

GENERAL INFORMATION

<p><b>Treatment Description</b></p>	<p><b>Acronym (abbreviation) for intervention:</b> TARGET</p> <p><b>Average length/number of sessions:</b> 10</p> <p><b>Aspects of culture or group experiences that are addressed (e.g., faith/spiritual component, transportation barriers):</b> Spiritual beliefs, community norms, historical trauma</p> <p><b>Trauma type (primary):</b> Complex - Polyvictimization</p> <p><b>Trauma type (secondary):</b> Traumatic loss</p>
<p><b>Target Population</b></p>	<p><b>Age range:</b> 10 to none</p> <p><b>Gender:</b> <input type="checkbox"/> Males <input type="checkbox"/> Females <input checked="" type="checkbox"/> Both</p> <p><b>Ethnic/Racial Group (include acculturation level/immigration/refugee history–e.g., multinational sample of Latinos, recent immigrant Cambodians, multigeneration African Americans):</b> African American, Latino/Hispanic, Asian American, Caucasian</p> <p><b>Other cultural characteristics (e.g., SES, religion):</b> Low SES</p> <p><b>Language(s):</b> English, Spanish</p> <p><b>Region (e.g., rural, urban):</b> All</p> <p><b>Other characteristics (not included above):</b> Juvenile and Adult Criminal Justice, Foster Families, Single Parent Families</p>
<p><b>Essential Components</b></p>	<p><b>Theoretical basis:</b> Developmental trauma, emotion regulation, cognitive-behavioral</p> <p><b>Key components:</b> Engagement, Emotion Regulation, Trauma Processing, Relational Repair</p>
<p><b>Clinical &amp; Anecdotal Evidence</b></p>	<p><b>Are you aware of any suggestion/evidence that this treatment may be harmful?</b>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Uncertain</p> <p><b>Extent to which cultural issues have been described in writings about this intervention (scale of 1-5 where 1=not at all to 5=all the time).</b> 5</p> <p><b>This intervention is being used on the basis of anecdotes and personal communications only (no writings) that suggest its value with this group.</b>  <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p><b>Are there any anecdotes describing satisfaction with treatment, drop-out rates (e.g., quarterly/annual reports)?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>If YES, please include citation:</b> Advanced Trauma Solutions Semi-Annual Reports to the State of Connecticut Judicial Branch Court Support Services Division</p>

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<p><b>Clinical &amp; Anecdotal Evidence continued</b></p>	<p><b>Has this intervention been presented at scientific meetings?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>If YES, please include citation(s) from last five presentations:</b></p> <p>Ford, J. D., &amp; Tennen, H. “Randomized Clinical Trial of Affect Regulation Versus Relational Therapy for Girls with PTSD Involved in Delinquency: Daily Self-Report Outcomes” in Symposium <i>Emotion Regulation, Violence Exposure, and Trauma-Related Outcomes in Youth and Adults Exposed to Significant Life Adversity</i>, A. DePrince, Chair (11/1/12) <u>International Society for Traumatic Stress Studies</u>.</p> <p>Ford, J. D., &amp; Tennen, H. “Daily Monitoring Outcomes of Affect Regulation Psychotherapy for Traumatized Women” in Symposium <i>Clinical and Neurobiological Aspects of Complex Trauma Disorders</i>, C. Courtois, Chair (11/5/2011) <u>International Society for Traumatic Stress Studies</u>.</p> <p>Ford, J. D., Levine, J., Zhang, W., &amp; Steinberg, K., “Outcomes of a Randomized Controlled trial Effectiveness Study Comparing Affect Regulation and Supportive Relational Individual Therapy with Delinquent Girls: Girls In Recovery from Life Stress (GIRLS) Study” (11/4/2010; Symposium Presentation.) <u>International Society for Traumatic Stress Studies</u>.</p> <p>Ford, J.D. “The Role of Mindfulness in a Randomized Clinical Trial of Affect Regulation and Social Problem Solving Psychotherapies for Low Income Mothers with PTSD” (11/14, 2009, Symposium Presentation) <u>International Society for Traumatic Stress Studies</u>.</p> <p><b>Are there any general writings which describe the components of the intervention or how to administer it?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Has the intervention been replicated anywhere?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>Other countries?</b> <i>(please list)</i> The Netherlands</p>	
<p><b>Research Evidence</b></p>	<p><b>Sample Size (N) and Breakdown</b> <i>(by gender, ethnicity, other cultural factors)</i></p>	<p><b>Citation</b></p>
<p><b>Clinical Trials</b> <i>(w/control groups)</i></p>	<p>358 boys, 36 girls (age 11-16) in juvenile detention, 43% African American, 32% Latino/Hispanic</p> <p>67 boys, 7 girls (age 11-19) in juvenile justice mental health inpatient treatment, 23% Hispanic</p>	<p>Ford &amp; Hawke, 2012</p> <p>Marrow et al., 2012</p>

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<p><b>Randomized Controlled Trials</b></p>	<p>85 men and 118 women (M age = 38) in addiction treatment, 89% low income, 25% African American, 20% Latino or mixed race.</p> <p>146 mothers with a child age 5 or younger, 94% low income, 48% homeless, 40% African American, 18% Latina, full or partial PTSD</p> <p>59 girls involved in delinquency (age 13-17), 59% Latina/mixed race, 18% African American; full or partial PTSD</p> <p>72 incarcerated women, 30% African American, 13% Latina; full or partial PTSD</p>	<p>Frisman et al. 2008</p> <p>Ford et al., 2011</p> <p>Ford et al., 2012</p> <p>Ford et al., in review</p>
<p><b>Studies Describing Modifications</b></p>	<p>Family therapy adaptation</p>	<p>Ford &amp; Saltzman, 2009</p>
<p><b>Outcomes</b></p>	<p><b>What assessments or measures are used as part of the intervention or for research purposes, if any?</b> CAPS, UCLA-RI, Expectancies for Negative Mood Regulation, TSI, BDI, STAI, STAXI, Hope, COPE, MDI, Daily Self-Report</p> <p><b>If research studies have been conducted, what were the outcomes?</b> Reduced PTSD, depression, anxiety, anger symptoms; improved emotion regulation, self-efficacy, active coping, interpersonal functioning, parenting; reduced behavioral incidents and punitive sanctions in juvenile justice facilities.</p>	
<p><b>Implementation Requirements &amp; Readiness</b></p>	<p><b>Space, materials or equipment requirements?</b> Private space for sessions; all materials provided by intervention package</p> <p><b>Supervision requirements (e.g., review of taped sessions)?</b> Ongoing review of taped sessions and meeting with TARGET consultant</p> <p><b>To ensure successful implementation, support should be obtained from:</b> Advanced Trauma Solutions, Inc. (<a href="http://www.advancedtrauma.com">www.advancedtrauma.com</a>)</p>	
<p><b>Training Materials &amp; Requirements continued</b></p>	<p><b>List citations for manuals or protocol descriptions and/or where manuals or protocol descriptions can be obtained.</b> <a href="http://www.advancedtrauma.com">www.advancedtrauma.com</a></p> <p><b>How/where is training obtained?</b> <a href="http://www.advancedtrauma.com">www.advancedtrauma.com</a></p>	

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<p><b>Training Materials &amp; Requirements</b></p>	<p><b>What is the cost of training?</b> Training is provided only to programs/agencies and cost varies depending on number of staff/professionals trained; typical range = \$15,000 - \$75,000 per year</p> <p><b>Are intervention materials (<i>handouts</i>) available in other languages?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><b>If YES, what languages?</b> Spanish</p> <p><b>Other training materials &amp;/or requirements (<i>not included above</i>):</b> Ongoing consultation required (with reduced intensity as fidelity/competence is established) while the model is used. A train-the-trainer option enables program/agencies to develop their own internal trainer/consultants.</p>
<p><b>Pros &amp; Cons/ Qualitative Impressions</b></p>	<p><b>What are the pros of this intervention over others for this specific group (<i>e.g., addresses stigma re. treatment, addresses transportation barriers</i>)?</b> Explains impact of trauma on brain, body, emotions, behavior, relationships in non-technical and de-stigmatizing terms. Provides a unique skill set for symptom management and emotion regulation. Provides a structure and skills to support trauma memory processing but does not require memory work. Provides training/materials for implementation/reinforcement by non-professional helpers (e.g., treatment or detention center line staff, therapeutic aides, mentors). Designed and successfully implemented concurrently with other evidence based youth and family interventions (e.g., MST, MDFT) and conjointly or in parallel with parents and children, and with substance abuse interventions (e.g., ACRA, MET/CBT).</p> <p><b>What are the cons of this intervention over others for this specific group (<i>e.g., length of treatment, difficult to get reimbursement</i>)?</b> Cost of training and ongoing fidelity/competence QA and consultation is higher than for models that provide primarily initial training and limited follow-up QA/supervision.</p> <p><b>Other qualitative impressions:</b> Children, adolescents, and parents engage rapidly and enthusiastically in the intervention. Therapists find the emotion regulation framework/skills useful for self-care and vicarious trauma.</p>
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## References

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- Ford, J. D., Steinberg, K., Hawke, J., Levine, J., & Zhang, W. (2012). Randomized trial comparison of emotion regulation and relational psychotherapies for PTSD with girls involved in delinquency. *Journal of Clinical Child and Adolescent Psychology, 41*, 27-37. DOI: 10.1080/15374416.2012.632343
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- Marrow, M., Knudsen, K., Olafson, E., & Bucher, S. (2012). The value of implementing TARGET within a trauma-informed juvenile justice setting. *Journal of Child and Adolescent Trauma, 5*, 257-270.