Heart to Heart Comprehensive Treatment Planning for ARC: Attachment, Regulation, Competency for Somatic regulation, trauma processing and attachment-building.

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#1 Domain: Attachment

Caregiver Affect Management

Key Subskills

Psychoeducation about trauma, Normalization and validation, Identify challenging situations, Build self-monitoring skills, Enhance self-care and support resources.

Attunement

Key Subskills

Parallel attunement to caregivers, Support caregiver active curiosity, Use reflection to mirror child experience, Integrate attunement skills into support for youth self-regulation, Support fluidity and pleasure in dyadic engagement.

Effective Response

Key Subskills

Proactively identify behaviors to target (increase/decrease), Use attunement skills to identify patterns of behavior, Use "go-to" strategies (meet needs, support regulation) to reduce and address identified behaviors, Identify, experiment with, and enhance other behavioral response

strategies (problem-solving, positive reinforcement, limit-setting) that increase youth and environmental safety.

Goals:

- Parents will increase his or her ability to manage his or her affect when distressed.
- Parents will build a greater understanding of how trauma impacts child development and functioning.
- Parents will be able to identify key areas of distress in parenting.
- Parents will increase both internal and external resources.

Objectives:

- Parents will build a greater understanding of how trauma impacts child development and functioning.
- Parents will be able to identify at least 3 strategies for coping with anxiety, anger, and sadness.
- Parents will appropriately use supports when feeling overwhelmed.
- Parents will appropriately contact clinician when feeling overwhelmed.
- Parents will be able to identify internal cues of feeling overwhelmed or upset.
- Parents will increase ability to tune into moments of success or positive accomplishment.

#2 Domain: Emotional and Bodily Regulation

Identification

Key Subskills

Identification in self: Language for emotions and arousal, Identification in self: Connection of emotions, body sensations, behavior, and cognition, Identification in self: Contextualization of emotions and arousal to internal and external experience, Identification in others: Accurately reading others' emotional expression.

Modulation

Key Subskills

Build understanding of degrees of energy and feeling, Build understanding of comfortable and effective states, Explore arousal states and develop agency over tools, Support and facilitate strategies which successfully lead to state change.

Goals:

- Client will improve his or her ability to identify a range of emotions.
- Client will improve his or her capacity to make connections among emotions, body sensations, behavior, and cognition.
- Client will be able to identify potential external and internal causes of his or her own emotions.
- Client will be able to identify emotions in others based on facial expression, body language, and language.

Objectives:

- Client will be able to identify at least two body sensations associated with a specific feeling.
- Client will be able to recognize 3 signs that he or she is becoming angry.
- Client will increase his or her accurate recognition of signs that peers are frustrated or angry.
- Client will improve his or her ability to identify specific thoughts that connect to feelings of sadness.
- Client will be able to differentiate "small" from "big" feelings (i.e., irritation from rage).
- Client will increase his or her capacity to recognize body and behavioral cues that signify varying levels of energy or arousal.
- Client will identify adaptive and disruptive ways of expressing anger, sadness, worry, and fear.
- Client will identify environmental/external triggers for feelings of anger, sadness, worry, and fear.

#3 Competency

Relational Connection

Key Subskills

Explore goals of connection; build comfort and safety in relationship, Identify and establish resources for safe connection, Create opportunities for connection via structures that support communication, Build skills to support effective use of resources.

Executive Functions

Key Subskills

Support active recognition of capacity to make choices, Build age-appropriate active evaluation of situations, Build child capacity to inhibit response, Build and support ability to generate and evaluate potential solutions.

Self and Identity

Key Subskills

Help children identify personal attributes (unique self), Build internal resources and identification of positive aspects of self (positive self), Build a sense of self which integrates past and present experiences, and incorporates multiple aspects of self (cohesive self), Support capacity to imagine and work toward future goals and outcomes (future self).

Trauma Experience Integration

 Key Subskills

Fluid phases and client states which guide application of the core ARC skills, Surviving and Tolerating: Present-focused distress tolerance, Recognize and support children and adolescents in coping with current perceived experience. Support caregivers' tolerance of their own experience as well as of youth behaviors and reactions, and engage in strengths, Recognizing and Addressing: Self or Other Attunement Recognize and build understanding of patterns; understanding triggers and behavioral functions, Build a caregiving system that accurately sees and understands youth experience, Shifting and Transforming: Meaning Making and Future Orientation Identify and explore past experiences, expand on self in the present, and engage links to the future, Support caregiver's own meaning-making and expand family identity 6+.

Goals:

- Increase Client's capacity to make effective choices.
- Improve Client's ability to appropriately evaluate situations.
- Build Client's capacity to inhibit his or her responses effectively.
- Increase Client's ability to generate and evaluate potential solutions to problems.

Objectives:

- Client will improve her capacity to identify problematic situations in relationships.
- Client will increase his understanding of the link between actions and consequences.
- With supports, Client will be able to consider various choices in response to an identified problem.
- With supports, Client will be able to identify goals in response to an identified problem.

- Client will be able to choose from limited choices without becoming overwhelmed or dysregulated.
- Client will be able to recognize internal/external cues that signal a problem.
- Client will recognize and inhibit his initial survival reaction to a problem.
- Client will make an active choice in response to an identified problem.
- Client will be able to generate and evaluate at least 2 potential solutions to an identified problem.

Additional Treatment Goals: Click or tap here to enter text.

Parent #1 signature

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Parent #2 signature

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Child Therapist

Click or tap here to enter text.   Date: Click or tap here to enter text.

Dr. Kathleen Chara   Date: Click or tap here to enter text.

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