



Boston Child Study Center

Expert Mental Health Treatment, Training & Research

2021-2022 Training Program Descriptions

Parent-Child Interaction Therapy (PCIT) / Teacher-Child Interaction Training (TCIT)

PCIT is an evidence-based treatment for young children with externalizing behavior difficulties and their families. This rotation includes comprehensive training that aligns with PCIT International certification standards. The rotation includes 40 hours of didactic training and supervision and consultation conducted in the context of a weekly PCIT training clinic. Each trainee will be the primary therapist with at least one PCIT training case within the clinic and serve as co-therapist on other clinic cases. In addition, the trainee will see PCIT clients outside the clinic, as well as other young children with disruptive behavior disorders and other childhood disorders requiring behavioral treatments. Each trainee will participate in weekly rounds with the PCIT team and clinical supervisors. The training and supervision is conducted by a PCIT Global Trainer and will culminate in PCIT certification. There may also be an opportunity for a trainee to conduct TCIT in at least one local preschool. Research opportunities focused on community dissemination and/or implementation of PCIT with specialized populations or settings (e.g., internet-based PCIT) may be available depending on an applicant's interests and career goals.

Primary Supervisor: Joshua Masse, Ph.D.

Dialectical Behavior Therapy (DBT)

The Dialectical Behavior Therapy (DBT) program offers specialized training in evidence-based DBT, including individual therapy with skills coaching, DBT skills training groups, parent guidance, and family therapy. Trainees will have the opportunity to work directly with an adolescent and young adult outpatient population with multiple problems, which may include suicidal behaviors, non-suicidal self-injury, anxiety, depression, disordered eating, substance abuse, PTSD, and borderline personality disorder. Trainees will also co-lead at least one DBT skill acquisition and/or advanced skill implementation group. In addition to weekly supervision by expert DBT clinicians, trainees will participate in a DBT consultation team with DBT trained therapists on the Boston Child Study Center faculty. Trainees at the fellowship level will attend Behavioral Tech's Intensive/Foundational trainings in DBT and become eligible to earn Behavioral Tech's certification in DBT upon licensure. Trainees will focus on developing specialized skills as evidence-based dialectical behavior therapists, with the knowledge and ability to treat patients with a wide variety of clinical diagnoses and challenges.

Primary Supervisors: Ryan J. Madigan, Psy.D. and Lyndsey Moran, Ph.D.

Dialectical Behavior Therapy for Trauma & Exposure (DBT PE & Values Based Exposure)

THIS TRACK REQUIRES PREVIOUS TRAINING IN DBT

Approximately 60% of patients diagnosed with Borderline Personality Disorder (BPD) also suffer from trauma/Post Traumatic Stress Disorder (PTSD). In addition, adolescents suffering with BPD and/or emotion regulation difficulties frequently suffer from comorbid anxiety, depression, substance abuse, disordered eating, etc. The DBT Trauma and Exposure program at BCSC provides state of the art DBT and exposure therapies to address co-occurring anxiety, depression, PTSD and suicidal and self-harm behaviors. Trainees will receive intensive training and supervision in DBT Prolonged Exposure Therapy, DBT and ExRP, and Values Based Exposure Therapy. Trainees at the fellowship level will attend Behavioral Tech's intensive training in DBT PE and have the opportunity to carry individual cases in DBT PE and co-run emotional processing groups. In addition to weekly supervision by expert DBT and DBT PE clinicians, trainees will participate in DBT and DBT PE consultation teams with other trained experts on the Boston Child Study Center faculty.

Supervisors: Ryan J Madigan, Psy.D. and Lyndsey Moran, Ph.D.

Acceptance and Commitment Therapy (ACT)

This training experience will focus on the development and cultivation of trainees' skills in conceptualization, treatment planning, and intervention from an acceptance and mindfulness-based framework. Drawing largely from Acceptance and Commitment Therapy, and including elements of other empirically supported behavioral and mindfulness based therapies (e.g. CBT, Mindfulness based CBT, Behavioral Analysis, Self-Compassion interventions), trainees and their supervisor(s) collaboratively outline a training plan to include these increasingly prominent, highly sought after, and flexible treatments in their clinical repertoire. ACT is adaptable to a wide range of clinical presentations - anxiety disorders, mood disorders, substance use, psychosis - and can lead to profound change in people's lives, which makes the process of learning and using this framework very engaging as a clinician. Additionally, ACT and these other interventions ask for a real commitment on the part of the clinician to acknowledge, attend to, and utilize his/her own experiences both in and outside the therapy room in service of clinical care and personal development as a therapist. This track affords trainees the opportunity to establish foundational knowledge in ACT and mindfulness-based therapies or enhancing their developing expertise. Flexibility is the key!

Primary Supervisor: Daniel P. Johnson, Ph.D.

Cognitive Behavioral Therapy (CBT) for Anxiety and Mood Disorders

Cognitive behavioral treatment continues to be one of the most effective and highly sought after therapies for the treatment of anxiety and depressive disorders in youth. The CBT program at BCSC affords trainees opportunities to conduct individual, family-based, and group treatment for a wide array of anxiety disorders, including social and generalized anxiety, panic disorder, specific phobias, obsessive compulsive disorder (OCD), and school refusal, as well as depressive and mood disorders. Trainees use evidence-based manualized protocols (e.g., Coping Cat/CAT project, MATCH-ADTC, the Unified Protocol, etc), with a focus on effective delivery of psychoeducation, skill-building, and exposure therapy emphasizing inhibitory learning and emotional processing. Opportunities exist for individuals to engage in values-based exposure, community-based exposure coaching, intensive treatment for specific phobias, and intensive treatment for school avoidance.

Primary Supervisor: Nathan M. Lambricht Psy.D., BCBA-D and Ryan J. Madigan, Psy.D

Neuropsychological Testing

Each trainee will learn to administer, score, and interpret a wide range of neuropsychological instruments. Trainee's will gain specialized skills in understanding how emotional struggles and neurocognitive presentations affect each other and how neuropsychological assessment can be used to inform the execution of CBT, DBT, ACT, and other evidence-based interventions. Specialized training in autism diagnostic assessments, including the Autism Diagnostic Observation Schedule (ADOS 2), is available. Trainees will become fluent in a testing protocol to differentiate skill and performance deficits and to differentiate neurocognitive and emotional outcomes of behavior. They will administer approximately two neuropsychological batteries per month and participate in intake and feedback meetings. Trainees will also gain experience in report writing and tailoring feedback to children to motivate access to treatment.

Primary Supervisor: Nathan M. Lambricht Psy.D., BCBA-D

Comprehensive Behavioral Intervention for Tics (CBIT)/ behavioral treatment for Impulse Control Disorders

Trainees begin by receiving specialized training in the neurological underpinnings of tics, trichotillomania, OCD, and other impulse control disorders. Trainee's receive extensive training in the Comprehensive Behavioral Intervention for Tics (CBIT), adaptations and expansion for the treatment of other impulse control disorders, and treatments for common comorbidities including exposure and response prevention for obsessive compulsive disorder. The trainee will conduct initial severity scale measures including the Yale Global Tic Severity Scale (YGTSS) and Child Yale Brown Obsessive Compulsive Scale (CY-BOCS) upon entrance into the program. Clinicians will carry individual cases implementing psychoeducation for youth and families as well as CBIT/Habit Reversal, ERP, and parent management training as appropriate for the specific presentation.

Primary Supervisor: Nathan M. Lambricht Psy.D., BCBA-D

CBT/DBT Parent Coaching/Family Therapy

Interactions between parents and children combine with emotional vulnerabilities to shape behaviors seen in an array of youth emotional and behavioral problems. Research indicates that addressing children's struggles alone is insufficient to affect pervasive change in many cases. Engaging, educating, and shaping parents, caregivers, and family systems however, comes with a unique set of challenges. Trainees in the Parent Coaching/Family Therapy track will learn about the roles parent coaching and family therapy play in shaping effective interactions in the home to reduce emotional vulnerabilities and extinguish ineffective internalizing and externalizing behaviors. Through structured trainings and weekly supervision by clinicians who specialize in parent coaching within the context of DBT/CBT treatment, trainees in this track will learn strategies for maximizing their effectiveness in parent coaching. In addition, trainees will have the opportunity to observe and/or co-lead a skills-training group for parents of adolescents and young adults who are in DBT or CBT treatment.

Primary Supervisors: Ryan J. Madigan, Psy.D. and Janna Hobbs, LICSW