

Broad Domain	Core Targets	Key Subskills
Integrative Strategies	Routines and Rituals	Incorporate routines into treatment process (i.e., session structure).
		Build daily rhythm by supporting routines in home and systemic settings.
		Use routines and structures to support key goals and to target challenging time periods
		Build / explore / support rituals of child, family, and system.
	Engagement	Across treatment targets, explore and identify client stake and link to intervention practices.
Psychoeducation	Across treatment targets, provide psychoeducation about rationale and goal to caregivers and youth to enhance engagement and identify personal stake.	
Attachment	Caregiver Affect Management	Psychoeducation about trauma, normalization and validation
		Identify challenging situations
		Build self-monitoring skills
		Enhance self-care and support resources
	Attunement	Parallel attunement to caregivers.
		Support caregiver active curiosity.
		Use reflection to mirror child experience.
		Integrate attunement skills into support for youth self-regulation
		Support fluidity / pleasure in dyadic engagement.
	Consistent Response	Proactively identify behaviors to target (increase / decrease)
		Use attunement skills to identify patterns of behavior
		Use "go-to" strategies (meet needs, support regulation) to reduce and address identified behaviors.
		Identify, experiment with, and enhance other behavioral response strategies (problem-solving, positive reinforcement, limit-setting) that increase youth and environmental safety.
Regulation	Affect Identification	Identification in self: Language for emotions and arousal.
		Identification in self: Connection of emotions, body sensations, behavior, and cognition.
		Identification in self: Contextualization of emotions and arousal to internal and external experience.
		Identification in others: accurately reading others' emotional expression.
	Modulation	Build understanding of degrees of energy and feeling.
		Build understanding of comfortable and effective states.
		Explore arousal states and develop agency over tools.
		Support and facilitate strategies which successfully lead to state change.

	Expression	Explore goals of expression; build comfort and safety in relationship. Identify / establish resources for safe expression. Build skills to support effective use of resources. Facilitate self-expression.
Competency	Executive Functions	Support active recognition of capacity to make choices.
		Build age-appropriate active evaluation of situations.
		Build child capacity to inhibit response.
		Build / support ability to generate and evaluate potential solutions.
	Self and Identity	Help children identify personal attributes (unique self)
		Build internal resources and identification of positive aspects of self (positive self)
		Build a sense of self which integrates past and present experiences, and incorporates multiple aspects of self (cohesive self)
	Support capacity to imagine and work toward future goals / outcomes (future self)	
Trauma Experience Integration	Work with children to actively explore, process, and integrate historical experiences into a coherent and comprehensive understanding of self in order to enhance children's capacity to effectively engage in present life.	

PREFERENCE:

ARC: Attachment, Self-Regulation, and Competency (Winnicott & Blaustein, 2005; Blaustein & Winnicott, 2010) Margaret E. Blaustein, Ph.D. - Lead ARC supervisors training