



2021 ATTACH ANNUAL CONFERENCE

Together We Heal

RESTORE | RELATE | EDUCATE

September 30 - October 2, 2021

Doubletree Bloomington | Minneapolis, MN



Conference Program

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CE Information

Thursday, September 30

7:30 a.m.
8:00 a.m.
8:30 a.m. - 12:00 p.m.

12:00 p.m. - 1:00 p.m.
1:00 p.m. - 2:30 p.m.
3:00 p.m. - 4:30 p.m.
4:30 p.m. - 5:15 p.m.
5:00 p.m.
5:30 p.m. - 7:30 p.m.

Registration
Exhibit Hall Opens
Keynote 1 - Includes 15 Minute Break
Nim Tottenham, Ph.D.
Lunch (On Your Own)
Session 1
Session 2
Debriefing Session for Parents
Exhibit Hall Closes
Reception (see page 3)

Friday, October 1

7:00 - 8:00 a.m.
7:30 a.m.
8:00 a.m.
8:30 a.m. - 10:00 a.m.

10:15 a.m. - 11:45 a.m.
11:45 a.m. - 1:00 p.m.

1:00 p.m. - 2:30 p.m.
3:00 p.m. - 4:30 p.m.
4:30 p.m. - 5:15 p.m.
5:00 p.m.
5:30 p.m. / 6:00 p.m.

Open Yoga Class
Registration
Exhibit Hall Opens
Keynote 2
Tina Champagne, OTD, OTR, FAOTA
Session 3
Luncheon & Keynote with
Stephen W. Porges, PhD
Session 4
Session 5
Debriefing Session for Parents
Exhibit Hall Closes
Social Events

Saturday, October 2

7:00 - 8:00 a.m.
7:30 a.m.
8:00 a.m.
8:30 a.m. - 10:00 a.m.
10:15 a.m. - 11:45 a.m.
12:00 p.m. - 1:00 p.m.
1:00 p.m. - 2:30 p.m.
3:00 p.m.
3:00 p.m. - 4:30 p.m.

Open Yoga Class
Registration
Exhibit Hall Opens
Session 6
Session 7
Lunch (On Your Own)
Session 8
Exhibit Hall Closes
Closing and Keynote 3:
Jules Alvarado, MA, LPC

September 2021



Mary M. McGowan
Executive Director
Minneapolis, MN

Dear Conference Attendees,

After more than a year of living, working and adapting to life during a pandemic, we are excited to welcome you to the in-person, 2021 ATTACH Annual Conference, **Together We Heal: Restore, Relate, Educate** on September 30 - October 2 in Minneapolis, MN.

Our board, staff and committees have collectively crafted a conference that is even more engaging, thought-provoking, and inclusive than ever before. We've developed a rich educational environment where you can network and meet new people, reconnect with friends and colleagues, learn, and share the cross-cultural experiences of various methods, strategies, and research to improve the wellbeing of children and youth living with trauma, attachment and other related concerns. You will also have time to relax and have a bit of fun at the Parent and Professional social gatherings.



Norman E. Thibault
Board President
La Verkin, UT

This year is also very meaningful and transformative for ATTACH. As an organization, we join the nation in its commitment to fostering a culture of anti-racism and inclusion. We affirm our position to help fight systemic racism in the United States and in our field. We are actively working to implement practices that promote and reflect diversity and equity across the scope of our policies, staffing/leadership, trainings, materials and activities--including the conference.

Board of Directors

Sue Badeau
Philadelphia, PA
Gail Curran
Peoria, Arizona
Nicole Fuglsang
Lake Ozark, MO
Tom Jones
Wyndmere, ND
Maude LeRoux
Glen Mills, PA
Araceli Salcedo
El Paso, TX
Wendy Watson
St. Paul, MN

ATTACH is here to help heal mental health, developmental, trauma and attachment disorders, and to support each of you as you learn new research, strategies and techniques to help children live their best lives. We appreciate your tireless dedication, especially during the pandemic. Thank you for offering hope through the challenges, celebrating every success, and creating the best possible outcomes for children, youth and families in your care--together WE ARE healing the world.

Sincerely,

Mary and Norm

Association for Training on
Trauma and Attachment in Children
www.attach.org

ATTACH Staff

Atasha Kelley-Harris
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Maude LeRoux | Wendy Watson | Norm Thibault
Sue Badeau | Ari Salcedo

PARENT SPONSORS

Mary McGowan | Lucius Luther | Maude LeRoux
Norm Thibault | Sue Badeau | Tom Jones
Jocelyn Black | April Wallace
Priscilla Brown-Carrington

Special Thanks

ATTACH extends our appreciation to the 2021 Conference Committee for their enthusiasm, dedication and support of the 33rd Annual Conference.

Jocelyn Black

Lorie Jensen

Jill Smith

Wendy Watson

Sarah Ruhnaw

Priscilla Brown-Carrington

Tina Hudson

Shelly Gill Murray

Lucius Luther

April Wallace

Jenni Buskirk

33rd Annual Celebration & Welcome Reception

Thursday, September 30: 5:30 p.m. CST

Celebrate 33 years of serving communities and parents with ATTACH! Share appetizers and cocktails (cash bar), networking and conversation with colleagues, peers, and parents. Enjoy music and a silent auction. All proceeds go toward parent scholarships.

Debriefing Session for Parents

Thursday, September 30, 4:30 p.m. - 5:15 p.m. CST

Friday, October 1, 4:30 p.m. - 5:15 p.m. CST

Reflect on what you've learned with other parents.
Think of it like a post-session support group.

ATRIUM 7

Parent Night

Friday, October 1: 5:30 p.m. - 7:00 p.m. CST

Take advantage of your time away from the kids - enjoy a self-care night with fellow caregivers!

BALLROOM EAST A

Professional Networking Social Event

Friday, October 1, 6:00 p.m. - 7:30 p.m. CST

Join colleagues and friends from around the country and share professional and personal interests. This is a time to connect and refresh.

GRAND BALLROOM CENTRAL

Open Yoga Classes

7:00 - 8:00 a.m. CST

Friday, October 1

Saturday, October 2

All levels welcome!

ATRIUM 8

Meet Sponsors & Exhibitors

8:00 a.m. - 5:00 p.m. CST

Thursday, September 30

Friday, October 1

Saturday, October 2

Find out more about their programs and services. Register for prizes!



Nim Tottenham, Ph.D.

Thursday, September 30, 2021
Keynote Speaker

KEYNOTE 1: The Development of Emotion Regulation Neurobiology and the Role of Experiences, 3.25 CE Hours - GRAND BALLROOM CENTER AND WEST

Human brain development is very slow, thus maximizing its chances of being influenced by environmental factors. In fact, it is this prolonged development that optimizes human brain development for learning from its environment. Variations in early species-typical experiences, such as parental caregiving, reveal the profound effects of such influences on the development of neurocircuitry involved in affective learning and regulation (e.g., amygdala, hippocampus, medial prefrontal cortex). This talk will focus on both typical development as well as development following maltreatment showing that early life environments may influence development through learning and modification of developmental trajectories. These age-related changes will be discussed in terms of potential developmental sensitive periods for environmental influence. **Learning Objectives:** 1) Learn how social environments interact with brain development; 2) Learn about the neurobiology of emotional processes across development; 3) Describe the role of timing in the development of socio-emotional behaviors.

Nim Tottenham, Ph.D. is a Professor of Psychology at Columbia University and Director of the Developmental Affective Neuroscience Laboratory. Her research examines brain development underlying emotional behavior in humans. In particular, her laboratory investigates the interplay between caregiving and brain development. Her research has highlighted fundamental changes in brain circuitry across development and the powerful role that early experiences, such as caregiving and stress, have on the construction of these circuits. She has authored over 100 journal articles and book chapters. She is a frequent lecturer both nationally and internationally on human brain and emotional development. She is a Fellow of the Association for Psychological Science, and her scientific contributions have been recognized by the National Institute of Mental Health Biobehavioral Research Awards for Innovative New Scientists (BRAINS) Award, the American Psychological Association's Distinguished Scientific Award for Early Career Contribution to Psychology, most recently by the National Academy of Sciences Troland Research Award.

Keynote 2: Exploring the Impact of Developmental Trauma on Sensory Integration, 1.5 CE Hours - GRAND BALLROOM CENTER AND WEST

This keynote presentation provides an overview of the core concepts of developmental trauma, sensory integration, and the impact of developmental trauma on the developing child and attachment formation. A review of recent research, practical applications of sensory-based approaches and case illustrations will be explored.

Learning Objectives: 1) Contrast sensory integration performance skills; 2) Analyze the impact of developmental trauma on childhood development, including sensory integration skills and the impact on attachment formation; 3) List three to five sensory-based strategies supporting childhood development and attachment.

Tina Champagne, OTD, OTR, FAOTA is CEO of Cutchins Programs for Children and Families, international consultant for Champagne Conferences & Consultation, professor for American International College's Occupational Therapy Doctoral program, and VP of Massachusetts Association for Occupational Therapy.



Tina Champagne, OTD, OTR, FAOTA

Friday, October 1, 2021
Keynote Speaker



Ask Dr. Porges: Attachment through the Polyvagal Lens

Friday, October 1, 2021

12:00 pm

Dr. Norm Thibault, LMFT, Director of Three Points Center and Board President of ATTACH will conduct an interview-style presentation with internationally esteemed trauma expert, Dr. Stephen Porges. This keynote address will include the rare opportunity for you, our audience, to participate in a live, Q & A session with Dr. Porges. **Learning Objectives:** 1) Describe the Polyvagal nerve as it relates to trauma; 2) Identify three ways attachment is applied through the polyvagal lens; 3) List two strategies to decrease stress response. **0.5 CE Hours -**

GRAND BALLROOM CENTER AND WEST

About the Luncheon Keynote

Stephen W. Porges, PhD, is Distinguished University Scientist at Indiana University, where he is the founding director of the Traumatic Stress Research Consortium within the Kinsey Institute. He holds the position of Professor of Psychiatry at the University of North Carolina and Professor Emeritus at the University of Illinois at Chicago and the University of Maryland.

Dr. Porges served as president of both the Society for Psychophysiological Research and the Federation of Associations in Behavioral & Brain Sciences and is a former recipient of a National Institute of Mental Health Research Scientist Development Award. He has published approximately 300 peer reviewed scientific papers across several disciplines including anesthesiology, biomedical engineering, critical care medicine, ergonomics, exercise physiology, gerontology, neurology, neuroscience, obstetrics, pediatrics, psychiatry, psychology, psychometrics, space medicine, and substance abuse. His research has been cited in approximately 40,000 peer review publications.

In 1994, Dr. Porges proposed the Polyvagal Theory, a theory that links the evolution of the mammalian autonomic nervous system to social behavior and emphasizes the importance of physiological state in the expression of behavioral problems and psychiatric disorders. The theory is leading to innovative treatments based on insights into the mechanisms mediating symptoms observed in several behavioral, psychiatric, and physical disorders.

He is the author of *The Polyvagal Theory: Neurophysiological foundations of Emotions, Attachment, Communication, and Self-regulation* (Norton, 2011), *The Pocket Guide to the Polyvagal Theory: The Transformative Power of Feeling Safe* (Norton, 2017), co-editor of *Clinical Applications of the Polyvagal Theory: The Emergence of Polyvagal-Informed Therapies* (Norton, 2018), and *Polyvagal Safety* (Norton, expected 2021).

Dr. Porges is also the creator of a music-based intervention, the Safe and Sound Protocol™, which currently is used by more than 2000 therapists to improve spontaneous social engagement, to reduce hearing sensitivities, and to improve language processing, state regulation, and spontaneous social engagement.



Jules Alvarado, MA, LPC

Saturday, October 2, 2021
Keynote Speaker

Keynote 3: Together We Heal: Trauma is Not a Life Sentence, 1.0 CE Hour - GRAND BALLROOM CENTER AND WEST

In these very troubling times of 2021 we are not only faced with the uncertainty of today, but we are also contending with a rising awareness of our collective trauma. The immediate effects of the Coronavirus are of the utmost concern, but it's also important to consider the longer-term impact of collective trauma of the pandemic and social unrest. Collective Trauma refers to the psychological upheaval that is shared by a group of people who all experience an event. This type of trauma can affect groups of people of any size, including entire nations and in 2021, our entire world. The beliefs that people previously held about their society and major macrosystems are shaken or even shattered. People may question the future of their society and whether it's safe or wise to continue their affiliation with the group, their nations or societies. As a response to parents and professionals experiencing secondary traumatic stress and collective trauma, Jules offers a gentle, mind/body/spirit approach to the resolution of the toxic stress that we are carrying. Come sit with her as she walks you into a space of Quiet Mind, Calm Body and Gentle Spirit. Learning Objectives: 1) Define collective trauma; 2) Identify four stages of healing collective trauma; 3) Compare and contrast vicarious trauma, secondary trauma, and collective trauma.

Jules Alvarado, MA, LPC is an internationally recognized healing expert in the area of trauma, relationship, employee well-being and organizational success. Her work has been taught in more than 11 countries, translated into multiple languages and to 10s of 1000s people. She is the author of 'The Quest for Peace in a Broken World' that grew out of her 25 years working with companies and individual clients. Jules provides highly inspirational keynotes and consultation for global organizations, child serving and leadership groups, communities, first responders and places of worship. As the president and Sr. Clinical Consultant of Alvarado Consulting and Treatment Group, she offers neuroscience and mindfully based consultation for state departments, judicial branches, agencies, and families internationally. Her dynamic and moving engagements bring an audience to tears and laughter time after time.



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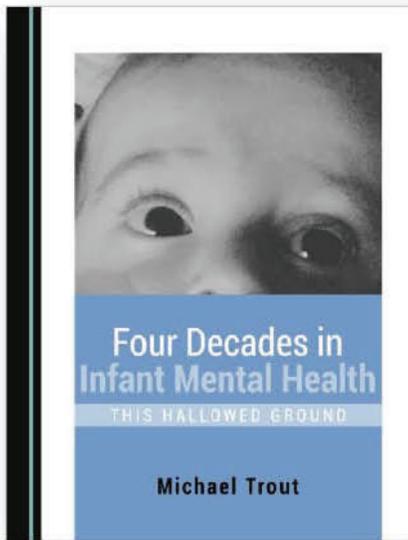
“We’re not just giving the skills to raise or teach kids. It goes beyond skill building, so that everyone can grow together.”

Terry M. Levy, Ph.D., D.A.P.A., B.C.F.E.
ATTACH Founder

”



Four Decades in Infant Mental Health *This Hallowed Ground* By Michael Trout



Hardback

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07/01/2021

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234 / A5

Visit www.cambridgescholars.com for a free 30-page sample.

Book Description

What can we do about very young children who cry all the time, or who withdraw, or who resist the very thing they need most: loving care? What can we do about parents who seem lost in the hurts of their own early childhood, and who behave in ways absolutely antithetical to their own stated parenting principles?

This is the world of infant mental health, and this book gathers together 25 stories from the author's 41 years of experience in this remarkable clinical specialty. It will serve as a casebook and guide for infant mental health practitioners, and for the specialized faculty who prepare them. The clarity and accessibility of the cases will, however, make this book compelling to anyone mystified by how our earliest attachment experiences support or confound our later development.

About the Author

Michael Trout completed his specialized training at the Child Development Project at the University of Michigan School of Medicine, under Professor Selma Fraiberg. He has served as the Vice-President for the United States at the World Association for Infant Mental Health, and as a Charter Editorial Board Member for the Infant Mental Health Journal. In addition to publishing four books, seven book chapters and 13 journal articles, he has produced 16 documentary films in the field that are in use in universities and clinics around the world. He won the Selma Fraiberg Award for "...significant contributions to the needs of infants and their families," and a Lifetime Achievement Award "for his decades of work with children of loss and trauma" from ATTACH.

Four Decades in Infant Mental Health: This Hallowed Ground is coming soon in Hardback. Further details can be found on the Cambridge Scholars [website](http://www.cambridgescholars.com), where you can also access a free 30-page sample.

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CAMPUS**

For Adolescent Females

**LAKEVIEW
CAMPUS**

For Adolescent Males

10 Powerful Ways to Connect to ATTACH

1. Subscribe to our E-Newsletter
2. Complete our 2021 ATTACH post-Conference survey on Whova
3. Become an ATTACH member
4. Register for a workshop or training
5. Become a \$10 monthly donor
6. Double Your Donation! Ask your or your partner's employer if they match employee donations
7. Follow ATTACH on Social Media: Facebook, Twitter (@attachorg), Instagram (@attach_org), Vimeo, LinkedIn, YouTube
8. Check out the Resources page on our website
9. Make a one-time donation
10. Tell your colleagues, family and friends about ATTACH

7:30 a.m.	Registration
8:00 a.m. - 5:00 p.m.	Exhibit Hall Open
8:30 a.m. - 12:00 p.m.	Keynote: Nim Tottenham, Ph.D.
12:00 p.m.- 1:00 p.m.	Lunch (On Your Own)
1:00 p.m. - 2:30 p.m.	Session 1
3:00 p.m. - 4:30 p.m.	Session 2
4:30 p.m. - 5:15 p.m.	Parent Debriefing
5:30 p.m.	33rd Annual Celebration and Welcome Reception

**** Doctorate Level Attendees
MUST TAKE the Advanced
Clinical Track and Keynotes to
receive APA Credits.**

Session 1 1:00 p.m. - 2:30 p.m.

1A: What I Wish I Had Known About Parenting Wounded Children, Parent Track, No CE Hours - BLOOMINGTON

Attempts to parent our four adopted children left my husband & me feeling battered & woefully incompetent for 17 years. Thankfully, I found some helpful ideas! I used them on my children and have had huge improvements. I would like to share my new insights with you! **Learning Objectives:** 1) Recognize they are not alone in their challenges and struggles; 2) Appreciate some basic brain dynamics for attachment and caregiving; 3) Describe the concepts of "blocked trust" and "blocked care", and how these can impact the care parents are able to provide for their children; 4) Compare traditional approaches and neuroscience-based approaches to parenting; 5) List six parenting changes one can make to reduce stress in the home and increase connection with struggling children.

Babette Northrop, MS, PT, OH Session

1B: Hypersensitivity and Attachment Difficulties, Sensorimotor/OT Track, 1.5 CE Hours - VERANDA 1-4

We will discover the interaction between sensory systems and attachment in recent years. This workshop will explain the clinical importance of using critical thinking when faced with a sensitive profile. We will briefly discuss assessment and share a case study that supports this theory. **Learning Objectives:** 1) Identify three points of overlap between hypersensitivity and attachment difficulties; 2) Apply clinical judgement through the assessment process; 3) Analyze frequency and duration of intervention through case study discussion.

Maude Le Roux, OTR/L, SIPT, Expert DIR Training Leader

1C: Experiencing vs. Learning: Therapeutic Techniques that Enhance Attachment and Resolve Trauma, 1.5 CE Hours - GRAND BALLROOM EAST A

The human brain develops in the context of the relationships with others. The quality of those relationships affects resilience in the child from the effects of trauma. Therapeutic interventions that effectively enhance attachment and resolve trauma are experiential in nature. Within the context of the safe relationship with the therapist, parents and children are guided to experience safety and intimacy with each other. **Learning Objectives:** 1) Describe the general brain regions involved in the development of attachment, and the responses to trauma. 2) List five different ways to use non-verbal or somatic experiences to enhance attachment and heal trauma. 3) Describe the somatic, non-verbal interactions used by the therapist with parents and children in attachment- and trauma-focused therapy.

Mary-Jo Land, Registered Psychotherapist, Ontario



WHY I ATTEND

I wanted to learn more about how I can help families heal from a trauma.

-2020 ATTACH Conference Attendee

1 & 2D: Treating the Traumatized Family: Step-by-Step Family Engagement 3 CE Hours - GRAND BALLROOM EAST B

Learn how to successfully engage the whole family in services starting with a phone call. Using a seven-question script based on Motivational Interviewing, participants will learn the transferable Family Systems Trauma (FST) techniques of “stick and move” and “closing statements” to engage families in receiving and successfully completing the program. **Learning Objectives:** 1) Apply the 7-question MI Phone Call Script to your own clients the next day at work; 2) Discover how the MI Phone synchronizes with Prochaska’s Readiness to Change research; 3) Compare how the MI Phone creates a soft up to treatment vs. the traditional harsh start-up; 4) Adapt FST techniques to different cultures and settings; 5) Observe demonstrations of how to handle challenges with treating children and families together in trauma treatment.

Scott P. Sells, Ph.D., MSW, LCSW, PLL- Parenting with Love and Limits, KS

1E: Preventing Family Disruption: A Whole Body Toolkit, Prevention & Early Intervention Track, 1.5 CE Hours - EDINA

The path to parenthood is filled with dreams and expectations. This workshop will explore what happens when parental expectations and children’s needs conflict. A paradigm that prevents parental disruption of relationship unpacks and understands parental mindset, befriends the nervous system and delivers a tool kit of resources for success. **Learning Objectives:** 1) Identify 3 characteristics of parental mindset and its impacts on parenting; 2) Identify 3 domains of mismatch of child’s needs and parental expectations; 3) Identify 3 attachment behaviors that may be misunderstood and how to address; 4) Identify 3 feelings/bodily sensations that are tied to the nervous system and reflect activation along with strategies to settle; 5) Identify 4 new skills to stay in relationship with the child even when it is very difficult.

Janice Goldwater, MSW, LCSW-C, CEO, Adoptions Together, MD

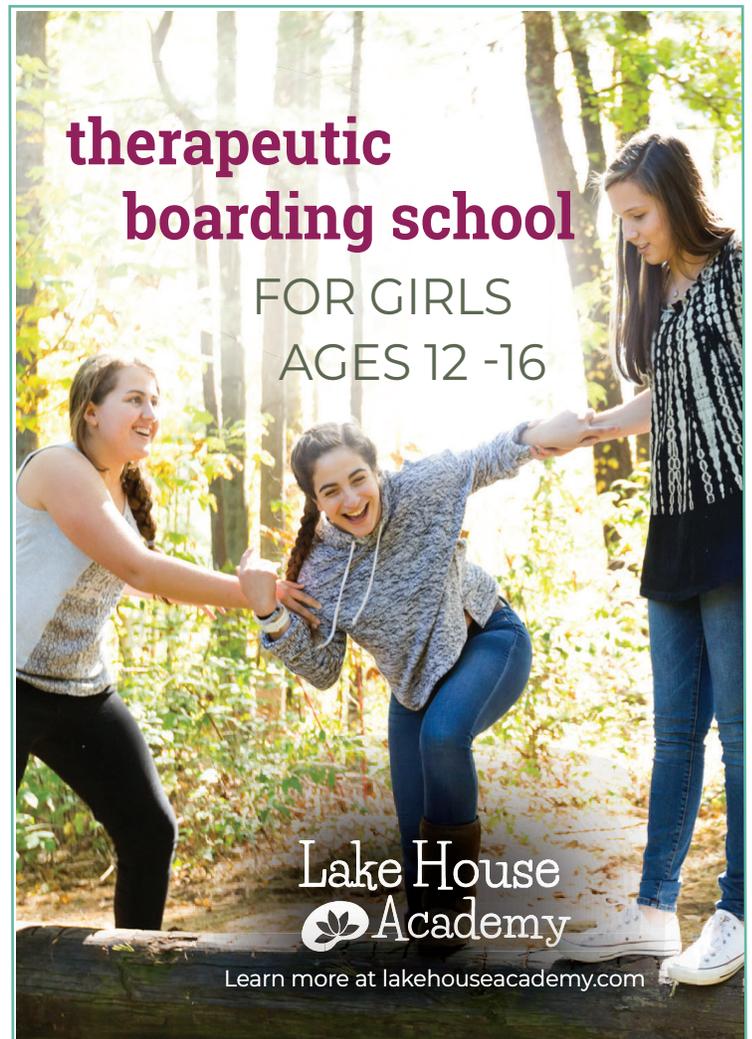
Melanie Gedding-Hayes, MSW, LCSW-C, Director, Adoptions Together, MD



1F: Regulating Your Organization's Nervous System: Workforce Wellbeing, Innovation, Systems Change, Multidiscipline Track, 1.5 CE Hours

“I’m Numb”: A Deeper look into Self Harm Behavior

This workshop digs into the various sources that drive Self Harm behavior. Four categories of Self harm will be explored, dissected, and discussed based upon variables like unhealthy attachment variables, dysregulation in the nervous system, and intervention with complex relational aspects of cutting. Two case studies will be overviewed, one with a focus on the individuals self-harming dynamics, and another through the lens of the family systems approach. [Steve Sawyer LCSW CSAC](#)



Session 2 1:00 p.m. - 2:30 p.m.

2A: Help! My Child is Changing Me: Navigating Blocked Care, Parent Track, **No CE Hours** - **BLOOMINGTON**

If you find yourself feeling angry, lost, or hopeless in your relationship with your child, you are not alone!!! In fact, it's a brain thing! Early trauma can create "Safety Blindness" in your child, making it difficult to trust you as their parent. Join this interactive session for help reawakening those weary attachment systems – in you and your child! **Learning Objectives:** 1) Describe blocked care with compassion for self and child; 2) Demonstrate at least five strategies for preventing or overcoming blocked care; 3) Create a plan for nurturing the calm, curious, connecting parts of parent and child brains.

Jessica Sinarski, LPCMH, BraveBrains, DE

2B: Understanding the Impact of the Visual System on Trauma, Sensorimotor/OT Track, **1.5 CE Hours** - **VERANDA 1-4**

This workshop will cover the function and effect of the visual system on trauma informed care. The neuro-anatomy and all the different functions will be highlighted (Ocular-motor, visual perceptual, visual-spatial). The impact of trauma on the visual system will be discussed and ideas to include the visual system in intervention. **Learning Objectives:** 1) Describe ten different functions of vision; 2) Explain the impact of trauma-informed care on the process of vision; 3) Apply at least three techniques that would include vision during intervention.

Maude Le Roux, OTR/L, SIPT, Expert DIR Training Leader

2C: Engaging Parents in Child Therapy, Professional Intermediate Track, **1.5 CE Hours** - **VERANDA 5-8**

Many therapists lack the skills and confidence to involve parents in therapy with their children. However, when using an attachment-based, trauma-informed approach, parent involvement is essential. This workshop will outline ways to engage parents in child therapy and how to become a safe haven and secure base for parents. **Learning Objectives:** 1) Name 3 important expectations to clearly define for parents bringing their child to you for therapy; 2) Describe 5 levels of parent involvement and give an example of each; 3) Explain how to assess when to refer parents for their own therapy and one risk and one benefit of doing this.

Karen Doyle Buckwalter, LCSW, RPT-S, Chaddock, SC



1 & 2D: Accommodating for Executive Dysfunction when Treating Trauma, Grief, and Attachment Issues, Advanced Clinical Track, **3 CE Hours** - **GRAND BALLROOM EAST B**

Continuation. See workshop period 1D for workshop description.

2E: Addressing Racial Stress and Trauma in Young Men of Color, Prevention & Early Intervention Track, **1.5 CE Hours** - **EDINA**

There are a number of historic factors that have contributed significantly to the mental health challenges that men of color face in today's society. Historic factors such as economic stressors, systemic failures, and a legacy of racism are directly correlated to young men of color experiencing higher than normal levels of anxiety and depression. This presentation will engage participants in a discussion about how to build resilience in young men of color as they confront racial stress and trauma. **Learning Objectives:** 1) Identify three (3) strategies to increase help seeking behaviors in men of color; 2) Assess racial stress and trauma and how it impacts men of color; 3) Utilize strategies to address racial stress and trauma and promote resilience in young men of color.

Calvin A. Kelly, Ph.D., Dr. Calvin Kelly & Associates, TX

2F: Building Trauma Sensitive Schools: How to Help Traumatized Youth Get Regulated, Multidiscipline Track, **1.5 CE Hours** - **GRAND BALLROOM EAST A**

The presenter will teach you about regulated and dysregulated states by introducing you to her River of Feelings visual—a practical tool for youth of all ages. Participate in activities as well as discussions, and leave prepared to help yourself and your students get regulated and ready to learn. **Learning Objectives:** 1) Define trauma and the trauma-sensitive school; 2) Identify ways in which trauma may impact youth at school; 3) Differentiate between regulated and dysregulated arousal states; 4) Learn how to utilize the River of Feelings visual with students of various ages; 5) Trace use of the River of Feelings visual to one's self-care plan as an educator or other helper.

Jen Alexander, MA, NCC, SB-RPT, Ms. Jen Alexander Consulting, IA

WHY I ATTEND

I have always heard about the conferences as I'm an adoptee and an adoption social worker. My mother is an attachment specialist so she has encouraged attendance.

-2020 ATTACH Conference Attendee



A National Online Panel Discussion

Building a Healthy Racial Identity in Children and Youth



Teaching the World to Heal

A CONVERSATION ON RACISM, TRAUMA & ITS IMPACT ON CHILDREN



Educate and Train yourself, your team/ staff, parent groups and others.

Rent and Watch

<https://tinyurl.com/ATTACHEquity>



A National Panel Discussion

The Language of Anti-Racism

What We Should and Shouldn't Say



Helping families heal and grow. Together.

Outpatient/Community Mental Health • Foster Care/Adoption • Residential Treatment

ILLINOIS

Nexus-Indian Oaks Family Healing
Nexus-Onarga Family Healing

MARYLAND

Nexus-Woodbourne Family Healing

MINNESOTA

Nexus-FACTS Family Healing
Nexus-Gerard Family Healing
Nexus-Kindred Family Healing
Nexus-Mille Lacs Family Healing

NORTH DAKOTA

Nexus-PATH Family Healing



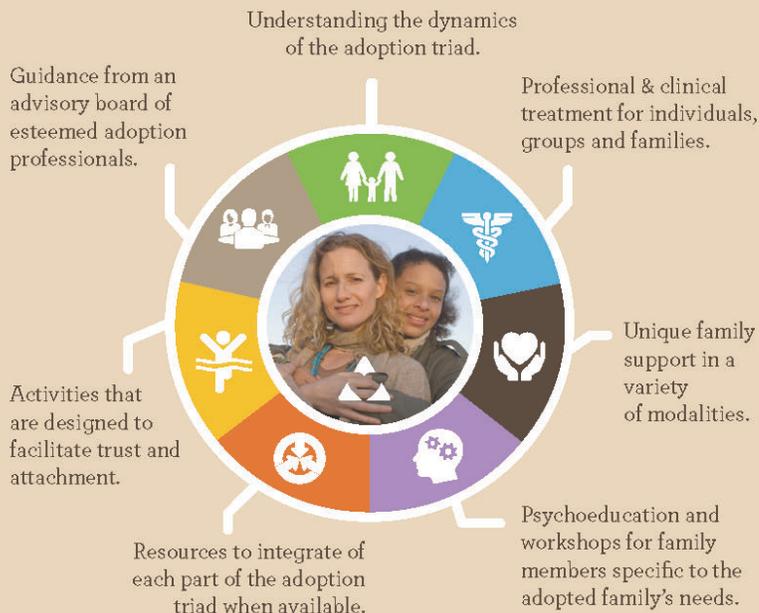
NexusFamilyHealing.org

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		Parent	Sensorimotor/OT	Professional Intermediate
		A	B	C
THURSDAY	Keynote 8:30am - 12:00pm	Keynote		
	Period 1 1:00-2:30pm Thursday Sep 30	What I Wish I Had Known About Parenting Wounded Children Babette Northrop <i>Monitor: Gail Curran</i>	Hypersensitivity and Attachment Difficulties Maude Le Roux <i>Monitor: Mary-Jo Land</i>	Experiencing vs Learning: Therapeutic Techniques that Enhance Attachment and Resolve Trauma Mary-Jo Land <i>Monitor: Nicole Fuglsang</i>
	Period 2 3:00-4:30pm Thursday Sep 30	Help! My Child is Changing Me: Navigating Blocked Care Jessica Sinarski <i>Monitor: Tom Jones</i>	Understanding the Impact of Visual Systems Maude LeRoux <i>Monitor: Kristin Magoris</i>	Engaging Parents in Child Therapy Karen Buckwalter <i>Monitor: Lori Thomas</i>
FRIDAY	8:30-10:00am Friday Oct 1	Keynote - Dr. Tina Cham		
	Period 3 10:15 - 11:45am Friday Oct 1	Attachment Informed De-Escalating Interventions Melanie Schmidt/Megan Montgomery - BLOOMINGTON <i>Monitor: Gail Curran</i>	Learn to be Rhythmic Luke Graner - VERANDA 1-4 <i>Monitor: Maude Le Roux</i>	Therapeutic Strategies to Heal and Promote Attunement, Attachment, and Connection Lisa Maynard/Edna Davis-Brown - GRAND BALLROOM EAST B <i>Monitor: Traci Patterson</i>
	11:45 - 12:45 Friday Oct 1	Luncheon Keynote - Dr. Steph		
	Period 4 1-2:30pm Friday Oct 1	Ensuring Culturally-Responsive Services for LGBTQ Youth & Adults Kristina Berg - VERANDA 5-8 <i>Monitor: Sue Badeau</i>	Proprioceptive Activities to Lower Stress (PALS) Program Lara Taggart - BLOOMINGTON <i>Monitor: Maude Le Roux</i>	Myths, Perceptions and Assessment of Youth with Problematic Sexual Behaviors - GRAND BALLROOM EAST B Paula Minske <i>Monitor: Jenni Buskirk</i>
	Period 5 3-4:30pm Friday Oct 1	Moving from Trauma-Informed to Trauma-Responsive Sue Badeau- VERANDA 5-8 <i>Monitor: Tom Jones</i>	<i>** Includes 30 minute break</i>	Emotion Regulation Toolkit: Treating Attachment Disturbances in Teens Daniel Ahearn - GRAND BALLROOM EAST B <i>Monitor: Nicole Fuglsang</i>
SATURDAY	Period 6 8:30am-10am Saturday Oct 2	Fighting the "Fight and Flight": An Adoptee's Journey to Healing Gail Curran / Jessica Larsen - VERANDA 1-4 <i>Monitor: Tom Jones</i>	VIRTUAL Sensory Modulation & Attachment Tina Champagne -BLOOMINGTON <i>Monitor: Maue Le Roux</i> <i>** Includes 15 minute break</i>	VIRTUAL Your FBA is a Fantasy: Creating Trauma-Informed FBAs & Behavior Plans Doris Bowman/Rick Bowman- GRAND BALLROOM EAST B <i>Monitor: Wendy Watson</i> <i>** Includes 15 minute break</i>
	Period 7 10:15 - 11:45am Saturday Oct 2	Meeting Trauma Through Knowing Our Bodies and Souls Janice Goldwater / Jules Alvarado - VERANDA 1-4 <i>Monitor: Gail Curran</i>		
	Period 8 1:00-2:30pm Saturday Oct 2		You Don't Need to be a Neuro-Guru to Do Neurofeedback! Dianne Kosto - GRAND BALLROOM EAST B <i>Monitor: Jocelyn Black</i>	Attachment-Based Animal Assisted Psychotherapy Darlene Brace - BLOOMINGTON <i>Monitor: Stacey Notch</i>
	Closing Keynote 3-4:30pm	Keynote - Jules Alvarado		

Doctorate Level Attendees Must Take the Advanced Clinical Track and Keynotes to Receive APA Credits.

Advanced Clinical	Prevention/Early Intervention	Multidiscipline
D **	E	F
note - Dr. Nim Tottenham		
Treating the Traumatized Family: Step-by-Step Family Engagement Dr. Scott Sells <i>** Includes 30 minute break</i> Monitor: April Wallace	Preventing Family Disruption: Whole Body Toolkit Janice Goldwater / Melanie Geddings-Hayes Monitor: Jenni Buskirk	Self Harm through Cutting Steve Sawyer Building Trauma Sensitive Schools: How to Help Traumatized Youth Get Regulated Jen Alexander Monitor: Wendy Watson
page - GRAND BALLROOM CENTER AND WEST		
VIRTUAL Helping Parents Heal Trauma: The Integrative Attachment Informed Mode Angela Cavett - GRAND BALLROOM EAST A Monitor: Norm Thibault	The Impact of Trauma on Child Development: Considerations for Early Childhood Mental Health Katie Lingras - VERANDA 5-8 Monitor: Mary-Jo Land	Attachment Dynamics in Transracial Adoption Karen Buckwalter/Melanie Chung-Sherman (VIRTUAL) - EDINA Monitor: Atasha Kelley-Harris
en Porges - GRAND BALLROOM CENTER AND WEST		
Continuation: Helping Parents Heal Trauma: The Integrative Attachment Informed Mode (I AIM)- GRAND BALLROOM EAST A Angela Cavett	Birth Trauma and Infant-Mother Bonding: Possible Effects and Early Interventions Jessica Crowley - VERANDA 1-4 Monitor: Wendy Watson	Continuation: Attachment Dynamics in Transracial Adoption Karen Buckwalter/Melanie Chung-Sherman - EDINA
Nutrition and Trauma Dr. Scott Sells - GRAND BALLROOM EAST A	Preventing Disruptions through Matching Deena McMahon - EDINA Monitor: Atasha Kelley-Harris	PAWSitive Relationships - Creating Safe Pathways to Secure Attachment Jenna Osborn/Josh Nordean - VERANDA 1-4 Monitor: Stacey Notch
Heart of the Matter: Immersion into Self Regulation Mastery through HeartMath Steven Sawyer - GRAND BALLROOM EAST A Monitor: April Wallace <i>** Includes 15 minute break</i>	Stopping the Cycle of Trauma Deena McMahon / Lu Taylor - EDINA Monitor: Deena McMahon	How Teachers Create Adoption-Friendly Learning Spaces Through the Use of Social-Emotional Teaching Practices Max Weinberg- VERANDA 5-8 Monitor: Sue Badeau
ACEs and Archetypes: Understanding Therapeutic Narratives in the Treatment of Developmental Trauma - GRAND BALLROOM EAST A Dr. Mark Forman Monitor: Nicole Fuglsang	VIRTUAL Evaluation and Treatment of Fetal Alcohol Spectrum Disorders Arthur Becker-Weidman - EDINA Monitor: Norm Thibault	Completing Forensic Parenting Assessments in Child Welfare Cases Deena McMahon-VERANDA 5-8 Monitor: Lori Thomas
do - GRAND BALLROOM CENTER AND WEST		
Painting with a Purpose: Supporting Self Care and Affect Regulation through Creative Arts Sue Badeau/Chelsea Badeau-VERANDA 5-8 Monitor: Sue Badeau		

7:00 - 8:00 a.m.	Open Yoga Class
7:30 a.m.	Registration
8:00 a.m. - 5:00 p.m.	Exhibit Hall
8:30 - 10:00 a.m.	Keynote 2: Tina Champagne, OTD, OTR, FAOTA
10:15 - 11:45 a.m.	Session 3
12:00 p.m. - 1:00 p.m.	Luncheon - Keynote: Stephen W. Porges, PhD
1:00 - 2:30 p.m.	Session 4
3:00 - 4:30 p.m.	Session 5
4:30 - 5:15 p.m.	Debriefing Session for Parents
5:30 - 7:00 p.m.	Parent Night
6:00 - 7:30 p.m.	Professional Networking Social

**** Doctorate Level**
Attendees MUST TAKE the
Advanced Clinical Track
and Keynotes to receive
APA Credits.

Session 3 10:15 - 11:45 a.m.

3A: Attachment Informed De-Escalating Interventions, Parent Track, No CE Hours - BLOOMINGTON

Using an attachment informed lens, participants will focus on reviewing the reasoning for parenting through an attachment informed lens. Following which, they will observe and practice practical interventions that build attachment and can be used to de-escalate or prevent challenging behaviors. **Learning Objectives:** 1) Identify triggers and warning signs of behaviors; 2) Analyze a wide variety of proactive and reactive behaviors; 3) Observe and practice attachment-based behavioral interventions.

Melanie Schmidt, LMSW, Adoption STAR, Inc., NY
 Megan Montgomery, LMSW, Adoption STAR, Inc., NY

3B: Learn to be Rhythmic, Sensorimotor/OT Track, 1.5 CE Hours - VERANDA 1-4

In an interactive group setting, attendees will learn to be rhythmic. Moving through a looping series of simple musical patterns and movements, participants will experience, first-hand, the moving power of rhythm through music, movement and mindfulness. The workshop will provide patterns and practices to consider using in one's personal life, family, classroom and office. **Learning Objectives:** 1) Perform a set of rhythmic patterns in an interactive group drum circle; 2) Experience patterned, repetitive practices that stimulate the mind while regulating the body. This experience will help participants understand how regulating and effective rhythmic practices can be; 3) Participate in rhythmic exercises as interventions designed to help parents and kids more easily regulate, relate, and reason.

Luke Graner, BFA, BeRhythmic, MN

3C: Therapeutic Strategies to Heal and Promote Attunement, Attachment, and Connection, Professional Intermediate Track, 1.5 CE Hours - GRAND BALLROOM EAST B

Therapists often have insufficient training on issues derived from the impact of trauma, attachment injury, and the resulting effects on social-emotional development. This presentation focuses on healing the mind, body, and spirit utilizing evidence-based protocols, tools, and strategies for supporting attachment, attunement, and connections with those who struggle with adversity. **Learning Objectives:** 1) Describe the impact of trauma on attachment and social-emotional development for adoptive/guardianship families; 2) Identify three evidence-based tools and/or strategies to support healing and attachment; 3) List at least three interventions that workers can utilize to support attachment and attunement, and promote felt safety; 4) Demonstrate competence using tools as practiced in this workshop that support attachment and attunement, and promote felt safety.

Lisa D. Maynard, LMSW, Center for Adoption Support and Education, MD
 Edna Davis-Brown, MPH, Center for Adoption Support and Education, MD



3 & 4D: Helping Parents Heal Trauma: The Intergenerative Attachment Informed Model (I AIM), Advanced Clinical Track, 3 CE Hours - BALLROOM EAST A

Integrative Attachment Informed Model (I AIM) is a three-tiered treatment which allows the therapist to prescriptively address treatment needs based on the parent-child dyad. This workshop will describe the treatment components: from supporting parents in co-regulation of affect to cognitive strategies, and narratives. This engaging workshop is heavily supported with case studies across the three tiers of IAI CBPT. **Learning Objectives:** 1) Describe the theoretical foundation of Integrative Attachment-Informed Cognitive Behavioral Play Therapy (IAI CBPT); 2) Compare and contrast IAI CBPT with other therapies for children; 3) Describe how dyadic play-based interventions enhance IAI CBPT at each of the three tiers; 4) Identify the components of IAI CBPT and matching play therapy interventions for each component; 5) Articulate the integration of neuroscience research with IAI CBPT.

Angela M. Cavett, MA, PhD, LP, RPT-S, Chrysalis Behavioral Health Services & Training Center, ND

3E: The Impact of Trauma on Child Development: Considerations for Early Childhood Mental Health, Prevention & Early Intervention Track, 1.5 CE Hours - VERANDA 5-8

This workshop will discuss impacts of trauma on child development, with a particular focus on children 0-5 and their families. Cultural contexts of development and trauma (i.e. historical trauma) will be considered and participants will be encouraged to consider how their own views and biases may shape their conceptualizations. Adverse Childhood Experiences (ACEs) and trauma will be discussed and distinguished. Finally, participants will learn strategies for recognizing, assessing, and working with young children and families affected by trauma. **Learning Objectives:** 1) Define and distinguish types of stressful and/or traumatic experiences; 2) Understand basic early brain development concepts and how trauma impacts these processes; 3) Identify the role of protective factors in fostering resilience among young children who experience trauma; 4) Recognize and explain assessment/treatment options for trauma.

Katherine A. Lingras, PhD, LP, University of Minnesota - Dept. of Psychiatry & Behavioral Sciences, MN



3 & 4F: Attachment Dynamics in Transracial Adoption, Multidiscipline Track, 3 CE Hours - EDINA

Transracial adoptees and allies have been addressing the challenges of racism, oppression, and marginalization they experience within the context of their adoptive families, communities, and society. The research is clear: any form of oppression directly impacts mental health, sense of security, and wellbeing. This workshop will examine complex trauma through the lens of racism and oppression and how these impacts directly influence attachment and relational functioning throughout the lifespan. **Learning Objectives:** 1) Define racism, discrimination, oppression, and prejudice, and how this intersects within transracial adoption; 2) Name three ways to actively integrate transracial issues into your professional work or role as parent; 3) Define the term "implicit bias" and learn how to increase awareness of it; 4) Define the term "racial mirror" and list three reasons why racial mirrors are important to overall development and self-esteem; 5) Name three ways discrimination, oppression, and prejudice impact attachment security.

Karen Doyle Buckwalter, LCSW, RPT-S, Chaddock, IL
Melanie "Jae-Hee" Chung-Sherman, LCSW-S, LCPAA, TX

WHY I ATTEND

I have always heard wonderful things about the conference, and I LOVED all the information and connections I made at this year's conference.

-2020 ATTACH Conference Attendee



Session 4 1:00 - 2:30 p.m.

4A: Ensuring Culturally-Responsive Services for LGBTQ Youth & Adults, Parent Track, No CEs - VERANDA 5-8

The presenter will cover the areas organizations should focus on when working to improve the experiences and outcomes of LGBTQ clients. Strategies for creating real change for LGBTQ young people in foster care and LGBTQ-headed families will be explored. Participants will get an overview of the All Children-All Families initiative which can guide this work. **Learning Objectives:** 1) Understand key concepts related to the LGBTQ community, including sexual orientation, gender identity and expression; 2) Identify common barriers faced by LGBTQ youth and adults navigating child welfare systems; 3) identify common barriers faced by LGBTQ youth and adults navigating child welfare systems; 4) Learn about tools available from the HRC Foundation's All Children-All Families program for organizations interested in improving their cultural responsiveness with LGBTQ clients.

[Kristina Berg, BSW, Director of Engagement, Children's Home Society of Minnesota, MN](#)

4 & 5B: Proprioceptive Activities to Lower Stress (PALS) Program, Sensorimotor/OT Track, 3 CE Hours - BLOOMINGTON

A sensory integration intervention, Proprioceptive Activities to Lower Stress (PALS), was developed to study its effect on a 6 year's old boy's expressions of emotions using AB single subject design. Three emotions were measured using a facial analysis system, Noldus FaceReader®. **Learning Objectives:** 1) Describe the major findings from the PALS study; 2) Identify three implications for practice from the study; 3) Identify two areas for future research from the study; 4) Understand how to address emotional regulation from a sensory modulation lens.

[Lara Taggart, OTR/L, Instructor, Northern Arizona University, AZ](#)



4C: Myths, Perceptions and Assessment of Youth with Problematic Sexual Behaviors, Professional Intermediate Track, 1.5 CE Hours - GRAND BALLROOM EAST B

This interactive workshop will dive into the myths and perceptions for youth with problematic sexual behaviors. We will discuss healthy development, when normal development turns unhealthy, assessing a youth's strengths and needs, the mental health impact, and the treatment options available. **Learning Objectives:** 1) Identify the perceptions and myths in working with youth with problematic sexual behaviors; 2) Define developmental stages as it relates to sexuality; 3) Indicate clinical diagnosis and impact on behaviors.

[Paula Minske, MS, LMFT, Nexus Family Healing, MN](#)

3 & 4D: Helping Parents Heal Trauma: The Intergenerative Attachment Informed Model (I AIM), Advanced Clinical Track, 3 CE Hours - GRAND BALLROOM EAST B

Continuation. See workshop period 3D for workshop description.

4E: Birth Trauma and Infant-Mother Bonding: Possible Effects and Early Interventions, Prevention & Early Intervention Track, 1.5 CE Hours - VERANDA 1-4

This presentation will discuss basics of birth trauma and infant attachment, as well as the interaction between the two, looking specifically at trauma symptoms, maternal sensitivity and time spent in the neonatal unit. Afterwards, we will look at risk factors, possible treatments, and the integration of these into existing systems. **Learning Objectives:** 1) Explain the connection between birth trauma and infant attachment difficulties; 2) Apply various techniques to screen for risk and treat clients with birth trauma and difficulty forming attachments with their newborn; 3) Construct a plan to integrate prevention and early intervention for clients experiencing trauma symptoms after birth into your own existing organization.

[Jessica Crowley, Child Therapist, House of Hope, UT](#)

3 & 4F: Attachment Dynamics in Transracial Adoption, Multidiscipline Track, 3 CE Hours - EDINA

Continuation. See workshop period 4F for workshop description.

Session 5 3:00 - 4:30 p.m.

5A: Moving from Trauma-Informed to Trauma-Responsive, Parent Track, No CE Hours - VERANDA 5-8

In recent years, adults working with children in schools, child welfare, juvenile justice, and other settings have had many opportunities to learn about becoming "trauma-informed." Yet there is still a gap between having this knowledge and using it daily. This interactive workshop will use five themes and characters from The Wizard of Oz to help professionals and supervisors move to the next level and become trauma-responsive in real-world, everyday situations. **Learning Objectives:** 1) Describe the difference between being trauma-informed and trauma-responsive; 2) Explain the connection between attachment, permanency and trauma-responsive engagement and intervention; 3) List and be able to employ five specific ways to utilize concrete tools for being trauma-responsive in daily settings involving children and families.

Sue Badeau, BA, Consultant, PA

4 & 5B: Proprioceptive Activities to Lower Stress (PALS) Program, Sensorimotor/OT Track, 3 CE Hours - BLOOMINGTON

Continuation. See workshop period 4B for workshop description

5C: Emotion Regulation Toolkit: Treating Attachment Disturbances in Teens, Professional Intermediate Track, 1.5 CE Hours - GRAND BALLROOM EAST B

This is an interactive workshop exploring attachment disturbances in teens. The workshop will include psychoeducation and history about attachment, how it manifests, the trauma symptoms of anxiety and depression, how to use meditation technologies to repair these disturbances, and an overview of using Ideal Parent Figure (IPF) with teen populations. The workshop will include experiential practices that clinicians and attendees can take away from conference.

Learning Objectives: 1) Learn how attachment disturbances manifest as anxiety and depression; 2) Demonstrate experiential practices with a concentration on emotional intelligence; 3) Describe two Ideal Parent Figures (IPF) as treatment for teens.

Daniel Ahearn, AMFT/CADAC I, Ascend Healthcare, CA

5D: Nutrition and Trauma, 1.5 CE Hours - GRAND BALLROOM EAST A

Proper nutrition is a key ingredient in rewiring your clients traumatized neural pathways. Yet, research shows that nutrition is often not part of trauma treatment. Nutrition and trauma are on two different planets. This training is for professionals who want to understand why nutrition and trauma are not typically linked in treatment and how to bridge this gap with step-by-step tools and case examples.

Scott P. Sells, PhD, MSW, LCSW, LMFT

5E: Preventing Disruptions through Matching, Prevention & Early Intervention Track, 1.5 CE Hours - EDINA

Too often, placements are focused on the physical safety of the home, number of children, and health of the caregivers. This presentation discusses factors that truly predict long term success, but which are more difficult to identify. This includes parenting philosophy and insight into attachment and trauma. **Learning Objectives:** 1) Learn interview strategies and topics to identify core beliefs of the family; 2) Identify specific questions to ask each perspective parent; 3) Formulate impressions of a prospective placement.

Deena McMahon, MSW, LICSW, McMahon Counseling & Consultation, LLC, MN

5F: PAWSitive Relationships - Creating Safe Pathways to Secure Attachment, Multidiscipline Track, 1.5 CE Hours - VERANDA 1-4

Jeanna will define Animal Assisted Therapy and provide examples of the neurobiological changes animals produce. Examples of how animals can be used in any setting, home, office, or facility will be offered. Josh will go over the four fundamental fears and how animals can help. Our panel of previous Calo students along with their Calo canines will provide specific examples and demonstrate how their dog helps them. Jeanna will discuss the organic sensory opportunities animals provide and demonstrate how the live feedback loop benefits our panel. The concept of TransFURable Attachment will be taught by our panel of experts and their dogs. **Learning Objectives:** 1) Learn how animals in the environment calm the neurobiology and help create neurobiological change; 2) Identify how, when, and where to use animals for healing the traumatized brain; 3) Understand and speak to the organic sensory opportunities animals offer, and how animals provide feedback; 4) Learn how to guide and interpret the animal feedback loop works; 5) Identify indicators or TransFURable Attachment.

Jeanna Osborn, Calo Programs, MO

Josh Nordean, MS, LPC, Calo Programs, MO



7:00 - 8:00 a.m.	Open Yoga Class
7:30 a.m.	Registration
8:00 a.m. - 3:00 p.m.	Exhibit Hall
8:30 - 10:00 a.m.	Session 6
10:15 - 11:45 a.m.	Session 7
11:45 a.m. - 1:00 p.m.	Lunch (On Your Own)
1:00 - 2:30 p.m.	Session 8
3:00 p.m.	Exhibit Hall Closes
3:00 - 4:30 p.m.	Closing and Keynote: Jules Alvarado, MA, LPC

**** Doctorate Level**
Attendees MUST TAKE the
Advanced Clinical Track
and Keynotes to receive
APA Credits.

Session 6 8:30 - 10:00 a.m.

6A: Fighting the "Fight and Flight": An Adoptee's Journey to Healing, Parent Track, No CE Hours - VERANDA 1-4

This workshop will provide a first-hand account of an adoptee's journey in the search for survival and happiness. The presenters will describe her and her family's persistence to come to peace and stability amid physical trauma in the midst of an overactive stress response system. This is an inspiring true story of struggles and resilience to where she is now. **Learning Objectives:** 1) Find inspiration through demonstration of a young woman's and her family's journey in understanding and acceptance of the ups and downs of attachment and developmental trauma; 2) Demonstrate specific ways to advocate for their child or client; 3) Learn early attachment theories and treatment and how new science methodology to treatment is available; 4) Learn ways to recognize that there is no silver bullet to ongoing struggles and implement the values of love, persistence, and never giving up.

Gail Curran, MS, MBA, Certified Educational Planner, Optimal Edu Options, AZ
Jessica Larsen, College Student & Adoptee
Carolyn Larsen, BS

6 & 7B: Sensory Modulation & Attachment, Sensorimotor /OT Track, 3 CE Hours - BLOOMINGTON

The ability to develop and maintain strong attachments is influenced in part by sensory modulation, which is a component of sensory integration and processing. This presentation will provide an overview of sensory modulation, ways that it impacts attachment, and strategies that can be used to support attachment using a sensory lens. **Learning Objectives:** 1) Define sensory modulation; 2) Differentiate between sensory modulation patterns; 3) Identify ways to assess sensory modulation patterns; 4) Recognize how sensory modulation patterns impact attachment; 5) Identify five to ten sensory strategies to use to support attachment.

Tina Champagne, OT, OTD, OTR/L, FAOTA, Cutchins Programs for Children & Families, MA

WHY I ATTEND

I thought it would be a very good value. I also have a special interest in attachment in very young children and thought that some of the OT work would really apply well to the kind of therapy we do in infant mental health.

-2020 Conference Attendee



6 & 7C: Your FBA is a Fantasy: Creating Trauma-Informed FBAs & Behavior Plans, Professional Intermediate Track, 3 CE Hour - GRAND BALLROOM EAST B

Stop chasing "temporary compliance" and start building skills! Traditional approaches to behavior using conventional Functional Behavior Assessments (FBAs) & Behavior Support Plans (BSPs) have long fallen short and continue to fail children to whom they're applied most. Come learn how evidence-based approaches and current neuroscience come together to create FBAs/BSPs that are trauma-informed, brain-based and skill-focused.

Learning Objectives: 1) Learn why using traditional Functional Behavior Assessments (FBAs) /Behavior Support Plans (BSPs) for children with trauma-related emotional/behavioral challenges may not effectively meet their needs; 2) Name the five areas of neuro-cognitive skill in which children may frequently be lagging due to impacts of ACEs/trauma; 3) Explain how the "stress response system" is formed and patterned and the critical role that this plays in a child's ability to meet the expectations of school, along with how to approach making changes to the "stress response system"; 4) State why an FBA/BSP that's based upon principles of brain engagement and building skills is more effective than a traditional cognitive-behavioral approach; 5) Learn how practices to generate truly durable, physiological increases in resilience and self-regulation can establish a new neurological "baseline" or "set point" for a child/youth.

Doris Bowman, M.S. ED/Spec Ed, Bowman Consulting Group, OR

Rick Bowman, M.A. Clinical Psychology, Bowman Consulting Group, OR

6 & 7D: Heart of the Matter: Immersion into Self Regulation Mastery through HeartMath, Advanced Clinical Track, 3 CE Hours - GRAND BALLROOM EAST A

This presentation is a full immersion into the world of HeartMath. Participants will learn the science, the technology, and the techniques of proven self-regulation. With a thorough science overview followed with demonstrations, participants will learn through an experiential process, exploring five of HeartMath key techniques that can be implemented in clinical practice with evidence-based self-regulation approach. **Learning Objectives:** 1) Demonstrate a comprehensive understanding of Stress response; 2) Learn the role of Heart Rate variation and the technology that is widely available to implement into their clinical practice; 3) Identify each of HeartMath's five key self-regulation techniques; 4) Name at least three strategies for blocks and struggles with challenging clients; 5) Learn the stress science and effective responses of several common mental health populations (PTSD, RAD, Anxiety, Rage) via both case overview and client HRV results.

Steve Sawyer, LCSW CSAC, New Vision Wilderness Therapy Programs, WI

6E: Stopping the Cycle of Trauma, Prevention & Early Intervention Track, 1.5 CE Hours - EDINA

Many types of trauma are not only devastating to the individual but also have devastating impacts to the culture they are from. From racism, sexual, and physical abuse to alcohol and drug abuse, many traumas are carried from generation to generation. We will share research and actual stories of abuse that have continued for years in a tribal setting. **Learning Objectives:** 1) Recognize the impact of intergenerational trauma; 2) Identify the psycho-social factors that contribute to intergenerational trauma; 3) Identify 3 prevention and intervention strategies to shift the cycle of trauma.

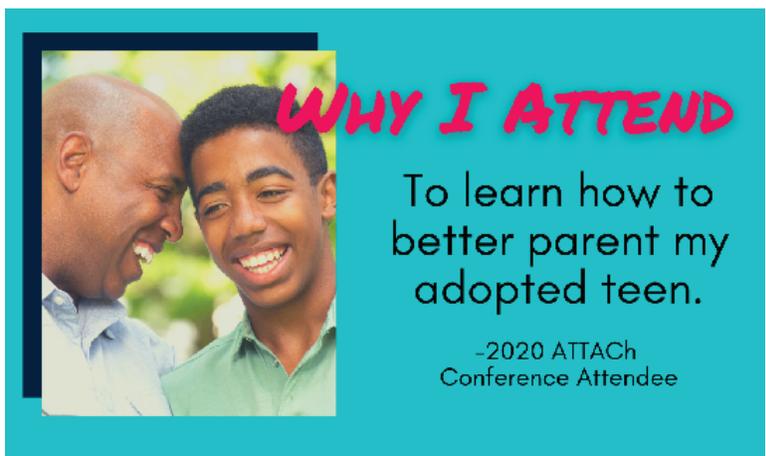
Deena McMahon, MSW, LICSW, McMahon Counseling & Consultation LLC, MN

Lucy "Lu" Taylor, BA SW, VP, Prairie Island Indian Council, MN

6F: How Teachers Create Adoption-Friendly Learning Spaces Through the Use of Social-Emotional Teaching Practices: A Case Study, Multidiscipline Track, 1.5 CE Hours - VERANDA 5-8

The intended audience for this workshop includes caregiver and parents of adoptees in elementary age (or soon to be elementary age), school social workers, educators and school administrators and all professional who support children in elementary school. This workshop will provide updated research and findings on a case study in which effective classroom practices were uncovered to show ways for adoptees to feel seen, heard, and understood from a social-emotional perspective and validated from their identity as a learner. Some practical tips for in-classroom practice will be shared as well as practice advocacy/support tips for non-classroom teachers. **Learning Objectives:** 1) Learn what the research on elementary-age adoptees tells us about their experience in schools; 2) Identify adoption-friendly practices and how they can be implemented by classroom teachers to create fully inclusive classrooms; 3) Develop advocacy skills for supporting adoptees in the K-5 classroom setting.

Max Weinberg, PhD Candidate in Educational Leadership; Elementary School Principal, IL



WHY I ATTEND

To learn how to better parent my adopted teen.

-2020 ATTACH Conference Attendee

Session 7 10:15 - 11:45 a.m.

7 & 8A: Parent Track, Inward Bound - A mind, body, spirit journey of healing. No CE Hours.

Utilizing a holistic and integrative approach for addressing developmental trauma based on neuroscience, psychosomatic, attachment, mindfulness, spirituality, and ancient wisdom, we will explore the life denying effects of trauma on our body/brain/spirit. This interactive session includes an exploration of the force of energies that trauma brings, and how to harness for healing. **Learning Objectives** 1.) Summarize the difference between clinical and spiritual responses to the healing of trauma 2.) Identify energy systems in the human body and their relationship to healing of trauma 3.) Practice mindfulness and meditation in the presence of stress.

Janice Goldwater, MSW, CEO of Adoptions Together
Jules Alvarado, MA, LPC, Mindful and Trauma Informed Care

6 & 7B: Sensory Modulation & Attachment, Sensorimotor/OT Track, 3 CE Hours - BLOOMINGTON

Continuation. See workshop period 6B for workshop description.

6 & 7C: Your FBA is a Fantasy: Creating Trauma-Informed FBAs & Behavior Plans, Professional Intermediate Track, 3 CE Hours - GRAND BALLROOM EAST B

Continuation. See workshop period 6C for workshop description.

6 & 7D: Heart of the Matter: Immersion into Self Regulation Mastery through HeartMath, Advanced Clinical Track, 3 CE Hours - GRAND BALLROOM EAST A

Continuation. See workshop period 6D for workshop description.



I train providers who work with children and caregivers in the child welfare system.

- 2020 Conference Attendee

7 & 8E: Evaluation and Treatment of Fetal Alcohol Spectrum Disorders, Prevention & Early Intervention Track, 3 CE Hours - EDINA

Prenatal exposure to alcohol can have dramatic and observable or very subtle and difficult to discern effects on the child. This workshop will focus on practical applications of the material by professionals and parents and assessing and treating fetal alcohol spectrum disorders (FASDs) to address prevention and early intervention. The effects of pre-natal exposure to toxins will be described, along with the implications of this for parenting, treatment, and education. **Learning Objectives:** 1) Describe and explain how prenatal exposure to alcohol can effect child development; 2) Identify at least two treatment strategies to assist families with FASD; 3) Apply DDP principles and components in clinical work with clients; 4) List two early intervention strategies to use in clinical work; 5) Describe the difference between impulsivity caused by FASD and ADHD.

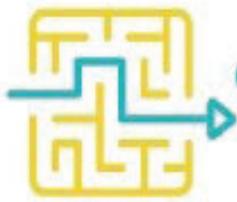
Arthur Becker-Weidman, Ph.D., Center for Family Development, NY

7F: Completing Forensic Parenting Assessments in Child Welfare Cases, Multidiscipline Track, 1.5 CE Hours - VERANDA 5-8

This workshop presents ideas and specific questions that need to be considered when assessing parenting capacity. Discussion will include prognostic indicators that factor into making final recommendations for permanency and child safety. Assessing components of parent/child attachment is a critical feature of a parental capacity study and will also be included in this workshop. **Learning Objectives:** 1) Explain how to effectively interview the client, i.e. covering their life story in a brief manner; 2) Describe how to observe and document the most crucial components of parent/child attachment; 3) List methods to ensure the written document is evidence-based and will be accepted by the court; 4) Increase awareness of evidence that the court relies on in terms of testimony; 5) Develop a process the court will find evidence-based, to present professional findings.

Deena McMahon, MSW, LICSW, McMahon Counseling & Consultation LLC, MN





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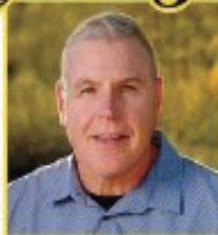
Meet Our Team



Gail Curran, MS, MBA CEO
 Educational & Therapeutic
 Placement Consultant



Bredy
 Therapy Dog



Matthew Curran, BS
 Life Coach &
 Business Manager



DeAnna Gramado, BS
 Educational & Therapeutic
 Placement Consultant
 Life Coach & Advocate

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WHY I ATTEND

I attended first as a parent who
 wanted to learn all I could about
 attachment in hopes of raising
 healthy and well adjusted children
 of trauma. I attended last year as a
 professional. This year, while
 working from home, I decided to
 attend again on my own.

-2020 ATTACH Conference Attendee



Session 8 1:00 - 2:30 p.m.

7 & 8A: Inward Bound - A mind, body, spirit journey of healing, No CE Hours - VERANDA 1-4

Continuation. See workshop period 7A for workshop description.

8B: You Don't Need to be a Neuro-Guru to Do Neurofeedback!, Sensorimotor/OT Track, 1.5 CE Hours. GRAND BALLROOM EAST B

This presentation will discuss the added value in the biopsychosocial approach and qEEG Brain Mapping in order to create and customize the appropriate path to success for therapeutic professionals. Helping them gain confidence that their practices and programs, with these tools, therapeutic professionals will help their clients and patients gain maximum measurable results. **Learning Objectives:** 1) Describe the importance of biopsychosocial approach and qEEG brain mapping in guiding therapeutic approaches; 2) Critique misunderstood ideologies of qEEG brain mapping and neurofeedback regarding time, affordability, and training; 3) Explain the counselor's or clinical director's role in the practical application and implementation of the biopsychosocial construct.

Dianne Kosto, SCN, SYMMETRY Neuro-Pathway Training, SC

8C: Attachment-Based Animal Assisted Psychotherapy, Professional Intermediate Track, 1.5 CE Hours.- BLOOMINGTON

This workshop will provide education around animal assisted interventions (AAs) and how to provide these interventions in the context of psychotherapy, ethically and professionally, using attachment-focused modalities, as well as suggestions for use with other modalities. **Learning Objectives:** 1) Identify at least two new ethical principles that will be used when doing animal assisted interventions (AAs); 2) Explain the difference between animal assisted interventions, activities, and therapy; 3) Identify at least one intervention to implement in psychotherapy practice; 4) Increase knowledge about the history and research around AAs.

Darlene Brace, LCSW, LAC CSAT-C, ADS RYT CATP, EMDR Certified, EFT Trained, Inner City Health Centers, CO

8D: ACEs and Archetypes: Understanding Therapeutic Narratives in the Treatment of Developmental Trauma, Advanced Clinical Track, 1.5 CE Hours. - GRAND BALLROOM EAST A

This workshop describes the unique developmental challenges faced by the survivors of severe early trauma. This alternative understanding of psychological healing and recovery and its specific stages will be directly contrasted to The Hero's Journey motif as offered by the renowned mythologist Joseph Campbell. Clinical applications and implications will be explored. **Learning Objectives:** 1) Describe the key clinical differences between a diagnosis of adult Post-Traumatic Stress Disorder (PTSD) versus the concept of a Developmental Trauma Disorder (DTD); 2) Describe the psychological and clinical significance of The Monster's Journey formulation as compared to The Hero's Journey as formulated by Joseph Campbell; 3) Apply the implications of The Monster's Journey formulation to developmentally traumatized clients.

Mark Forman, Ph.D., Licensed Psychologist, CA

7 & 8E: Evaluation and Treatment of Fetal Alcohol Spectrum Disorders, Prevention & Early Intervention Track, 3 CE Hours. - Edina

Continuation. See workshop period 7E for workshop description.

8F: Painting with a Purpose: Supporting Self Care and Affect Regulation through Creative Arts, Sensorimotor/OT Track, 1.5 CE Hours. - VERANDA 5-8

This hands-on workshop demonstrates and provides opportunities for participants to practice trauma-sensitive art/painting, yoga and intentional breathing techniques which promote and support self-regulation and inner calm. Each participant leaves the session with their own completed painting to take back as a permanent reminder of the ideas and strategies learned in this session. **Learning Objectives:** 1) Describe mind-body connection of trauma and healing; 2) List three to five ways that the mind, body, and emotions respond to the re-experiencing of or anticipation of traumatic stressors; 3) List up to five ways to help children self-regulate using art, music, yoga, or other forms of movement, and other self-calming and multi-sensory techniques.

Sue Badeau, BA, Consultant, PA

Chelsea Badeau, BA, Artist, PA

I'm trying to learn all I can about trauma and attachment. I have four adopted children who struggle and I want to be a better parent to them. In addition, I want to learn more so I can be a resource for other families who are struggling as I was.

- 2020 Conference Attendee

ATTACH Training At-A-Glance



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Satisfactory Completion Participants must have paid tuition fee, signed in each day, attended the entire seminar, completed an evaluation, and signed out each day in order to receive a certificate. Failure to sign in or out will result in forfeiture of credit for the entire course. No exceptions will be made. Partial credit is not available. Certificates will be available following course completion at www.ceuregistration.com

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Psychoanalysts NY: R. Cassidy Seminars is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed psychoanalysts. #P-0005. (18.25) clock hours. Live in-person.

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Counselors/Marriage and Family Therapists CA and Other States: Most states accept continuing education courses offered by either CE Sponsors for APA, (which R. Cassidy Seminars is) or will accept the approval of other state licensing boards of the same license type. Some states, either do not require pre-approval of courses, or will allow licensees to retroactively file for course approval themselves. Check with your board to obtain a final ruling. IL-MFTs: Illinois Dept of Professional Regulation, Approved Continuing Education Sponsor, #168-000141. (18.25) hours. NY-LMHCs: R. Cassidy Seminars is recognized by the New York State Education Department's State Board of Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors. #MHC-0015. (18.25) contact hours. Live in-person.

NY-LMFTs: R. Cassidy Seminars is recognized by the New York State Education Department's State Board of Mental Health Practitioners as an approved provider of continuing education for licensed marriage and family therapists. #MFT-0011. (18.25) contact hours. Live in-person. OH: Provider approved by the Ohio Counselor, Social Worker and Marriage and Family Therapist Board for (18.25) clock hours, #RCST110701 TX: Approved CE Sponsor through the Texas State Board of Examiners of Marriage & Family Therapists. Provider #151 18.25 CE hours. Creative Arts Therapists NY: R. Cassidy Seminars is recognized by the New York State Education Department's State Board of Mental Health Practitioners as an approved provider of continuing education for licensed creative arts therapists, #CAT-0005. (18.25) contact hours. Live in-person.

Chemical Dependency Counselors CA: Provider approved by CCAPP, Provider #4N-00-434-0222 for (18.25) CEHs. CCAPP is an ICRC member which has reciprocity with most ICRC member states TX: Provider approved by the TCBAP Standards Committee, Provider No. 1749-06, (18.25) hours general. Expires 3/31/2021. Complaints about provider or workshop content may be directed to the TCBAP Standards Committee, 1005 Congress Avenue, Ste. 460, Austin, Texas 78701, Fax Number (512) 476-7297.

Educators TX: R. Cassidy Seminars is an approved provider with the Texas Education Agency CPE# 501456. This course is (18.25) CE Hours.

Nurses CA: Provider approved by the CA Board of Registered Nursing, Provider #CeP12224, for (18.25) contact hours

Occupational Therapists R. Cassidy Seminars is an American Occupational Therapy Association (AOTA) Approved Provider No. 6782. This course is offered for (18.25) CE Clock Hours (1 Clock Hour = .1 AOTA CEUs). The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.

Disability Access - If you require ADA accommodations, please contact our office 30 days or more before the event. We cannot ensure accommodations without adequate prior notification.

Please Note: Licensing Boards change regulations often and while we attempt to stay abreast of their most recent changes, if you have questions or concerns about this course meeting your specific board's approval, we recommend you contact your board directly to obtain a ruling.

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