

Internal Family SystemsSM (IFSSM)
Level 2 Intensive Training Program
An IFS Approach to Working with Children and Adolescents
6-Day Format
Learning Objectives

Instructional Methodology:

Lecture: Didactic, PowerPoint
Demonstration
Audio-visual: Materials and Demonstration
Experiential Practice and Exercises
Large and Small Group Discussion

Instructional Hours: 32

Day 1

Understanding the Territory – An IFS Overview of IFS with Children, Adolescents, and Their Families

5.5 Instructional Hours

1. Describe the conceptual shift when using IFS with children and adolescents.
2. List basic key concepts of IFS and their application to a play therapy model of intervention.
3. Demonstrate the use of the two healing modalities, in-sight and direct access, when working with children.
4. Differentiate Self-energy and Self-like parts.
5. Describe the assessment of Self-like parts of the therapist that arise during treatment.

Day 2

The Protective System

5.5 Instructional Hours

1. Identify unique issues of child development, including developmental stages of the child/adolescent and cultural considerations, and explain how these impact the application of the IFS model.
2. Describe protector parts in a child's/adolescent's system and how they develop.
3. Cite an example of a protector part in a child/adolescent and explain their importance.
4. Explain how firefighter and manager parts cause conflict with adults.
5. Explain the impact of extreme firefighters on the parents and caregivers.

Day 3

Polarizations In and Between Internal Systems

5.5 Instructional Hours

1. Identify common polarizations within children and adolescents and the impact of polarizations within the child/adolescent present.
2. Identify how polarization between the child/adolescent and parents/caregivers presents challenges.
3. Identify how polarizations between the therapist and the parents/caregivers present challenges.
4. Describe at least 2 solutions for working with polarizations in and between internal systems.
5. Examine parts in the therapist/practitioner that may be activated by protectors in the child/adolescent, parent/caregiver.

Day 4

Using In-sight: Externalizing Techniques and Using Sand Tray

5.5 Instructional Hours

1. Review the 6 F's of IFS and their application to work with children and adolescents.
2. Identify the healing steps of IFS and their use with children/adolescents.
3. Define burdens and identify various forms of burdens.
4. Describe at least 2 options for releasing legacy/cultural burdens.
5. Describe externalizing techniques including drawing, clay, and the use of figures.
6. Demonstrate the use of one externalizing technique.

Day 5

The Therapeutic Relationship

5.5 Instructional Hours

1. Identify common parts in the therapist that may be activated when working with children and adolescents.
2. Describe implicit direct access.
3. Demonstrate increased awareness of the parts of the therapist that may blend and interfere with the ability to utilize direct access.
4. Identify at least 2 challenges with children and families in relation to IFS.
5. Describe strategies to view the child in the context of the larger system in which they live (family, school, cultural, racial).
6. Explain how to work with the child in relationship to their larger external system.

Day 6

Integration

4.5 Instructional Hours

1. Demonstrate increased proficiency when using IFS with children and adolescents.
2. Identify common 'stuck points' for IFS therapists and solutions for resolving these challenges.
3. Demonstrate increased awareness of the therapist's/practitioner's own parts and their impact on the therapeutic process.
4. Identify strategies for dealing with therapist parts that impact the therapeutic process.