

## CARE Training for Professionals

Child-Adult Relationship Enhancement (CARE) is a 4.5-hour training designed to increase positive child-adult interactions, child compliance, and child engagement. It is created for clinical professionals, caregivers, and other child service adults who interact with children with behavioral and social/emotional challenges. CARE is not a therapy, but teaches skills used in evidence-based therapies. CARE can be used with children of all ages and be generalized across many settings and at different levels of intensity. Advanced CARE training may be 6 hours with additional psychoeducational topics added to the standard care training depending on the population and setting served.

**Who:** Child service workers at any level including but not limited to mental health clinicians, medical health professionals, teachers, caregivers, and potential foster parents. Training consists of lectures, slides, audio & video presentations of case examples, and modeled skills and role plays.

**Where:** Virtual via Zoom.

**Cost:** Pricing available upon request.

### Agenda

Time	Activity
9:00-9:15	Introductions and origin of CARE
9:15-9:45	CARE for children with a history of trauma
9:45-10:00	Video demo of avoid skills, discussion, & Q's handout
10:00-10:30	Video demo of do skills, discussion, & 3 P's handout
10:30-11:00	Strategic Ignoring
11:00-11:15	Break
11:15-12:00	Live feedback as participants practice integrating CARE skills
12:00-12:45	Learn and practice the second components of CARE: Giving Good Instructions
12:45-1:15	Implementation
1:15-1:30	Wrap-up, Questions and Answers, Evaluation

**Learning Objectives:** At the conclusion of this program, participants will be able to:

1. Discuss how trauma impacts child development, behaviors, and relationships.
2. Identify at least 2 reasons why use of CARE skills with children and teens may benefit those with a trauma history and living in foster homes.
3. List 3 ways to improve relationships with children and teens, including how to improve behaviors in children and teens.

4. Discuss how to help adults provide instructions that are more likely to improve compliance.
5. Discuss how CARE skills can be easily implemented into any setting or interaction with children and teens, including foster care homes.

### **About the Presenters**

**Dr. Sarah Tannenbaum, Psy.D., ABPP** is the Senior Director of Outpatient Clinical Services at The Baker Center. She has strategic and operational oversight of The Baker Center's outpatient programs, including the Center for Effective Therapy, a clinic providing mental health assessments and focused short-term treatments for children and their families; Camp Baker, a Summer Treatment Program for children with ADHD; and the Next Step: College Success and Independent Living Program, a college preparatory program for transitional aged youth with social communication deficits. Dr. Tannenbaum is a board-certified child and adolescent clinical psychologist and Instructor in Psychology at Harvard Medical School. Dr. Tannenbaum specializes in providing evidence-based practices to children, adolescents, and families as well as training students and community clinicians in these approaches. She is the Principal Investigator on a National Child Traumatic Stress Network (NCTSN) Category III grant aimed at increasing access to evidence-based trauma treatments and spreading awareness of traumatic stress symptoms, the impact on child development, and how to heal from adversity. In her role, Dr. Tannenbaum supports local and nationwide training in best practices for childhood disorders, while offering her expertise to clinicians, doctoral trainees, and social work fellows in training at Baker. As a Regional Trainer in Training, she has helped train clinicians in Parent Child Interaction Therapy (PCIT), an evidence-based intervention for children ages 2-7, across many states including Alaska, Connecticut, Georgia, Maine, Massachusetts, Missouri, Maryland, and Tennessee. Dr. Tannenbaum is also an Associate Trainer in the Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH-ADTC), and has supported training in this approach in Florida, New Hampshire, New York, North Carolina, Massachusetts, and Utah. She is a Child Adult Relationship Enhancement (CARE) Facilitator and a supervisor and trainer in the Summer Treatment Program (STP). Due to her expert knowledge in evidence-based approaches and experience working in a wide array of settings, Dr. Tannenbaum provides extensive consultation to schools and other systems of care in effective intervention and prevention strategies as well as training initiatives for both clinical and non-clinical staff. Additionally, Dr. Tannenbaum is a member of the core training faculty in The Baker Center's APA-accredited training program. In recognition of her supervisory and mentorship skills, Dr. Tannenbaum was awarded Harvard Medical School's Young Mentor Award in 2021. Dr. Tannenbaum is an active member of the Association of Behavioral and Cognitive Therapies (ABCT), of PCIT International, and of Division 53 (Clinical Child Psychology) of the American Psychological Association. She serves on the PCIT International Policy and Advocacy Task Force and is a co-founder of the ABCT STP Special Interest Group.