

The Neurosequential Model Network

www.Neurosequential.com www.BDPerry.com

<u>www.BDPerry.com/handouts</u>



@BDPerry@Neurosequential



Neurosequential Network YouTube Channel Info NMN

@infonmn326

Overview of the Neurosequential Model https://youtu.be/910LNopJrHM



Selected References

Development and Implementation of NMT

Perry, B.D. (2006) The Neurosequential Model of Therapeutics: Applying principles of neuroscience to clinical work with traumatized and maltreated children In: Working with Traumatized Youth in Child Welfare (Ed. Nancy Boyd Webb), The Guilford Press, New York, NY, pp. 27-52

Perry, B.D. (2009) Examining child maltreatment through a neurodevelopmental lens: clinical application of the Neurosequential Model of Therapeutics. Journal of Loss and Trauma 14: 240-255

Barfield, S., Gaskill, R., Dobson, C. & Perry, B.D. (2012) Neurosequential Model of Therapeutics© in a therapeutic preschool: implications for children with complex neuropsychiatric problems. International Journal of Play Therapy 21:1, 30-44

Perry, B.D. (2013) The Neurosequential Model of Therapeutics in Young Children. In (K.Brandt, B.D. Perry, S. Seligman & E.Tronick, Eds) Infant and Early Childhood Mental Health. American Psychiatric Press, NY pp. 21-47

Hambrick, E., Brawner, T., Perry, B.D., et al. (2018) Restraint and critical incident reduction following introduction of the Neurosequential Model of Therapeutics (NMT). Residential Treatment for Children & Youth, 35:1, 2-23 https://doi:10.1080/0886571X.2018.1425651

Mason, C., Kelly, B.L. & McConchie, V. (2020) Including Neuroscience in Social Work Education: Introducing Graduate Students to the Neurosequential Model of Therapeutics, <u>Journal of Teaching in Social Work</u>, 40:4, 352-371,

https://doi:10.1080/08841233.2020.1788692

Gwynne. K., Angel, K.A., Duffy, G., Blick, B., Dowling, B. & Hodgins, G. (2023) 10 Year longitudinal evaluation of the Spilstead Model of Milieu Intervention. <u>Journal of Child & Adolescent Trauma</u>. https://doi.org/10.1007/s40653-023-00523-3

Stoll, S.J., Hartman, J.D., Paxton, D., Wang, L., Ablon, J.S., Perry, B.D & Pollastri, A.R. (2023): De-Implementing a Point and Level System in Youth Residential Care without Increased Safety Risk: A Case Study, Residential Treatment for Children & Youth, https://doi.org/10.1080/0886571X.2023.2233408



Selected References

Research and outcomes using the NMT™ Core Dataset

Hambrick, E., Brawner, T., & Perry, B.D. (2018). Examining developmental adversity and connectedness in child welfare-involved children. Children Australia, 43(2), 105-115. https://doi:10.1017/cha.2018.21

Hambrick, E.P., Brawner, T., Perry, B.D., Brandt, K., Hofeister, C. & Collins, J. (2018) Beyond the ACE Score: Examining relationships between timing of developmental adversity, relational health and developmental outcomes in children <u>Archives of Psychiatric Nursing https://doi:10.1016/j.apnu.2018.11.001</u>

Hambrick, E.P., Brawner, T. & Perry, B.D. (2019) Timing of early life stress and the development of brain-related capacities. Front. Behav. Neurosci. 13:183. https://doi:10.3389/fnbeh.2019.00183

Frederico, M., Jackson, A., Black, C., Pawsey, R. & Cox, A. (2019) Take Two – implementing a therapeutic service for children who have experienced abuse and neglect: beyond evidence-informed practice. <u>Child Abuse Review</u> 28: 225–239 http://DOI:10.1002/car.2563

Cox, A., Perry, B.D., & Frederico, M. (2021) Resourcing the system and enhancing relationships: pathways to positive outcomes for children impacted by abuse and neglect. <u>Child Welfare</u>. Special edition "Global Perspectives on Neglect and Child Protection" 98:6, 177-201

Evans, K.E. et al. (2023) Exploring Adherence to Client Treatment Recommendations in the Neurosequential Model of Therapeutics. Research on Social Work Practice 1–12. https://doi:10.1177/10497315231160588

White, K., et al. (2023) Longitudinal evaluation of the Neurosequential Model of Therapeutics with adoptive families in Tennessee. Journal of Evidence-based Social Work 20:6, 1004-1025, DOI: https://doi.org/10.1080/26408066.2023.224

Johannessen, K.N., Bakken, A.K., Hambrick, E. & Solbakken, O.E. (2024) Treatment effects of introducing the Neurosequential Model of Therapeutics in a Norwegian residential treatment facility for children aged 7-13. Children 11, 503. https://doi.org/10.3390/children11050503

Smith, P., Sharmin, S., Ambry, D., Cox, A., Hambrick, E., Frederico, M. & Mosse, H. (2024) Adversity, trauma symptoms and the effectiveness of an individualized developmental trauma intervention program. (in review)

NEUROSEQUENTIAL

Bakken, A. K., Johannessen, K.N., Hambrick, E.P., & Solbakken, O.A. (2024) Reduction of restraint and critical incidents in a Norwegian residential treatment facility for children aged 7-13 following the implementation of the Neurosequential Model of Therapeutics (in review)

Selected References

Development, Implementation & Outcomes of NME

Ryan, K.; Lane, S.J.; Powers, D. (2017) A multidisciplinary model for treating complex trauma in early childhood. Int. J. Play Ther. 2017, 26, 111–123. https://psycnet.apa.org/doi/10.1037/pla0000044

Taylor, L. & Barrett, W. (2019) Developing a trauma-informed approach to closing the poverty-related attainment gap. <u>Educational & Child Psychology</u> 35:3, pp. 64-75

Perry, B.D. (2020) The Neurosequential Model: a developmentally sensitive, neuroscience-informed approach to clinical problem solving in (Janise Mitchell, Joe Tucci & Ed Tronick, Eds), The Handbook of Therapeutic Child Care for Children. Jessica Kingsley, London pp. 137-155

Education Gazette editors (2020) Nature, nurturing and neuroscience. Education Gazette New Zealand 99:14 pp 1-9. https://gazette.education.govt.nz/articles/nature-nurturing-and-neuroscience/

Taylor, L. & Barrett, W. (2021) The importance of trauma-informed approaches in education – the impact of implementing a brain-based approach to supporting learners across a Scottish Local Authority. International Journal of School Social Work: 6:2. https://doi.org/10.4148/2161-4148.1079

Lohmiller, K., Gruber, K., Harpin, S., Belansky, E.S., James, K.A., Pfeiffer, J.P. & Leiferman, J. (2022) The S.I.T.E. framework: a novel approach for sustainably integrating trauma-informed approaches in schools. J Child Adol Trauma https://doi.org/10.1007/s40653-022-00461-6

Graner, S. & Perry, B.D. (2023) Translating the Six R's for the Educational Setting (revised and updated from A '6Rs" Translational Template for Educators 2020). NMN Press, Houston

