TTT learners.

TEACH TO LEARN

THE LEARNING PYRAMID

KNOWLEDGE RETENTION RATES

Teaching Method	Retention Rate
Passive Teaching Methods	10%
Active Teaching Methods	50%
Participatory Teaching Methods	90%

Adapted from National Training Laboratories, Maine

NEUROSEQUENTIAL
NETWORK

MODULAR TEACHING

A major component of this Train-the-Trainer program is co-leading a Phase I Study Group. The Phase II-TTT clinician learner will use the Phase I Modules to help guide the Phase I learners in their assigned Phase I Study Group.

The content and process will mirror the TTT content and process. Reviewing the previously presented material as a teacher rather than a new learner will provide a unique and enriching perspective.

The Neurosequential Model of Therapeutics®
NMT Trainer's Manual
Phase II: TTT Certification

Module 1
Overview
Phase I (Module 1)
Introductory Concepts

1. Webinars & Case-based Learning

Webinar Series: TTT Series Original (2010-2012)	Address Contact
Introduction to the Phase II: Train-the-Trainer Certification Process (2016)	Address Contact
Master Clinician Series (2016)	Address Contact
Begin Master Clinician Series in Module 2	Address Contact
Introduction to Developmental Trauma Series (2016)	Address Contact
Begin Intro to Developmental Trauma Series in Module 2	Address Contact

Comments

The second phase of NMT Certification is a Train-the-Trainer (TTT) process. The 12 module process is intended to prepare the clinician learner to share the core concepts and key principles of the Neurosequential Model with colleagues, parents, clients and others. The rapidly building components of the Neurosequential Model are expanded and reinforced in more detail. While the focus of the first phase of Certification (Phase I) is to introduce the core concepts and working theories of NMT with a focus on mastering the NMT Clinical Practice Tools (NMT Manual), the focus of the TTT process is to prepare the clinician learner to teach others their about the core concepts, theories and NMT Manual. If a clinician is part of a verified organization, completion of the TTT process will allow them to lead or mentor NMT Phase I certification process with qualified clinicians in their own system or organization. If a clinician completes individual certification but is not in a verified organization, the TTT process completes a major eligibility requirement for the third phase of certification (Mentor), which will ultimately allow them to also lead qualified clinicians.

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MODULAR LEARNING GUIDING PHASE I LEARNERS

The Phase II-TTT clinician learner will use the Phase I Modules to help guide the Phase I learners in their assigned Phase I Study Group.

In addition to the didactic content, the Trainers will help Phase I learners master the online app and the NMT assessment process. Over time the clinical application of the NMT becomes a focus of the discussions in the Phase I Study Group.

SELF-PACED DIDACTIC MULTIMEDIA MATERIALS (PHASE II-TTT)

The core concepts underlying the NMT are introduced in a set of multimedia DVDs provided in Phase I.

In the TTT materials are set of supplemental multimedia materials intended to both expand concepts introduced in Phase I and to model how to present and teach these.

The supporting materials and handouts for Series 2 can facilitate self-directed learning and provide useful handouts and takeaways when Trainers teach.

SELF-PACED DIDACTIC READINGS(PHASE II-TTT)

There are a dozen or more primary articles and many additional readings to supplement the learning and teaching processes.

The core reading list provides additional background and context for the use of the NMT.

As new materials become available they will be provided to the participants. The online Support Resource Page will contain copies of all Core and Supplemental readings.

GUIDING PHASE I STUDY GROUP MINI-DIDACTICS

A major objective of the TTT experience is to develop comfort and competence in teaching the core NMT concepts. Phase II – TTT learners will facilitate a monthly Phase I Study Group comprised of Phase I learners.

Using live web-based platforms (e.g., Zoom), the TTT learners will begin each session with a mini-didactic on a topic that is part of the focus of their Phase I study group's current learning Module.

Sequence of Engagement

GUIDING PHASE I STUDY GROUP CASE DISCUSSIONS

At least quarterly, the Phase I Study Group should include a case-based staffing. One of the Phase I learners should complete the NMT Case Abstract Form and complete an NMT Metric for the client being presented.

For the TTT process, the participants are asked to provide summaries for some of these staffings.

INTERACTIVE DISCUSSIONS PHASE II STUDY GROUP

Just as there are cohorts of Phase I learners who are in Study Groups led by Phase II-TTT clinician learners, there are Phase II Study groups comprised of clinician learners who are progressing through their Phase II-TTT Modules. This group meets each month using one of the CTAs web platforms (e.g., GoToMeeting or Zoom).

The Phase II Study Groups are facilitated by clinician learners who are either training to become Mentors (Phase III) or who have completed Mentor certification. This will be an opportunity to review progress towards certification, expand on core concepts, review NMT training materials (e.g., NMT Slide Series), share experiences training and create collegial relationships that will continue to provide opportunities for collaboration well past the formal certification process.

INTERACTIVE DISCUSSIONS

There are other options for live (or online) discussions. The Metric call, the Quarterly IC or Site call, and a set of social media outlets.

An NMT Train-the-Trainer discussion group is available on the TTT Facebook page. This forum allows ongoing discussion between members and with members of the Neurosequential Network.



NMT AS EVIDENCE- AND RESEARCH BASED PRACTICE (EBP & RBP)

All emerging practices should be based upon plausible principles derived from the most updated research. And as these practices are being implemented they should be evaluated for practicality, affordability and effectiveness. Unless the practice or program can be reasonably disseminated in large public systems their global effectiveness is limited.

A key role of the NMT Trainer will be to stay up-to-date on the growth of the evidence base for the use of the Neurosequential Model. As NMT is a relatively new and significantly unique approach to clinical work, it will, rightly, be challenged to demonstrate effectiveness. The Trainer should be prepared to address these issues.

A summary of the emerging research and evidence support for the Neurosequential Model is maintained and updated by the Neurosequential Network.



NMT TTT PRIMARY TRAINING MATERIALS

The Phase II-TTT clinician learner will have access to a host of materials that can support their teaching and training efforts. A major component of the Trainer learning process is a set of web-based didactic presentations (Adobe Connect or Vimeo). These presentations were originally archived in 2010-2011. While the majority of this content continues to be accurate and useful, the working heuristics and emerging research and experience of the CTA and other in the field require ongoing updates to the training materials. In 2018, an updated didactic series, the Developmental Trauma Primer, was created for all advanced NM Trainers. This series is a core requirement for Phase II-TTT.

A completely new set of supporting slides was created in 2019. These are in the provided as two main files (Intro to the NMT and NM Core Concepts). As new findings and updated heuristics are developed, updated slides and other support materials will be posted in the web-based Resource Support Section.

PHASE II CORE DIDACTIC WEBINAR SERIES

Session 1: *Brain Organization*

Key challenge: Volume of content: "factoids" vs principles; recognition of the regional mediation of function – and the network distribution of neural systems mediating function

Session 2: *Neurodevelopment*

Key challenge: Volume of content: language; appreciation of the nature and timing of the multiple micro-processes of neurodevelopment

Session 3: *Memory*

Key challenge: appreciation of the broader concept of memory; early experience and the creation of templates

Session 4: *Relational and Reward Neurobiology*

Key challenge: complex inter-relationships stress response, relational and reward neurobiology

PHASE II CORE DIDACTIC WEBINAR SERIES

Session 5: *Neglect*

Key challenge: recognition of the various "forms" of neglect, appreciation of the key role of timing of experience

Session 6: *Stress, Distress and Trauma*

Key challenge: complex interplay between hyperarousal and dissociation

Session 7: *Special Topics: Sensitization, Tolerance*

Key challenge: appreciation of key role of patterns of experience, relationship to therapeutic approaches

Session 8: *Special Topics: Neurosociology*

Key challenge: appreciating concepts of group dynamics and influence on neurobiology

PHASE II CORE DIDACTIC WEBINAR SERIES

Session 9: *State-dependent functioning*

Key challenge: appreciation of the pervasive role of state-dependent functioning, arousal continuum, intimacy barrier

Session 10: *Advanced Clinical Topics*

Key challenge: Sleep, physical hygiene, patterns, timing and duration of experience

Session 11: *NMT Metrics: Patterns and Integration to Practice*

Key challenge: appreciation of most common patterns

Session 12: *Introduction to the NMT*


Key challenge: sample brief overview for trainers to model


DEVELOPMENTAL TRAUMA PRIMER	
<p>NEUROSEQUENTIAL NETWORK</p> <p>NMNTM</p> <p>The Neurosequential ModelTM Introduction to Developmental Trauma A Primer for NMN Trainers</p> <ol style="list-style-type: none"> 1. Basics of Brain Organization & Structure <ul style="list-style-type: none"> Structure Neurobiology & sequential processing Regulatory networks Creating "neuroscience" (meaning making) 2. Basics of Brain Development <ul style="list-style-type: none"> Growth & development Use-dependent Sequential organization Principles of neuroplasticity 3. Basics of the stress response <ul style="list-style-type: none"> Stress, distress & traumatic stress Altered Disruption Combined 4. Q & A & Discussion: Part 1 (Sessions 1-3) Self-reflection 5. Sensitization & state-dependent functioning <ul style="list-style-type: none"> Patterns of stress response activation State-dependent cognition & behavior Resilience and regulation Mechanisms of use & resilience 	<ol style="list-style-type: none"> 6. Early childhood, bonding & attachment <ul style="list-style-type: none"> Stress response organization Creating an attachment Relational regulation Relational organization 7. Neglect & Relational Sensitization <ul style="list-style-type: none"> Disrupted caregiving Chaos, stress and neurobiology Transgenerational neglect The Trauma Cycle 8. Q & A & Discussion: Part 2 (Sessions 4-5) Self-reflection 9. Dosing, spacing and resilience <ul style="list-style-type: none"> The Trauma Cycle The Five second moment The Trauma Cycle The Three minute conversation The Two minute breath The One minute repair 10. Practical application of the NMN concepts <ul style="list-style-type: none"> Diagnosis Therapeutic goals Power of relationships Discharge 11. Practical applications II <ul style="list-style-type: none"> The importance of safety Sequences of engagement Regulate, Repair, Reconnect Education & learning 12. Q & A & Discussion: Part 3 (Sessions 6-11) Self-reflection <p>NMNTM</p> <p>NEUROSEQUENTIAL NETWORK</p>

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