

ADVANCED CHILD-ADOLESCENT ART THERAPY IN A FAMILY SYSTEMS CONTEXT

TWO OPTIONS TO ATTEND THE LIVE PROGRAMS: IN PERSON IN PHILADELPHIA OR VIRTUALLY OVER ZOOM

PROGRAM OVERVIEW

Child and adolescent therapy is highly rewarding, but with it come unique obstacles and pitfalls. Children's instinctive resistance to exploring challenges and developmental lack of insight, challenging home settings, and parental sabotage represent the tip of the complex iceberg. Art therapy has been hailed as an excellent mode of individual treatment for children and adolescents while others suggest that family therapy is ideal. Are these modes of treatment mutually exclusive? Must we employ one mode over the other at the expense of the child's treatment? After all, we can't isolate the individual child's development and symptomatology from the influence of the family system. Simultaneously, we can't ignore the child's impact on family dynamics and parenting styles. Let's integrate the approaches!

ADVANCED CHILD-ADOLESCENT ART THERAPY IN A FAMILY SYSTEMS CONTEXT is a four-session educational program that unpacks an original outpatient treatment model synthesizing individual child art therapy with family therapy. In this integrative approach, the art therapist assesses and treats the child's internal world simultaneously with the larger family system and school environment. The child works through challenges in a child-centered mode of therapy while parents learn how best to understand and support their child's unique needs. It takes an uncommon approach to work with this singular phase of our clients' lives! Through interactive experiential activities, lecture, visual-active poster presentations, discussion, case presentations and video examples you will leave this workshop inspired with a wealth of innovative and strategies to transform your outpatient child-adolescent therapy practice!

"Mike integrated many theories in psychotherapy into one clear model. It is well thought out and addresses many of the things I found hard about treating children and adolescents in my clinic."

Jill – Art Therapist



Mike Fogel, MA, ATR-BC LPC

Author, Art Therapist, and Founder of the Child and Family Art Therapy Center, Camp Pegasus, and the Art of Friendship Social-Coping Program®

ABOUT THE PRESENTER

Mike Fogel is an art therapy entrepreneur and author. He is the creator of highly regarded therapy programs, including the Art of Friendship Social-Coping Program (2000), Child & Family Art Therapy Center (2007), Camp Pegasus (2013), the BetterWorld Affordable Therapy Program (2019), and Philadelphia Adult Art Therapy Associates (2021). In practice since 1995, Mike treats a wide range of childhood challenges in a loving, child-centered individual therapy approach, involving parents in every session. Additionally, Mike specializes in the treatment of children with social-coping challenges such as High Functioning Autism, ADHD and learning differences. He released his first book in September 2020, "The Social-Emotional Guidebook: Motivate Children with Social Challenges to Master Social & Emotional Coping Skills". A charismatic and engaging speaker, Mike has presented at national and local conferences and for professional and lay organizations. He enjoys his work as well as prog-rock music, the beach, comedy, sports, making art, and reading comic books. Mike loves his family best of all! He lives outside of Philadelphia, PA with his wife, two children, and Penny the Shi Tzu.



"Mike's presentation style is engaging and reassuring. He kept the class engaged throughout with humor, interesting case examples, and role-play."

Susan – Art Therapist

LIVE SEMINAR SCHEDULE

7:30 a.m. E.T. Registration/Morning Coffee & Tea
8:00 a.m. E.T. Program begins
12:00 p.m. – 1:15 p.m. E.T. . . . Lunch (on your own)
4:00 p.m. E.T. Program ends

There will be two 15-minute breaks (mid-morning & mid-afternoon). Actual lunch and break start times are at the discretion of the speaker.

Child & Family Art Therapy Center
ART THERAPY CENTER
Child and Family Art Therapy Center
600 Haverford Rd. Ste. G-101
Haverford, PA 19041
(610) 649-1080

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TARGET AUDIENCE

**Art Therapists • Creative Arts Therapists • Counselors
Clinical Social Workers • Marriage and Family Therapists
Psychologists • Other master's level mental health professions
who treat children, adolescents & their families**

**Program participants are not taught how to be art therapists or 'do art therapy.' You will learn an integrative child/family systems approach, advanced child-centered therapy, & parent training skills to adapt & interweave into your treatment modality.*

Register now!

Email AT/FS educational program administrator at Candice@ChildAndFamilyArtTherapyCenter.com

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TWO OPTIONS TO ATTEND THE LIVE PROGRAMS: IN PERSON IN PHILADELPHIA OR VIRTUALLY OVER ZOOM



A 4-Class Series; attend the entire program or individual classes a la carte!

Overcome the common obstacles to powerful child-adolescent art therapy	Create a powerful holding environment for even the most difficult outpatient therapy cases	Engage parents and impact your clients' formative environment in ways you always hoped	Become the go-to child-adolescent therapist in your area
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Friday, September 8, 2023
Child Centered Art Therapy in a Family Systems Model (AT/FS)

Monday, September 11, 2023
Child Centered Art Therapy Realized

Friday, September 15, 2023
Partnering with Parents/Caregivers & Structuring Home Reward-Consequence Programs

Monday, September 18, 2023
Visual, Active & Art-Based CBT Lessons for Children & Adolescents



Featuring: Mike Fogel, MA, ATR-BC LPC

Author, Art Therapist, and Founder of the Child and Family Art Therapy Center, Camp Pegasus, and the Art of Friendship Social-Coping Program®

Eligible participants include: Master's level Art Therapists, Music Therapists Dance-Movement Therapists, Drama Therapists, Mental Health Counselors, Clinical Social Workers, Marriage and Family Therapists, Psychologists, and related mental health professions.

Earn 6.25 CE hours per class, up to 25 total CEs for the whole series!



PROGRAM LOCATION:
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600 Haverford Rd. Ste. G-101, Haverford, PA 19041
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A 4-Class Series; attend the entire program or individual classes a la carte!

ELIGIBLE PARTICIPANTS

Master's level Art Therapists, Music Therapists Dance-Movement Therapists, Drama Therapists, Mental Health Counselors, Clinical Social Workers, Marriage and Family Therapists, Psychologists, and related mental health professions.

*Program participants are not taught how to be art therapists or 'do art therapy.' You will learn an integrative child/family systems approach, advanced child-centered therapy, & parent training skills to adapt & interweave into your treatment modality.



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ChildAndFamilyArtTherapyCenter.com

"A game changer, course number one just restructured my entire practice."

Kelly – Art Therapist

"One of the best continuing ed programs I ever attended."

Scott – Psychologist

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7:30 a.m. E.T. Registration/Morning Coffee & Tea
8:00 a.m. E.T. Program begins
12:00 p.m. – 1:15 p.m. E.T. Lunch (on your own)
4:00 p.m. E.T. Program ends

There will be two 15-minute breaks (mid-morning & mid-afternoon). Actual lunch and break start times are at the discretion of the speaker.

CLASS OUTLINES AND LEARNING OBJECTIVES*

*Program participants are not taught how to be art therapists or 'do art therapy.' You will learn an integrative child/family systems approach, advanced child-centered therapy, & parent training skills to adapt & interweave into your treatment modality.

ALL CLASSES RUN FROM 8:00am – 4:00pm E.T. AND OFFER 6.25 CE HOURS

Friday, September 8, 2023
Child Centered Art Therapy in a Family Systems Model (AT/FS)

Develop a powerhouse outpatient model for assessment and treatment that wraps its arms around a child's whole world.

Learning Objectives: participants will be able to . . .

- State at least 4 obstacles to child therapy and at least 4 solutions provided by the AT/FS model.
- List the objective and structure of each of the 4 sessions in the AT/FS assessment procedure.
- Outline the 6-step sequence of family-murals and verbal processing in the AT/FS family art therapy assessment session.
- Define the rationale and implementation of the two segments of a typical AT/FS individual therapy session: "parent-child talk-time" and "child-centered art-therapy time".
- Describe at least five different therapy strategies that may be used during the "parent talk time" and "child-centered art therapy time" segments of AT/FS individual therapy.

Class Outline

- Art-making experiential reflection: Metaphoric hybrid animal drawing to convey participants' experience of the joys and challenges of outpatient therapy with children
- Foundations of the Art Therapy in a Family Systems Context (ATFS) approach
- Compare and contrast individual child therapy and family therapy goals, benefits, & limitations
- Integration of individual art therapy and family systems theory in one comprehensive treatment approach
- Introduce the structure and implementation of the AT/FS treatment model by defining parent-child "talk time", a.k.a. "reality time", child centered art-play therapy time, & breakout collateral parent meetings
- Rationale and eclectic theories and techniques employed during parent-child "talk-time" in AT/FS, including solution-focused therapy, narrative therapy, cognitive behavioral therapy, inter-subjective dynamic psychotherapy, child-centered therapy, family systems theory and techniques, & parent-training
- Rationale and theories employed in child centered art-play therapy segment of each session of AT/FS, including art therapy, play therapy, child-centered therapy, developmental/dynamic psychotherapy, Jungian psychotherapy
- Rationale and strategies employed during breakout collateral parent meetings, including exploring parent resistance, building collaborative partnership, monitoring progress and treatment planning, building or enhancing parents' executive skills, communication-listening skills, discipline techniques, installing supportive home structure including behavior-modification reward programs and limits/consequences
- Client surveys: what children experience; what parents/caregivers experience
- Case examples with artwork
- Great therapy begins with a great assessment: the 4 session AT/FS Assessment Procedure overview
- Session 1 structure and sequence: parent-caregiver intake meeting: the Bio-Psycho-Social Interview, without client or children present
- Session 2 structure and sequence: Family Art Therapy Assessment Session with entire household
- Session 3 structure and sequence: Individual Art Therapy Assessment
- Session 4 structure and sequence: Parent-Caregiver Feedback and treatment planning session
- Case examples from patient assessments

Monday, September 11, 2023
Child Centered Art Therapy Realized

Discover the ideal environment to reduce resistance & deepen affective participation through therapist mirroring of art & play and therapeutic storytelling.

Learning Objectives: participants will be able to . . .

- Describe the optimal child-centered therapeutic environment necessary for clients to heal, grow, and actualize their personal potential.
- Demonstrate 5 or more verbal and nonverbal cues art therapists may use to maintain the child centered frame while helping children to more deeply explore the metaphors in their art work.
- State the theory and application of Ericksonian Utilization and "living in the metaphor".
- Create an original therapeutic metaphor story that parallels young clients' issues in order to diffuse resistance, un-block therapy, and offer therapeutic vicarious healing.

Class Outline

- How Child-Centered Therapy (CCT) meshes with the AT/FT model: removing obstacles to healing and growth
- Clinical challenges in child art therapy
- Impact of cognitive maturation on children's understanding of & participation in psychotherapy
- How a metaphor-based, child-centered approach overcomes challenges to child therapy
- Metaphor in psychotherapy with children: surveying eclectic theory, philosophy, and applications integrating Freud's unconscious, Jung's archetypes, Rogers' humanism, Anna Freud's ego-psychology, Ericksonian hypnosis, eastern religions' "Trans-Mutation of Feeling", and Kabat-Zinn's Mindfulness
- No more pretending. . . provide REAL CCT: support "immature" defenses, focus on fun, children direct and pace treatment, delivering clinical Love, & "Living in the Metaphor"
- Brief overview of concepts in Ericksonian Hypnosis' conversational, solution-focused, storytelling approach
- From resistance to reliance: incorporating TV, video games, movies, toys etc. using Erickson's Utilization Theory
- Clinician courage: facing the anxiety of 'letting go of control' and not knowing what a metaphor means or where a child leads you
- Language patterns and practical strategies in an aggressively child-centered, metaphor-based approach, featuring kid-level congruence, joining, and empathy, tracking comments to build and enhance client self-determination, mirroring comments to demonstrate deep listening & encourage deepening of trance-like creative healing work
- Following children's lead deeper into metaphors, affect, and the unconscious, including commonly used metaphors, archetypes; narrative story arcs common at the beginning, middle, and end of treatment
- How to help children dive deeper into metaphor and creative trance to enhance healing and growth, promoting open-ended, narrative-promoting directives, prompts to open up children's metaphorical storytelling, deepening questions that avoid triggering children's defenses and breaking their depth focus
- Transferring child centered art therapy skills to sand-tray and dramatic play
- Treatment technique: Therapeutic Storytelling and Art Making: overview and benefits
- Step-by-step techniques for creating original therapeutic metaphor stories to advance treatment goals

Friday, September 15, 2023
Partnering with Parents/Caregivers & Structuring Home Reward-Consequence Programs

Learn leverage to overcome parental resistance, how to give meaningful Tx recommendations, and supportive structure and behavior plans to decrease family conflict & improve cooperation.

Learning Objectives: participants will be able to . . .

- Perform a structured 'recruiting conversation' combining reframing, empathy, and joining with sales techniques to overcome parental resistance.
- Demonstrate at least 6 strategies for communicating difficult parent feedback and translating psychological/developmental/family concerns into receivable messages for parents/caregivers.
- Define parent/caregiver "executive function" including at least 5 parenting characteristics that breed connection and discipline at home.
- State the continuum of home therapeutic reward and consequence systems designed to enhance and accelerate outpatient therapy.

Class Outline

- Why therapists must integrate the family system into child-adolescent art therapy and the AT/FS way to do it.
- Psychological salesmanship: structured recruiting conversations to attract even resistant parents into the therapy process
- Working with and overcoming parental resistance.
- Empathic language to decrease blame and honor parents' multigenerational and present experience
- Presenting assessment feedback to parents/caregivers: translating art therapy, developmental, and psychological concepts into understandable language for powerful collaboration
- A philosophy of parenting with roots in Family Systems Theory: "Love with Limits" and "Parental Executive Functioning"
- Understanding behavior via the iceberg theory, human motivation oversimplified, and the wisdom of the behavior
- Family values-based discipline: a teaching model versus the control-containment model, behavioral rules emanating from family beliefs and values
- Commonplace discipline: "1-2-3 Magic (Phelan, 2016)" and logical consequences
- Championship parenting characteristics: presence, prioritization, clarity, consistency, follow through, persistence, owning your authority, self-regulation, wisdom differentiating a privilege from a right
- Parenting Judo: accepting and modifying children's energy and needs rather than confronting with discipline
- The ultra-positive, sloppy, relationship based, carnival-style reward system that generates clients' practice of learned social and coping skills, improves cooperation, decreases conflict and power struggles
- Powering Up: a continuum of home-based behavior modifications programs beginning with mild challenges up through acute disruptive behaviors such as O.D.D., arguing, violence, destruction, and elopement

Monday, September 18, 2023
Visual, Active & Art-Based CBT Lessons for Children & Adolescents

Build an impactful library of child-friendly strategies for coping with anxiety, frustration & anger, self-regulation & impulse-control, and negative-depressive thinking.

Learning Objectives: participants will be able to . . .

- State the theory and rationale for teaching cognitive behavioral coping skills to child clients with parents or caregivers present.
- Create original visual-active coping skill lessons to improve clients' management of targeted emotions, impulses, or behaviors.
- Teach to young clients at least 3 different coping skill lessons from each module: frustration tolerance/anger management, anxiety/stress, impulse-control, and negative/depressive thinking.

Class Outline

- Introduction to CBT and its relation to social skills training therapy
- "The Toilet Bowl of Doom": the CBT thought/feeling/behavior cycle
- How CBT integrates with or interferes with depth psychotherapy (dynamic, Jungian, art and play therapy models)
- Incorporating CBT skill building into the family system
- Difficulties engaging children in CBT and the imperative to make CBT coping skills training visual and active
- "Art Therapy in Reverse": visual & active CBT coping skills lessons targeting individual client issues
- Simple as A, B, C, D: 4 steps to writing concrete and memorable coping skills lessons
- CBT inspired social-coping skills lessons divided into four curriculum modules:
- Frustration tolerance and anger management coping skill lessons: Your Road to Happiness, The Dinosaur Technique, Emotional GPS, Big Deal-O'Meter, Expectation Cliff, Anger Volcano, The Bendy Flexible Tree, Change Your Mind on Purpose, Accept Stinky Reality, Assertiveness Triptych, The Power of I, Problem-Solver's Worksheet, If-Then Bridge, Obstacle Course – Make a Move!
- Impulse control and self-regulation coping skill lessons: How is Your Engine Running?, Scan Yourself and Get Back to Medium, Body Scans and Escape Cards, Keep Your Calm Captain in Charge of Your Ship, Calm Delivery to Hyper Parts, In Control-Out Of Control: Cut Your Marionette Strings, Invite the Outcome You Desire
- Anxiety and stress coping skill lessons: Your Personal Power Project, Nature's Alarm, Boss Back Your Worry Monster, The Truth Shall Set You Free, Clouds in the Sky Fly By = Mindfulness, The Mindful Minute, Surfing the Time-Stream, Get in the Now, Turn the New Thing Old, Turn the Corner and Try New Things
- Negative/depressive thinking coping skill lessons: Turn Black and White Thinking to Shades of Gray, Try on Rose-Colored Glasses, Holding on or Letting Go of Negativity, The Burr on the Beach, Is the Glass Half-Empty or Half-Full?, "I'm Not Going to Let This Ruin My Day!", The Survivor Versus the Navigator, The Decider Versus the Handler

COURSE REGISTRATION FORM

Register now!

Email AT/FS educational program administrator at Candice@ChildAndFamilyArtTherapyCenter.com

NAME _____

ORGANIZATION: _____

ADDRESS: _____

TELEPHONE: _____

EMAIL: _____

OPTION A
FULL 4-SESSION PROGRAM REGISTRATION
(25 total training hours)
Tuition: \$499 (a \$97 discount)
 I would like to register for the full 4-session course; my \$499 check is enclosed

TOTAL PAYMENT ENCLOSED WITH THIS FORM:

\$ _____

No walk-ups: Advance registration required for admission; space is limited

Contact Candice 8am-5pm ET for in-person space availability if registering within one week of seminar:
candice@childandfamilyarttherapycenter.com or
(610) 649-1080 x1



Mail registration form with a check payable to "CFATC" to:
ATFS Course
600 Haverford Rd, Ste. G-101
Haverford, PA 19041

OPTION B
SINGLE CLASS REGISTRATION
(6.25 total training hours); up to three classes
Tuition: \$149 per session
Register for up to 3 sessions due with this form
 I would like to register for three (3) individual classes: Tuition = \$400 (a \$47 discount)
 I would like to register for two (2) individual classes: Tuition = \$270 (a \$28 discount)
 I would like to register for one (1) individual class: Tuition = \$149

Please check all the classes you wish to attend:

- Class 1 Friday, September 8, 2023
- Class 2 Monday, September 11, 2023
- Class 3 Friday, September 15, 2023
- Class 4 Monday, September 18, 2023

How will you be attending the class(es)?

- In Person
- Zoom

Cancellation & refund policy: Confirmation of your registration will be emailed to you with directions to the seminar site. You may cancel your registration from the full program or individual classes at any time. Registration and/or class fees are refundable only when notice of withdrawal is received in writing, at the above address or via email, seven (7) or more calendar days before the class is to be held. Email cancellations to Candice@ChildAndFamilyArtTherapyCenter.com. Cancellations received fewer than seven (7) calendar days prior to the class are non-refundable. If CFATC cancels or reschedules the seminar, the participant will receive credit towards a future seminar. If a participant registered for multiple classes, attended at least one session, and wishes to cancel subsequent classes, the following applies: participants will receive a prorated refund for the subsequent class(es) from which they withdrew. Prorated refunds are not issued if notice of withdrawal is received with fewer than seven (7) days' notice.

Resolution of Participant Complaints and Disputes: If a participant or potential participant would like to express a concern about their experience with the Child and Family Art Therapy Center, its staff or presenters, they may call or email Mike Fogel, (610) 649-1080 x4, mike@childandfamilyarttherapycenter.com. Although we do not guarantee a particular outcome, the individual can expect us to consider the complaint, make any necessary decisions, and respond within 10 calendar days.

Live Seminar Continuing Education Credit Information: Credits listed in this brochure are for full attendance at the live seminar only. Partial attendance at the seminar will disqualify attendees from receiving credit, as partial credit is not offered. After attendance has been verified, pre-registered attendees will receive an email from Child and Family Art Therapy Center, P.C. (CFATC) with the subject line, "Evaluation and Certificate" within one week. This email will contain a link to complete the seminar evaluation and allow attendees to print or download a certificate of completion if in full attendance. Please see "Seminar Schedule" for full attendance start and end times. NOTE: License boards do not allow credit for breaks or lunch. Materials that are included in this course may include interventions and modalities that are beyond the authorized practice of certain mental health professionals. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your profession's standards.

Licensed Professional Counselors: This intermediate activity consists of 6.25 clock hours of continuing education instruction. Credit requirements and approvals vary per state board regulations. Please save the course outline, the certificate of completion you receive from the activity and contact your state board or organization to determine specific filing requirements.

ADA Needs: We would be happy to accommodate your ADA needs; please call at least two weeks prior to the seminar date.

NBCC Program Approval Statement
CFATC has been approved by NBCC for NBCC credit. Sessions approved for NBCC credit are clearly identified. CFATC is solely responsible for all aspects of the program. NBCC Approval No. _____