Outline and objectives for *1 day program*

Lisa M. Najavits, PhD

**Title:** Seeking Safety for Adolescents: An evidence-based model for trauma and/or substance abuse

**Summary:** The goal of this presentation is to describe *Seeking Safety* specifically as it is implemented for adolescents. Seeking Safety isan evidence-based model for trauma and/or substance abuse (clients do not have to have both). *Seeking Safety* teaches present-focused coping skills to help clients attain safety in their lives. It is highly flexible and can be conducted in any setting by a wide range of clinicians and also peers. There are up to 25 treatment topics, each representing a safe coping skill relevant to trauma and/or substance abuse, such as “Asking for Help”, “Creating Meaning”, “Compassion”, and “Healing from Anger”. Topics can be done in any order, as few or many sessions as time allows (one does not have to do all 25). *Seeking Safety* strives to increase hope through emphasis on ideals; it offers exercises, emotionally-evocative language, and quotations to engage patients; attends to clinician processes; and provide concrete strategies to build recovery skills. Anyone can implement Seeking Safety in their setting if they choose to (no specific degree, license or experience is required, unless a formal research study is being conducted). The model has been used with adolescents age 13 and above for over 20 years across all levels of care. This training is comparable to the standard 1 day Seeking Safety training but also emphasizes elements specific to the developmental needs of adolescents. We cover ways to make Seeking Safety engaging for this age group (e.g., games and exercises); responding to challenging adolescents and families; using language and examples relevant to adolescents; and working with juvenile justice-involved adolescents.

**Objectives:**

1. To describe the Seeking Safety model.
2. To identify elements specific to implementation with adolescents.
3. To highlight the evidence base on the model.
4. To rehearse examples of how to conduct the model with adolescents.
5. To provide assessment and treatment resources.

**References:**

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**Audiovisual (for on-site training):**

LCD projector

Audio capacity (to play brief video segments from trainer’s computer)

Microphone

**Methods of instruction include:**

1. Lecture

2. Brief video segments related to treatment issues

3. Question/answer discussion with participants