













Sensorimotor Psychotherapy for Developmental Injury addresses the interaction between traumatic, attachment, and developmental issues and how to provide effective treatment given their inevitable intertwining. In this training, research from the attachment and neuroscience fields provides the theoretical foundation for Sensorimotor PsychotherapySM interventions and practices that address the effects of suboptimal and/or traumatic early attachment.

Experiences in early childhood leave a legacy of conscious and nonverbal learning reflected in relational habits, affect tolerance and expression, meaning making and cognitive schemas that limit development, patterns of body structure, and the ability to connect deeply to one's own emotions. In the training, participants will learn to track and name developmental and attachment patterns, help clients make meaning from the bottom up, manage consciousness, assess resources for relationship and full participation in life, connect to early memories and unresolved grief and loss, and transform painful emotions held by young child states

SP for the Treatment of Developmental Injury consists of approximately 126 contact hours divided into 7 multi-day modules, for a total of 21 days. Modules are typically spaced 4-8 weeks apart; trainings typically complete within 9-12 months.

Students will form peer-partner dyads and two to four dyads will form a studygroup. Between modules, students will work through the assignments in the manual and practice both in dyads and in groups. In general 40-60 hours preparation and practice are needed in between the modules. The final assignment will take 16 hours (case description and reflection, case in sensorimotor format).

During training, a trainer will be assisted by 4-7 SP assistants. These are SP-trained and/or certified therapists so all students can get feedback during practice, optimizing their personal learning experience

MODULES	1	2	3	4	5	6	7
CORE CONCEPTS 	Foundations of SP The Body in Attachment Processes	Overview Developmental Needs and Adaptations Mental Models	Memory States of Consciousness	Somatically Working with Developmental Themes	Overview of Child States Strong Emotion	Deep Dive into Child State Work Boundaries	Enactments: Therapist's Organization of Experience
STAGES of the PROCESS 	Stages of the Process Overview 	Deep Dive into Container, Accessing, and Processing 	Deep Dive into Processing, Transformation and Integration 	Working with Somatic Developmental Indicators 	Working with Child States 	Working with Child States (continued) 	Looking at our Own Experience with Clients 
SKILLS DEVELOPMENT TELL, SEE, DO 	<ul style="list-style-type: none"> • Body reading • Tracking • Contact • Psychoeducation 	<ul style="list-style-type: none"> • Steps to mindfulness • Framing 	<ul style="list-style-type: none"> • Steps to mindfulness (continued) • Stitching • Linking 	<ul style="list-style-type: none"> • Processing somatically • Framing access route and transformation • Understand developmental movements 	<ul style="list-style-type: none"> • Tracking and body reading for child • Contact and framing child indicators • Dual awareness 	<ul style="list-style-type: none"> • Stimulating and maintaining child state • Funneling to core of pain 	<ul style="list-style-type: none"> • Therapist organization of experience • Self Reflection • Build Retention & Maintenance Plan