# REACH THE CHILD

*"We created REACH to train clinicians in evidence-based treatments in order to reach more children more quickly."*

**Peter Jensen, M.D.**
CEO
former Associate Director of Child and Adolescent Research at NIMH

The REACH Institute

## ONLY REACH OFFERS

*multi-disorder training in evidence-based treatments,*

*adapted to clients' needs,*

*taught by leaders in the field, with ongoing coaching by those leaders,*

*using evidence-based teaching techniques and user-friendly materials.*

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## 1. Multi-disorder. Evidence-based

Children almost always present with a combination of problems. And so REACH provides state of the art training programs in evidence-based interventions for children with some combination of disruptive behaviors, anxiety, depression, and trauma. Training for a given problem is always integrated with training for other problems. Procedures and therapeutic techniques are applied consistently across problem areas. While we have found that multi-disorder training is usually more useful and less costly than single disorder training, there are cases when the latter is preferable. For such cases, our training is also well suited.

## 2. Distinguished faculty lead workshops and coaching sessions.

Our faculty is distinguished by its seniority, breadth of expertise and level of involvement. All are graduate level professors with deep mentoring experience. All teach the leading edge evidence-based treatment programs that they themselves have developed, usually supported by NIH funding. REACH faculty include leading experts in each of the key problem areas. Faculty lead not only the workshops but on-going coaching sessions which take place every other week for six months to a year.

## 3. Customized.

Before REACH delivers any training, we conduct a needs assessment. Training is then tailored to the unique skill levels, capacities, and criteria of our clients For example, clients with basic CBT knowledge can skip to more advanced training. Subject areas can be dropped or added, topics emphasized or not. Training can be tailored in this way because our faculty has the necessary sophistication and expertise. We need not use the highly prescriptive, packaged approach common to most training.

## 4. Outcomes Oriented

Training focuses on skill development, hands-on practice, and role-playing. The goal is to help therapists change their clinical practice procedures and improve their clients' outcomes which is why on-going case-based coaching plays such an important role in REACH training.

## 5. Transportable

Once key members of the client's leadership team have been effectively trained, REACH teaches them how to train new therapists within their organizations.

## 6. Integrated training materials.

Training manuals have been designed by our faculty, based on their treatment programs, specifically for our clients. There are four carefully integrated therapy manuals (one for each of the four problems areas). Each manual uses similar graphics, a common glossary of terms, the same general outline for therapy sessions. and extensive cross referencing. Easy to understand handouts for client and family are integrated into the therapy sessions.

## Additional REACH Programs :

- Parent Empowerment Program
- Mini Fellowship in Primary Pediatric Psychopharmacology
- School Mental Health Alliance

## LEARNING FROM THE BEST FACULTY

**John F. Curry, PhD, ABPP –** Duke University, Professor, Department of Psychiatry & Behavioral Sciences; Professor and Director of Clinical Training, Department of Psychology & Neuroscience. Depression CBT developer.

**Eliot Goldman, PhD –** Columbia University, Clinical child psychologist and experienced evidence-based practice trainer and workshop leader.

**Christopher M. Layne, PhD –** UCLA, Program Director of Treatment and Intervention Development UCLA/Duke National Center for Child Traumatic Stress. Trauma CBT developer.

**John E. Lochman, PhD, ABPP –** University of Alabama, Professor and Doddridge Saxon Chairholder in Clinical Psychology; Director, Center for Prevention of Youth Problem Behavior. Disruptive behavior treatment developer.

**Thomas H. Ollendick, PhD –** Virginia Polytechnic Institute and State University, University Distinguished Professor in Clinical Psychology; Director, Child Study Center. Anxiety CBT treatment developer.

**William Saltzman, PhD –** UCLA Semel Institute for Neuroscience and Human Behavior, Associate Director, FOCUS Program. Trauma CBT developer.

**Wendy Silverman, PhD –** Florida International University, Professor of Psychology. Anxiety CBT developer

**Kevin Stark, PhD –** University of Texas, Professor of Psychology. Depression CBT developer.

**Karen Wells, PhD –** Duke University Medical Center, Associate Professor, Medical Psychology; Director, Family Studies Program/Clinic. Disruptive behavior treatment developer.

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