

34th Annual
Childhood Trauma
and Attachment
Conference



Catch the Wave

OF HOPE AND HEALING



2022 ANNUAL CONFERENCE PROGRAM

September 29 - October 1, 2022

Hilton Anaheim Hotel | Anaheim, CA

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THURSDAY, SEPTEMBER 29

7:30 a.m. Registration
8:00 a.m. Exhibit Hall Opens
8:30 a.m. - 11:45 a.m. Opening Keynote:
Dr. Ruth Lanius - Includes 15 Minute Break
11:45 a.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. Debriefing Session for Parents
5:00 p.m. Exhibit Hall Closes
5:30 p.m. - 7:30 p.m. Reception (see page 3)

FRIDAY, SEPTEMBER 30

7:00 a.m. - 8:00 a.m. Open Yoga Class
7:30 a.m. Registration
8:00 a.m. Exhibit Hall Opens
8:30 a.m. - 10:00 a.m. Plenary - DeeDee Mascareñas
10:15 a.m. - 11:45 a.m. Session 3
11:45 a.m. - 1:00 p.m. Lunch & Youth Panel
1:00 p.m. - 2:30 p.m. Session 4
3:00 p.m. - 4:30 p.m. Session 5
4:30 p.m. - 5:15 p.m. Debriefing Session for Parents
5:00 p.m. Exhibit Hall Closes
5:30 p.m. Parent Social Event

SATURDAY, OCTOBER 1

7:00 - 8:00 a.m. Open Yoga Class
7:30 a.m. Registration
8:00 a.m. Exhibit Hall Opens
8:30 a.m. - 10:00 a.m. Session 6
10:15 a.m. - 11:45 a.m. Session 7
11:45 a.m. - 1:00 p.m. Lunch (On Your Own)
1:00 p.m. - 2:30 p.m. Session 8
3:00 p.m. Exhibit Hall Closes
3:00 p.m. - 4:30 p.m. Closing Keynote -
Norman E. Thibault, PhD, LMFT



Mary M. McGowan
ATTACH Executive Director
Minneapolis, MN



Norman E. Thibault
ATTACH Board President
La Verkin, UT

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Summer 2022

Dear ATTACH Friends, Family and Supporters,

Welcome to the 34th Annual ATTACH Childhood Trauma and Attachment Conference! It is wonderful to be with you again in person, and how appropriate that we gather at the, "Happiest Place on Earth!" Thank you for joining us.

We pledge that you will come away with new information, new ideas, and new energy in your relationships with children. ATTACH is here to help parents, clinicians, and all those who work with developmental trauma and attachment disorders. We wish to support parents and clinicians in their quest to apply research and techniques for the betterment of each of us who work with these wonderful children.

Our wonderful staff and your ATTACH Board are ready to answer any questions and help in any way with your participation in the conference – please do not hesitate to reach out to one of us. We want you to feel at home.

Thank you for your dedication to improving the lives of children – together healing happens.

With our best wishes,

Mary and Norm

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



REGISTRATION INFORMATION: ANAHEIM, CALIFORNIA

REGISTRATION PACKAGE	With Hotel Stay		Without Hotel Stay	
	ATTACH MEMBER	NON-MEMBER	ATTACH MEMBER	NON-MEMBER
Full Package September 29 - October 1	\$495	\$545	\$595	\$645
Two-Day Package Select 2 Days: Thursday, Friday or Saturday	\$325	\$375	\$425	\$475
One-Day Package Select 1 Day: Thursday, Friday or Saturday	\$225	\$275	\$325	\$375
Student / CASA Rate <i>Students must provide proof of current enrollment in psychology, social work, or similar field.</i>	\$100/Day		\$125/Day	
Parent Rate <i>Must be current parent(s) of child with trauma and attachment issues. This rate is not meant for those with dual roles as both parent and professional. This option is not eligible for CE credits.</i>	\$80/Day	\$95/Day	\$100/Day	\$125/Day
Youth/Young Person Rate Select 1 or 2 Days: Friday and/or Saturday	n/a		\$125/Day	

GROUP DISCOUNT

20% DISCOUNT WHEN REGISTERING GROUPS OF 5 OR MORE FROM ONE AGENCY.

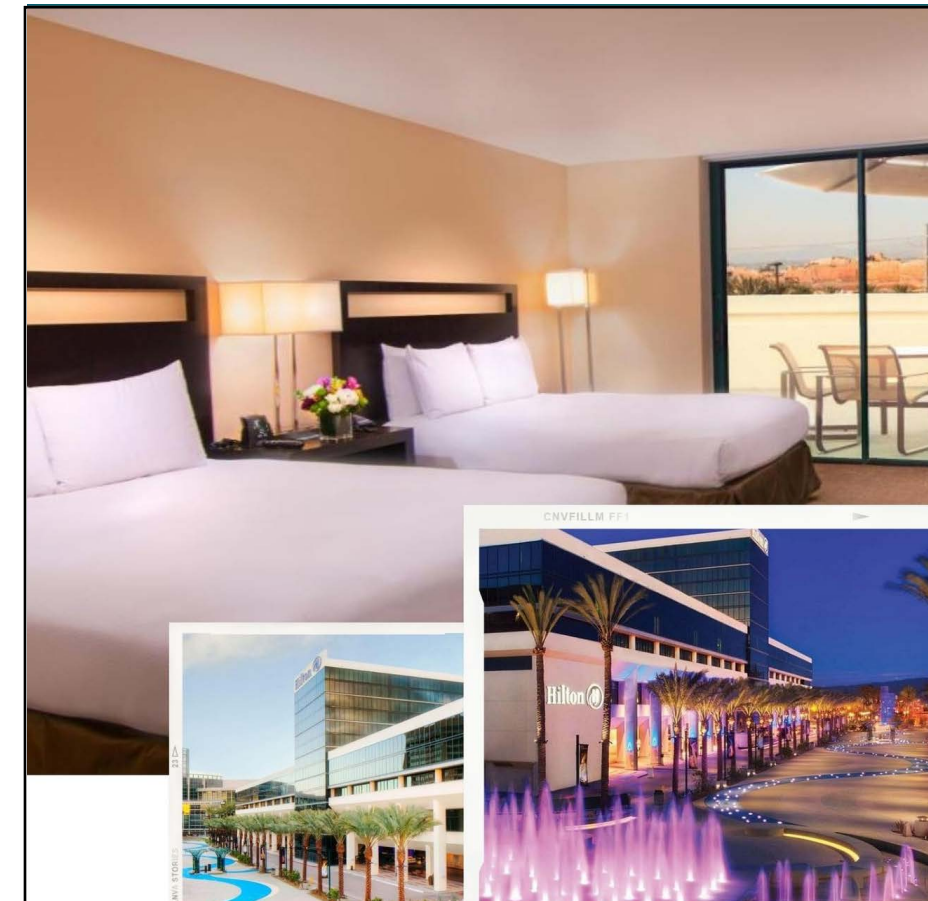
SCHOLARSHIPS

FULL AND PARTIAL PARENT SCHOLARSHIPS ARE AVAILABLE. EMAIL US AT CONFERENCE@ATTACH.ORG.

Please complete registration and provide payment by **August 15, 2022**.
A \$50 handling fee will be deducted on cancellations made by September 1, 2022.
No refunds will be made for cancellations after September 1, 2022.
Visit www.attach.org for details on how to register online.

***CEs are NOT included in the registration prices.
For CE credits, pay R. Cassidy Seminars directly.**

For conference and registration concerns, contact ATTACH at conference@attach.org.



THE CONFERENCE VENUE

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SPECIAL THANKS TO THE 2022 CONFERENCE COMMITTEE

Allison Davis Maxon, M.S., LMFT, National Center on Adoption and Permanency; Adam Pertman, National Center on Adoption and Permanency; Cindy Stogel, Children's Bureau Los Angeles Metropolitan; Keri Richmond, Foster Strong; Laura A. Ornelas, LCSW, National Center on Adoption and Permanency/NCI; Jeanette Yoffe, Yoffe Therapy; JulieAnn Jones, Aspiranet CA; John Ireland, LGBT Community Extra-ordinary Families; Lorna Schill, LA County Permanency; Virginia Olivas, Azusa Pacific University; Matthew Wadlinger, Orange County CASA

Social Gatherings

34th Annual Celebration & Welcome Reception

Thursday, September 29: 5:30 p.m. CST

Celebrate 34 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.

Room TBD

Debriefing Session for Parents

Thursday, September 29, 4:30 p.m. - 5:15 p.m. CST

Friday, September 30, 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.

Room TBD

Professional Affinity Groups

Thursday, September 29 - 11:45 a.m. - 1:00 p.m. CST

See Whova App for Details

Parent Night

Friday, September 30: 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!

Room TBD

Meet Sponsors & Exhibitors

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

Thursday, September 29

Friday, September 30

Saturday, October 1

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

Open Yoga Classes

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

Friday, September 30

Saturday, October 1

All levels welcome!

Room TBD



Join us to share the joys and challenges of parenting, resources and information about raising children especially those living with trauma, attachment and developmental disorders or mental health concerns and other special needs.

To participate in the next confidential, online Parent Support Group Meeting contact us at info@attach.org/.

www.attach.org



MAKING A DIFFERENCE.

At Centene, we believe we all play an important role in the healthy development of our children. As a leading healthcare enterprise, Centene provides services to more children living in the foster care system than any other managed care organization, and we are proud to join those in our communities who make a difference for children and families.

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OPENING KEYNOTE Thursday, September 29 8:30 a.m. – 11:45 a.m.

Restoring Balance, Synchrony, and Rhythm After Trauma, 3 CE Hours.

This session will describe complex adaptations to trauma in brain, mind, and body and how they can shape an individual's perception of their inner and outer world. Neuroscientifically-informed treatment bottom-up and top-down treatment strategies to restore the sense of self after trauma will be described and illustrated through case examples. **Learning Objectives:** 1) Describe the role of sensory processing in the development of the traumatized self; 2) List the five dimensions of consciousness frequently affected by trauma and dissociation: time, thought, body, emotion, and intersubjectivity; 3) Discuss how sensory processing can affect these

five dimensions of consciousness both clinically and neurobiologically; 4) Summarize sensory-based treatments for trauma-related disorders; 5) Identify how to integrate bottom-up and top-down treatment modalities through case examples. *Ruth A. Lanius, M.D., Ph.D. is a Psychiatry Professor and Harris-Woodman Chair at Western University of Canada, where she is the director of the Clinical Research Program for PTSD. Ruth has over 25 years of clinical and research experience with trauma-related disorders. She established the Traumatic Stress Service at London Health Sciences Center, a program that specializes in the treatment of psychological trauma. Ruth has received numerous research and teaching awards, including the Banting Award for Military Health Research. She has published over 150 research articles and book chapters focusing on brain adaptations to psychological trauma and novel adjunct treatments for PTSD. Ruth regularly lectures on the topic of psychological trauma both nationally and internationally. Ruth has co-authored two books: *The Effects of Early Life Trauma on Health and Disease: The Hidden Epidemic* and *Healing the Traumatized Self: Consciousness, Neuroscience, Treatment*. Ruth is a passionate clinician scientist who endeavours to understand the first-person experience of traumatized individuals throughout treatment and how it relates to brain functioning.*



Plenary Friday, September 30 8:30 a.m. – 10:00 a.m.

A PLACE FOR US: Healing from Racial and Trans-Generational Trauma, 1.5 CE Hours.

Every child seeks to be loved, to be acknowledged, to find their place in the world. Trauma deeply impacts a child's sense of self, individually, familialy, culturally, racially, and systemically. It requires that professionals as well as caregivers have a profound understanding of these issues to create tools that will effectively help the child to heal and thrive. It requires love, openness, honesty, vulnerability, compassion, patience, humor, forgiveness, and commitment to break the cycle within yourself as well as those who seek your assistance. These themes

will be explored specifically looking at the work of healing generational trauma within the Latinx community. **Learning Objectives:** 1) Describe how Racial & Transgenerational Trauma affects the development of the individual, emotionally, physically, mentally, and spiritually, and systemically; 2) Design learning to educate your clients as we normalize their experiences and feelings; 3) Create informed, fore-sighted and effective tools to ameliorate the scars caused by trauma; 4) Identify the integration and healing process in order to break the cycle and thrive. *DeeDee Mascareñas is a bilingual Latina therapist and presenter with over 30 years experience working with multicultural, racial, and gendered individuals and families. Addressing such issues as Adoption, Parenting, Attachment, Anxiety, Depression, Abuse Recovery, Grief and Loss, Self-Esteem Development, Cultural Diversity and Bi-Culturation/Immigration Trauma.*

Luncheon - Youth Panel Friday, September 30 11:45 a.m. – 1:00 p.m.

Trauma to Triumph, No CE Hours. This workshop will discuss the challenges that have historically burdened young people in foster care and who have experienced foster care and review strategies and tactics that have helped us in our journey from trauma to triumph. Utilizing our first-hand experience in the foster care system, this workshop will offer insight into our personal stories, which offer real-life experience. *Keri Richmond, Executive Director and Founding Member - FosterStrong, DC | Nate Baca, Storyteller and Founding Member - FosterStrong, CA | Adrian McLemore, Storyteller and Founding Member - FosterStrong, CA | Slam Anderson, Storyteller and Founding Member - FosterStrong, FL.*



CLOSING KEYNOTE Saturday, October 1 3:00 p.m. – 4:30 p.m.

Respectfully, We Are Part of the Problem: The Need for Change in Mental Health Treatment, 1.5 CE Hours.

This presentation will present data on adopted children in treatment, and how the data demonstrates unique needs for these children and their families. It will summarize issues with current mental health practices, identify areas for change, and inspire participants to seek to create these changes in their local domain. **Learning Objectives:** Identify the scope of the concern with so many adopted/ foster care children who need help; 2) Summarize the limitations of current mental health practices, and their impact on treatment and education around attachment and trauma; 3) List at least 3 ways to participate in being agents of change in their home areas. *Norman E. Thibault, PhD, LMFT is a Clinical Fellow of the AAMFT and is an AAMFT*

Approved Supervisor. He is the current President of the Board of Directors of ATTACH. Norm is the recipient of the 2017 Vilardi Humanitarian Award of the American Adoption Congress and is a former President of the Utah Association for Marriage and Family Therapy. He also served as a Field Trial Clinician in developing the current DSM-V. Norm is the Founding Owner and Chief Executive Officer of Three Points Center, residential treatment centers exclusive to adopted adolescents.

7:30 a.m.	Registration
8:00 a.m. - 5:00 p.m.	Exhibit Hall Open
8:30 a.m. - 11:45 a.m.	Opening Keynote: Dr. Ruth Lanius
11:45 a.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.	34th 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: Parenting Interventions for Children with Attachment Injuries, No CE Hours. This course will focus on interventions parents will be able to utilize with their children who have experienced attachment wounds. There will be opportunity for experiential practice for those comfortable with participating. Experiential work is coupled with psychoeducation on the use of games, play, co-regulation to help parents connect experience to developmental tasks and growth. Time allowed for questions and direct application of tools as well. **Learning Objectives:** 1) List 3 or more interventions to help regulate children; 2) Describe indicators of hyper and hypo arousal and interventions for each; 3) List 4 activities that support healthy attachment and how to successfully implement them. *Susin Bredice, LISW, RPT-S, Clinical Director - New Beginnings Counseling Service, IA*

1B: Adapting OT Intervention to Trauma Informed Care, 1.5 CE Hours. This interactive workshop discusses intervention principles for OT's as well as considering the structure of private practice and school based setting. Emphasis will be on the practicalities of including trauma informed principles in our work through the illustration of case studies and video examples. **Learning Objectives:** 1) List 10 critical trauma informed principles to include in the intervention plan; 2) Apply the principles to at least 10 OT activities to support intervention planning; 3) Analyze at least 3 OT activities through video through the lens of trauma informed care. *Maude Le Roux, OTR/L - A Total Approach, PA*

1C: Birth/Adoptive Fatherhood: Men's Complex Attachments, Trauma, and Healing, 1.5 CE Hours. Through engagement with intimate stories of men's experiences of fatherhood in adoption, participants will open their hearts and minds to the complexity of attachments in families created through adoption, the lifelong and systemic impacts of relinquishment trauma, and healing-centered and resiliency strategies utilized by contemporary men in open adoptions. **Learning Objectives:** 1) Describe diverse ways contemporary birth fathers' become and remain involved in open adoption; 2) Compare and contrast Primal Wound Theory and Healing Centered Engagement (HCE) as frameworks; 3) Identify 5 or more practices of structural and communicative openness in contemporary adoptive families; 4) Explain at least 3 ways openness promotes healthy, sustained attachment and facilitates psychological processing. *Phil Weglarz, PhD, MFT, REAT, Professor - California Institute of Integral Studies, CA*

1D: Attachment and Trauma Therapy: Experiential Interventions, 1.5 CE Hours. Attachment and trauma experiences affect the wiring and chemistry of the brain, create core beliefs and narratives, cause painful and frightening emotions, and form the template for future relationships. Experiential interventions, employed in a safe, sensitive and supportive manner, can facilitate positive change and healing. Therapy videos will illustrate experiential interventions to create secure attachments and heal trauma in children and adults. **Learning Objectives:** 1) Describe the experience-dependent nature of attachment and trauma regarding brain development and psychosocial functioning; 2) Demonstrate experiential interventions, via clinical videos, which mitigate emotional, cognitive, social and physical symptoms of trauma and attachment-related conditions; 3) Explain how traumatized children and adults can achieve resilience and go from victim to overcomer. *Terry M. Levy, Ph.D., B.C.F.E., Director - Evergreen Psychotherapy Center, CO*

1E: The Three Pillar Approach for Teens, 1.5 CE Hours. An exploration and discussion of the treatment protocol of IPF (Ideal Parent Figure) and how it can be used with teen populations to repair attachment disturbances and move insecure teens into secure functioning. We will walk through each of the three pillars of the IPF protocol and discuss the use of the FFI (Friends and Family Interview) as an attachment assessment tool. **Learning Objectives:** 1) Formulate understanding of IPF Treatment; 2) Discuss the possibility of using IPF to repair teen attachment disturbances; 3) Describe the need for attachment repair as it affects transgenerational family patterns; 4) Appraise attachment assessment tools for teens. *Daniel Ahearn, AMFT/CADAC, Therapist/Meditation Teacher - ASCEND HEALTH CARE, CA*

1&2F: Moving From Trauma-Informed to Trauma Responsive – A Workshop for Leaders, 3 CE Hours. In recent years, there has been a strong focus for organizations in the human services, community organizing and social justice fields to become trauma-informed. However, to truly meet the complex needs of staff and communities, it's important for organizations to move beyond trauma-informed to becoming systemically trauma-responsive. During this workshop, after defining what a trauma-responsive organization can look like, the presenter will offer strategies for leadership to increase the capacity within the entire organization to implement trauma-responsive and resiliency-building approaches. **Learning Objectives:** 1) Identify 3 core qualities of effective leadership; 2) Define critical role of leaders in creating trauma-responsive organizations; 3) Demonstrate skills at implementing at least 2 trauma-responsive leadership strategies; 4) Define stages of moving from transforming services to transforming agencies and systems; 5) Design action plans to take home. *Jorge Cabrera, MSW, ACSW, Senior Director - Casey Family Programs, CA | Sue Badeau, BA, Author, Trainer, Consultant, ATTACH Board Member, NC*

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- Unique family support in a variety of modalities.
- Resources to integrate of each part of the adoption triad when available.
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Session 2: 3:00 p.m. - 4:30 p.m.

2A: Healing and Understanding Attachment, Trauma and the Brain in the Hispanic Culture, **No CE Hours.**

This workshop will explore and discuss past the definition of attachment in the Hispanic culture. We will look at concepts of “Rest” “Room” “Relationship” and “Play” concepts and their importance in child development through the caregiver child relationship. **Learning Objectives:** 1) Define “attachment” through the lens of Hispanic culture and the appropriate term. 2) Name 4 concepts of attachment in building a bond of attachment. 3) Recognize 3 impacts of separation in children. *Araceli Salcedo, LPC-S, Foster Care Clinical Trainer - Centene / Sunshine’s Counseling*

2B: Developmental Trauma & Sensory Processing, **1.5 CE Hours.**

Developmental trauma occurs during a period of development where the brain and body are not yet fully formed and there is a reliance on caregivers for survival. In this session, we will explore how developmental trauma impacts sensory processing, the role of interoception, and how interventions can promote sensory stability. **Learning Objectives:** 1) Describe how developmental trauma impacts sensory processing within the nervous system; 2) Summarize the role of interoception in connection to sense of self; 3) Discuss how clinical and occupational therapy intervention approaches work together to support sensory stability in developmental trauma. *Nicole Pingel, MA, LPC, Family Intensive Clinical Coordinator - CALO, MO | Chelsea Low, Occupational Therapist - CALO, MO*

2C: Understanding and Supervising Children with Problem Sexual Behaviors, **1.5 CE Hours.**

Among the behaviors causing the greatest distress for children and caregivers, problem sexual behaviors (PSB) may cause children to be treated punitively, labeled as perpetrators, and put placements at risk. This session describes typical vs. PS behaviors and guidance from clinical evidence on how to supervise and treat these behaviors. **Learning Objectives:** 1) Describe typical from non-typical sexual development in children; 2) Summarize causes and risk factors for problem sexual behavior in children; 3) List key elements for effective treatment of problem sexual behavior and change language and perceptions about children with PSB; 4) List accessible resources for caregivers and professionals for understanding and responding to problem sexual behavior. *Roy Van Tassell, MS LPC-S, Director Trauma and Evidence-based Interventions - Centene, OK*

2D: Advanced Parenting for Traumatized Children: Parent Trauma-Informed Care, **1.5 CE Hours.**

“Advanced Parenting for Traumatized Children”, a field tested program, providing knowledge and skills essential for parents, clinicians, and staff to understand and work with children who experienced trauma, specifically foster children. This training, developed by licensed professionals, offers easily utilized methods and approaches which enrich relationships and promote measurable outcomes. **Learning Objectives:** 1) Describe the concept and value of trauma-informed care training that is applied by parenting adults in family environments; 2) Identify multiple approaches to communicating with children of all ages that instills trust and confirms that the child is acknowledged and understood; 3) Utilize the research findings of this training that supports parents and children as parenting adults apply trauma-informed care methods and concepts. *Gerald Nebeker, Ph.D., President and Founder - RISE, Inc., UT | Kirsten Walker, MS-MSL, Vice President - RISE, Inc., AZ*

2E: Nine Keys for Success for Foster and Adopted Adolescents, **1.5 CE Hours.**

This workshop will help participants understand 9 key factors for working with foster and adopted adolescents in a group, individual, or school setting. Youth in foster care and adoption often struggle with low self-esteem due to lack of stability in their lives, dealing with abandonment vulnerabilities and missed development milestones. They often have not had the opportunity to instill healthy values and self-worth, due to living their lives through the filter of trauma, abuse, and neglect, which severely compromises the way they view themselves in the world, and impacts their mental health their whole lives. This workshop is presented by two former foster youth-adult adoptees. **Learning Objectives:** 1) Identify the four tasks of adolescence for foster and adopted youth; 2) Utilize interventions that assist adolescents in becoming psychologically and emotionally independent; 3) Analyze why “identity and independence” are challenging tasks for foster and adopted youth; 4) Explain how to establish a safe and supportive relationship which influences and inspires momentum, perseverance, and grit. *Jeanette Yoffe, M.A., M.F.T., Executive Director & Founder - Yoffe Therapy, Inc. and Celia Center, CA | Ronald Jenkins, Volunteer and Retired Youth Correctional Officer and Counselor, CA*



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2022 Conference Sessions

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

		Parent	Sensorimotor/OT	Intermediate Professional
		A	B	C
THURSDAY	Keynote 8:30am - 12:00pm Dr. Ruth Lanius - Restoring Balance, Synchrony, and Rhythm After Trauma			
	Period 1 1:00-2:30pm Thursday Sep 29	Parenting Interventions for Children with Attachment Injuries Susin Bredice	Adapting OT Intervention to Trauma Informed Care Maude Le Roux	Birth/Adoptive Fatherhood: Men's complex attachments, trauma, and healing Phil Weglarz
	Period 2 3:00-4:30pm Thursday Sep 29	Healing and Understanding Attachment, Trauma and the Brain in the Hispanic Culture Araceli Salcedo	Developmental Trauma & Sensory Processing Nicole Pingel, Chelsea Low	Understanding and Supervising Children with Problem Sexual Behaviors Roy Van Tassel
FRIDAY	8:30-10:00am Friday Sep 30	DeeDee Mascareñas - A PLACE FOR US: Healing from Racial & Trans-Generational Trauma		
	Period 3 10:15 - 11:45am Friday Sep 30	Shut-Down, Stonewalled, and Alone: Reaching Hard-to-Reach Kids Robyn Gobbel	Perceptions and Reflections on Trauma Sensitive Practices in Occupational Therapy Lara Taggart, Kelly Moritz	Trauma Avoidance: 4 Common Misunderstandings in Trauma Treatment Land Steve Sawyer, Micala Cherry
	12:00 - 12:50pm Friday Sep 30	Keri Richmond, Nate Baca, Adrian McLemore, Slam Anderson - Youth Panel From Trauma to Triumph		
	Period 4 1:00-2:30pm Friday Sep 30	Therapeutic Homeschooling Katrina Steiner	The Case for qEEG Brain Mapping and Neurofeedback in Occupational Therapy Dianne Kosto & Maude Le Roux	Positive Neuroplasticity and Youth Justice Biegel, Ledvina, Duzeski
Period 5 3-4:30pm Friday Sep 30	Life Transitions: Creative Tools for Understanding & Coping with Loss and Grief Sue Badeau & Chelsea Badeau			
SATURDAY	Period 6 8:30am-10am Saturday Oct 1	The CARE Model: Skills to enhance caregiver child relationships Downey, Van Tassel, Sedam	Solving Complex Clinical Situations After Trauma: An Interactive Session Dr. Ruth Lanius	Nutrition and Trauma: Why it's Not Addressed and What to Do About It? Scott Sells
	Period 7 10:15 - 11:45am Saturday Oct 1		Going beyond skin-to-skin to resonant relationship in the earliest years Sanette Louwrens	Therapy in Action-Highly Experiential, Informative Fun for Clinical Setting Margaret Gaestel & Kathy Donnelly
	Period 8 1:00-2:30pm Saturday Oct 1	The Healing Circle Jules Alvarado & Liz Clark	Partners in healing: Embodying interdisciplinary trauma treatment with underserved communities Turnbull, Curtis, Correa, TenPas	
	Closing Keynote 3-4:30pm	Dr. Norman Thibault - Respectfully, We Are Part of the Problem: The Need for Change in Mental Health Treatment		

NOTES:



2022 Conference Sessions

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

		Advanced Clinical	Multidiscipline	Child Welfare	Youth
		D **	E	F	G
THURSDAY	Keynote 8:30am - 12:00pm Dr. Ruth Lanius - Restoring Balance, Synchrony, and Rhythm After Trauma				
	Period 1 1:00-2:30pm Thursday Sep 29	Attachment and Trauma Therapy: Experiential Interventions Terry Levy	The Three Pillar Approach for Teens Daniel Ahearn	Moving From Trauma-Informed to Trauma Responsive – A Workshop for Leaders Jorge Cabrera & Sue Badeau	
Period 2 3:00-4:30pm Thursday Sep 29	Advanced Parenting for Traumatized Children: Parent Trauma-Informed Care Gerald Nebeker & Kirsten Walker	9 Keys for Success for Foster and Adopted Adolescents Jeanette Yoffe & Ronald Jenkins			
FRIDAY	8:30-10:00am Friday Sep 30	DeeDee Mascareñas - A PLACE FOR US: Healing from Racial & Trans-Generational Trauma			
	Period 3 10:15 - 11:45am Friday Sep 30	Young Adult Attachment and Emerging Personality Disorders Jack Hinman, Ken Huey	The Impact of Adoption, Foster Care and Guardianship on Race and Identity Formation Lisa Maynard, Edna Davis-Brown	The Unspoken Trauma: Loss Debbie Riley & Laura Ornelas	Cross Cultures of Language and Mental Health Robbi Crockett, Stefan Sinclair, Ben Sinclair
	12:00 - 12:50pm Friday Sep 30	Keri Richmond, Nate Baca, Adrian McLemore, Slam Anderson - Youth Panel From Trauma to Triumph			
	Period 4 1:00-2:30pm Friday Sep 30	Techniques for Healing Attachment Trauma through an Interpersonal Neurobiology Lens Dr. Lisa Firestone	Navigating Rocky Transitions To Adulthood; Expectations, Challenges, Opportunities And Resources Goldwater, Badeau	Strengthening Families through Parent Support Groups Dawn Davenport	LGBTQIA2S+ Youth Panel: Coping through Trauma, Finding our Balance John Ireland , America Islas
Period 5 3-4:30pm Friday Sep 30		Implementing LGBTQ+ and Gender Affirming Care In Residential Settings Through Systemic Change John L. Singleton	Translating the Micro into the Macro – How to Build Social Work Programs to Maximize Impact Shauntina Sorrells	Virtual Empowerment Group for Young Adults (Panel Presentation) MelRo Potter, JulieAnn Jones	
SATURDAY	Period 6 8:30am-10am Saturday Oct 1	Clinical Case Review Becker-Weidman, Craig Clark	Awakening Attachment in Adoptive, Foster, and Kinship Families Jessica Sinarski	Strengthening Communities Through Trauma Responsive Training Janice Goldwater & Liz Dominguez	Strengthening Communities Through Trauma Responsive Training Larsen, Larsen, Roman, Inemar
	Period 7 10:15 - 11:45am Saturday Oct 1	Heart of the Matter: Immersion into Self Regulation Mastery through HeartMath Steven Sawyer	Saying "hello" and "goodbye" at the same time: The mental life of firstmothers and prenatates Buckwalter, Trout, Thomas		
	Period 8 1:00-2:30pm Saturday Oct 1		Resilience Building Through Family Engagement Ginger Healy & Julie Beem	Parents as Allies Dr. Alice Leonce-Stevens	Unbelievably Resilient: An up close look at resilience Keri Richmond, Nate Baca, Adrian McLemore, Slam Anderson
	Closing Keynote 3-4:30pm	Dr. Norman Thibault - Respectfully, We Are Part of the Problem: The Need for Change in Mental Health Treatment			

NOTES:

Friday, September 30

7:00 a.m. - 8:00 a.m.	Open Yoga Class
7:30 a.m.	Registration
8:00 a.m. - 5:00 p.m.	Exhibit Hall
8:30 a.m. - 10:00 a.m.	Plenary - DeeDee Mascareñas
10:15 a.m. - 11:45 a.m.	Session 3
11:45 a.m. - 1:00 p.m.	Luncheon and Youth Panel
1:00 p.m. - 2:30 p.m.	Session 4
3:00 p.m. - 4:30 p.m.	Session 5
4:30 p.m. - 5:15 p.m.	Debriefing Session for Parents
5:30 p.m. - 7:00 p.m.	Parent Night

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

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

3A: Shut-Down, Stonewalled, and Alone: Reaching Hard-to-Reach Kids, No CE Hours. Children who are shut-down may seem easier to parent than children who are explosive, but the truth is, they are hardest to reach. This workshop decodes these frustrating and elusive behaviors using the latest research on the science of safety. Attendees will learn practical strategies they can immediately implement. **Learning Objectives:** 1) Apply the science of safety to shut-down behavior. 2) Identify the different levels of shut-down based on observable behavior. 3) Use sensory based strategies to increase safety, connection, and regulation in shut-down children. [Robyn Gobbel, LMSW Clinical, MI](#)

3B: Perceptions and Reflections on Trauma Sensitive Practices in Occupational Therapy, 1.5 CE Hours. This session will lead a discussion focused on OT practitioners' role in trauma sensitive care through sharing findings from a recent qualitative research study. Reflective themes emerged: common challenges, areas clinicians wished they had more knowledge, the role of trauma on development, and the prevalence of trauma across practice settings. **Learning Objectives:** 1) Contrast barriers and strengths that OT practitioner's face when working with children and families with trauma histories; 2) Review resources and personal experiences to support the needs of this population within our scope of practice; 3) Apply activities to support therapeutic use of self during OT interventions. [Lara Taggart, EdD, OTR/L - Childhelp, AZ](#) | [Kelly Moritz, OTD, OTR/L - Childhelp, AZ](#)

3C: Trauma Avoidance: 4 Common Misunderstandings in Trauma Treatment Land, 1.5 CE Hours. This presentation addresses and challenges several common misconceptions of successful trauma treatment. We examine key attributes to trauma work focuses like powerlessness, Safety, Dissociation, Window of tolerance, Grounding/body oriented exercises, and Trauma Discharge. Many trauma focused therapist have experience a hypersensitivity to traumas emotional material that compromises progress and staying power in treatment. This presentation utilizes the opinions of experts, science and case examples to offer a thorough look at commonly misunderstood essential steps to trauma treatment success. **Learning Objectives:** 1) Recite the definition of trauma on neurological perspective; 2) Collect 4 potential alternative definitions to 4 key areas of focus in trauma treatment; 3) Describe the neural science attributes that are essential trauma treatment success; 4) Review 4 case examples and alternative approaches to Trauma Avoidance. [Steve Sawyer, Senior Clinical Consultant/ Cofounder - First Light Wilderness, GA](#) | [Mycala Cherry, Primary Therapist - First Light Wilderness, GA](#)

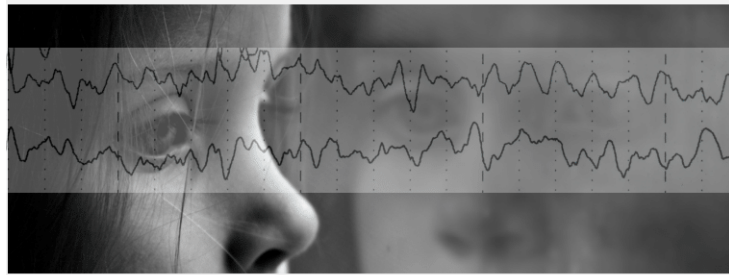
3D: Young Adult Attachment and Emerging Personality Disorders, 1.5 CE Hours. What is young adult attachment? Young adult attachment will be discussed and its role in individuation and building social networks. The presentation will address the implications of young adult attachment in the development of avoidant and borderline personality disorders. Treatment approaches and strategies will be shared that target maladaptive attachment styles and the emergence of personality disorders. **Learning Objectives:** 1) Identify the different attachment styles of young adults; 2) Inspect the implications of young adult attachment in the development of avoidant and borderline personality disorders; 3) List treatment approaches designed to shift attachment scripts in order to foster trust and reduce perceived costs in relationships. [Jack Hinman, Psy.D., Executive Director and Founder - Engage Young Adult Transitions, UT](#) | [Ken Huey, Ph.D., CEO - Havenwood, UT](#)

3E: The Impact of Adoption, Foster Care and Guardianship on Race and Identity Formation, 1.5 CE Hours. We will describe the dynamics of racial identity and racial socialization, implications for the mental health of children and youth, and strategies embedded in NTI to promote positive racial identity. We will highlight NTI strategies to support understanding of identity, self-concept, integrating birth family history, and collaborating with mental health professionals to facilitate this work. **Learning Objectives:** 1) Describe the key concepts presented in the National Adoption Competency Mental Health Training Initiative (NTI); 2) Recite why identity formation and the understanding the impact of race, ethnicity, culture, class, SOGIE, and diversity on children and families are important in addressing the mental health needs of children and families in foster, adoption and guardianship care; 3) Demonstrate how to bring the knowledge, strategies, and skills emphasized in NTI into day-to-day practice. [Lisa Maynard, MSW, Implementation Specialist - NTI, Center for Adoption Support and Education \(C.A.S.E.\), NY](#) | [Edna Davis-Brown, MHP, Implementation Specialist - NTI, Center for Adoption Support and Education \(C.A.S.E.\), MD](#)

3F: The Unspoken Trauma: Loss, 1.5 CE Hours. Loss is a significant trauma that is too often unspoken about or minimized to youth, foster/adoptive parents, and birth parents. And yet, for children to be able to make new attachments, they must be supported in grieving lost and broken attachments over time. This workshop explores the unique losses experienced by children, including how losses affect their development, the psychological tasks of grief work, and healing therapies for children and teens. Discussion will include how professionals can work with parents to understand how their children are experiencing the ambiguities and process of foster care and adoption. Effective interventions for opening communication with children and strengthening transitions and attachment to new families will be included. **Learning Objectives:** 1) Explain why adoption losses can be defined and experienced as a trauma that impacts the brain, body and heart; 2) Identify healing therapies for children and teens; 3) Identify how to lead the way in planning service delivery for effective, family focused services to support the wellbeing of children who are adopted; 4) Describe how and why resilience will be enhanced through strengthening connections to family, culture and communities post adoption. [Debbie Riley, LCMFT, CEO and Co-Founder - Center for Adoption Support and Education, MD](#) | [Laura Ornelas, LCSW, Director - National Demonstration Clinic for Adoption Competence, MD](#)

3G: Cross Cultures of Language and Mental Health, No CE Hours. Attendees will better understand the bilingual/bicultural approach in a trauma informed care training that can be used in a holistic team approach. The goal is to create a safe environment for attendees to practice an activity to help understand how to redirect and calm emotions. We will present ideas to create opportunities in discovering a child's true potential and engage in self-care. A Parent Advocacy Toolkit example will be provided and how to create one will be explained. **Learning Objectives:** 1) Describe the bilingual/bicultural approach in a trauma informed care training; 2) Create a safe environment for Parents and Providers to practice an activity to help understand and calm emotions; 3) Identify opportunities to discover a child's true potential and engage in self-care; 4) Practice skills to use to re-direct and create a holistic team approach and be mindful of self-care; 5) Create a Parent Advocacy Toolkit. [Robbi Crockett, MA, MS, CHI, NIC-A, TX](#) | [Stefan Sinclair, BSME, TX](#) | [Ben Sinclair, TX](#)

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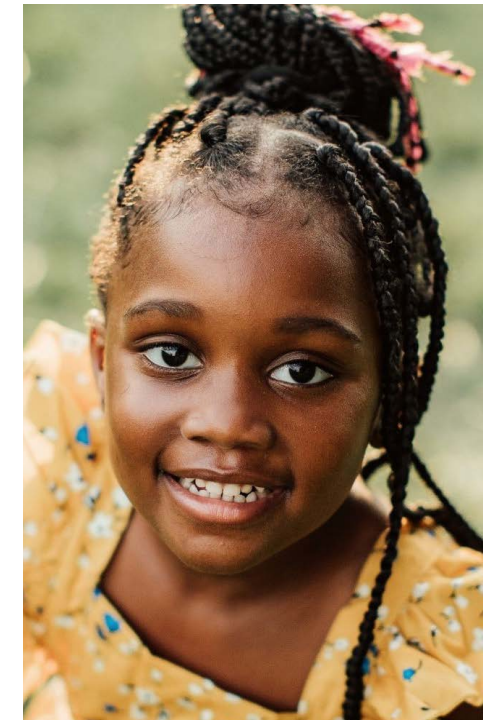
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Session 4: 1:00 p.m. - 2:30 p.m.

4A: Therapeutic Homeschooling, No CE Hours. Therapeutic homeschooling can be a wonderful way to provide connection, bonding, safety, and learning for our kids. This workshop is about why and how it can be helpful, the amazing results it can have, whether it is right for you, how to do it, and what resources and materials are available to use. Learning Objectives: 1) Discuss the impact of trauma on children and why attachment is so important; 2) Explain how to decide if you “should” homeschool your child(ren); 3) Describe 10 tips for therapeutic homeschooling; 4) Demonstrate ways to therapeutically manage behaviors that inevitably arise; 5) Compile ideas for activities and materials useful for therapeutic homeschooling. [Katrina Steiner, Attorney & Counselor at Law, Adoptive Parent, Therapeutic Parent/Homeschooler - Steiner & Pachkowski, CA](#)

4&5B: The Case for qEEG Brain Mapping and Neurofeedback in Occupational Therapy, 3 CE Hours. Does seeing measurable outcomes and improvement in behaviors sound exciting to you? During this provocative workshop Maude Le Roux shares her experience using qEEG brain mapping and neurofeedback. In a hands-on demonstration Dianne Kosto teaches how to do a brain map and neurofeedback to obtain measurable outcomes and improve results. Learning Objectives: 1) Explain how dysregulated brain waves correlate with symptoms and behaviors such as ADHD, Focus, Impulsivity, PTSD, Depression and many more; 2) Compare pre- and post-brain maps to provide visual, measurable outcomes; 3) Create a unique therapeutic plan that calms the central nervous system and enhances all other modalities of therapy. [Dianne Kosto, SCN, CEO & Founder - SYMMETRY Neuro-Pathway Training, SC](#) | [Maude Le Roux, OTR/L - Maude Le Roux Academy, PA](#)

4&5C: Positive Neuroplasticity and Youth Justice, 3 CE Hours. A focus on mindfulness, brain science, and neuroplasticity, including interventions to decrease negative behaviors and increase coping skills. Manitowoc County will describe how Mindfulness Based Stress Reduction for Teens has been utilized with justice involved youth to address specific dynamic risk factors, with a goal of reducing risk for recidivism. Learning Objectives: 1) Describe mindfulness, brain science and neuroplasticity; 2) Summarize recent advances in neuroscience and positive neuroplasticity to help youth harness skills; 3) Utilize interventions to decrease negative behaviors and increase coping skills in youth; 4) Explain and apply how mindfulness can be used with justice involved youth to address dynamic risk factors; 5) Discuss positive neuroplasticity as it related to the goal of risk reduction for justice involved youth. [Gina Biegel, MA, Licensed Marriage and Family Therapist - Stressed Teens, CA](#) | [Stacy Ledvina, Social Work Supervisor - Manitowoc County Human Services Department, WI](#) | [Jessica Duzeski, Youth Justice Case Manager - Manitowoc County Human Services Department Justice Case Manager, WI](#)

4&5D: Techniques for Healing Attachment Trauma Through an Interpersonal Neurobiology Lens, 3 CE Hours. This workshop will provide professionals with techniques and tools for healing attachment trauma through the lens of interpersonal neurobiology. Exercises are provided for; identifying patterns and shifting toward inner security, as well as helping them develop more integration and emotional regulation skills. These clinically useful strategies are evidence based. Learning Objectives: 1) Describe, using cutting edge neurobiological research, how clients can rewire their brains to feel more secure; 2) Apply step by step guidelines for how to help clients develop a coherent narrative for their life; 3) Discuss a framework for helping clients resolve childhood traumas. [Lisa Firestone, Ph.D., Director of Research and Education - Glendon Association, CA](#)

4E: Navigating Rocky Transitions To Adulthood; Expectations, Challenges, Opportunities and Resources, 1.5 CE Hours. Transitioning to adulthood has additional challenges for those who experienced pre and post-natal trauma. Society defines personal responsibility by age and not individual needs. Parents struggle to help navigate this developmental stage. We will provide strategies to manage expectations, challenges and share opportunities and resources with a focus on interdependence. Learning Objectives: 1) Recite four core areas that impact transitioning to adulthood for those who experienced pre or post natal trauma; 2) Describe the conflict between how impacted youth are behaving and what society expects of them; 3) Identify the issues of the parental experience and how to best support them; 4) Describe the difference between enabling dependency vs enabling interdependency; 5) Summarize the four core areas critical toward creating a village of support for the youth. [Janice Goldwater, LCSW-C, CEO - Adoptions Together, MD](#) | [Susan Badeau](#)

4F: Strengthening Families through Parent Support Groups, 1.5 CE Hours. Adoptive/Foster/Kinship parents require ongoing support to help their children heal from trauma and attachment issues. Presentation will include research on effectiveness of parent support groups in retention and recruitment, online vs. in-person vs. hybrid groups, social worker code of ethics, providing trauma-informed training through support groups, and practical resources. Learning Objectives: 1) List 3 elements of a high-quality support group; 2) Identify 3 advantages and 3 challenges of running an online parent support group; 3) Explain why social workers have an ethical obligation to provide support. [Dawn Davenport, Juris Doctor, Executive Director - Creating a Family, NC](#)

4G: LGBTQIA2S+ Youth Panel: Coping through Trauma, Finding our Balance, No CE Hours. Trying to meet the needs of LGBTQIA2S+ youth with trauma-informed techniques? Learn from the youth themselves in this lively, interactive panel, moderated by John Ireland, who recruits and supports resource families and America Islas, who works daily with youth in need, to help them find safety and stability. The discussion is designed to meet the expressed goals of those who attend, illustrating with the personal perspectives of youth with lived experience. Areas of focus will include foster care, gender identity, and how these young people accessed life-saving services when the adults around them were not equipped to help. [John Ireland, Co-founder, RaiseAChild, CA](#) | [America Islas, Project Supervisor, Family Builders America, CA](#)



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

5A: Life Transitions: Creative Tools for Understanding & Coping with Loss and Grief, No CE Hours. The lifelong journey of adoption, kinship and foster care often includes treacherous crossings of deep and raging rivers filled with grief, loss, trauma, medical emergencies, mental health crises, school-based hurdles, racism, financial calamities and more. Frequently, while teetering on the edge of exhaustion ourselves, we face these river crossings with no strong bridge of support in sight. In the midst of all this, we are also often faced with our own emotions – grief, loss, anger, confusion, frustration – emotions when a child returns home, moves to another placement or launches into adulthood, emotions related to challenges the system itself creates in our lives, emotions related to the loss of the life we once hoped for or dreamed about. How do we cope with this mix of emotions while also continuing to provide a safe harbor for the children, youth and young adults we love? This workshop will provide both information and creative experiential activities to help participants understand, express and cope with their own emotions and those of their children during periods of transition, grief and loss. Each participant will leave with art and writing created during the session. **Learning Objectives:** 1) Define loss, grief, trauma and resilience including child grief; 2) Gain understanding of vicarious trauma or secondary traumatic stress as it relates handling life transitions; 3) Gain capacity to recognize their own & child's warning signs; 4) Utilize a multi-sensory approach to communicating about their own and their child's grief and loss; 5) Complete two art and writing projects and gain skill in using these creative tools to support their own continuing journey of life transitions. [Sue Badeau, ATTACH Board Member, Author, Trainer, NC | Chelsea Badeau, Artist, PA](#)

5E: Implementing LGBTQ+ and Gender Affirming Care in Residential Settings through Systemic Change, 1.5 CE Hours. This interactive presentation will step participants through the process of creating systemic change in their organizations to support LGBTQ+ clients. Understanding that accepting LGBTQ+ clients into a program that does not affirm their sexuality or gender can damage the client by creating a traumatic experience for the individual. **Learning Objectives:** 1) Explain how a non gender affirming or unsupported LGBTQ+ environment can damage a client; 2) Describe 2 action items that can be used in any organization to affirm LGBTQ+ clients; 3) Demonstrate an understanding of change management and how it applies to any organization. [John L. Singleton, Ed.D., CEO - Whetstone Academy, SC](#)

5F: Translating the Micro into the Macro – How to Build Social Work Programs to Maximize Impact, 1.5 CE Hours. This workshop will explore the principles of Human Centered Design and how it can be applied to current and new programs as effective evaluation practices as well as help to design models to impact the outcome of projects and programs and the populations served. Human-centered design is all about starting with people and building deep empathy; generating lots of possible ideas; building and testing prototypes with the people you're designing for; and eventually putting new solutions out into the world to improve lives. **Learning Objectives:** 1) Describe the Design Process: Inspiration, Ideation, Implementation; 2) Appraise the intended population to create innovative and socially relevant solutions; 3) Define creating change in currently operating programs; 4) Apply concepts of building programs with Design thinking. [Dr. Shauntina Sorrells, DSW, MSW, Chief Program Officer - Orangewood Foundation, CA](#)

5G: Virtual Empowerment Group for Young Adults (Panel Presentation), No CE Hours. Virtual empowerment groups can be a valuable tool for connecting young adults who have similar challenges. Come and meet an awesome group of young people who will share their powerful group experience. You'll hear their thoughts on creating a safe, nonjudgmental environment and what they need from these experiences. [MelRo Potter, Inspirational Speaker, Child Welfare Advocate - MelRo's Voice | JulieAnn Jones, MSW, Program Coordinator - Aspiranet, CA](#)

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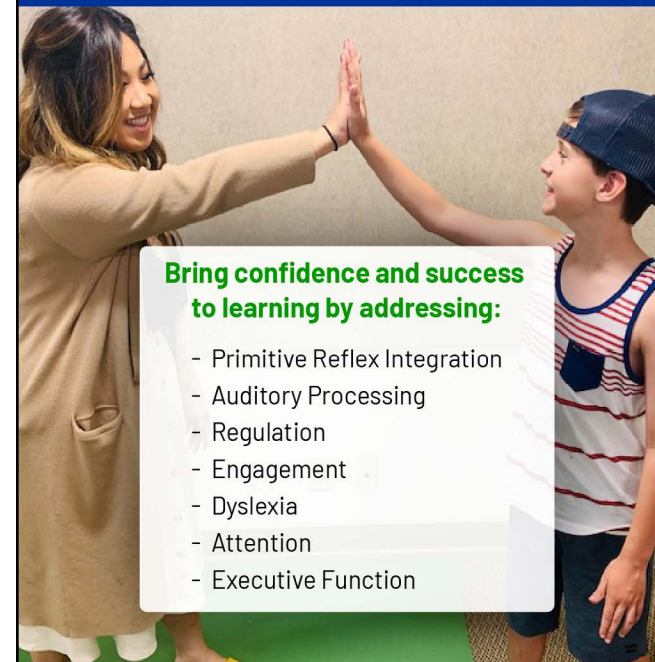


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Saturday, October 1

7:00 a.m. - 8:00 a.m.	Open Yoga Class
7:30 a.m.	Registration
8:00 a.m. - 3:00 p.m.	Exhibit Hall
8:30 a.m. - 10:00 a.m.	Session 6
10:15 a.m. - 11:45 a.m.	Session 7
11:45 a.m. - 1:00 p.m.	Lunch (On Your Own)
1:00 p.m. - 2:30 p.m.	Session 8
3:00 p.m.	Exhibit Hall Closes
3:00 - 4:30 p.m.	Closing Keynote - Norman E. Thibault, PhD, LMFT

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

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

6&7A: The CARE Model: Skills to Enhance Caregiver Child Relationships, No CE Hours. Child Adult Relationship Enhancement (CARE) is a trauma-informed set of skills designed to improve everyday interactions of any adult and child/adolescent. Based on evidenced-based parent training programs including PCIT, this intervention can support other services provided to families. Skills are taught through live coaching in small groups. This training is appropriate for anyone working with children and youth including, but not limited to parents, caregivers, residential staff, frontline staff, and CASA workers. **Learning Objectives:** 1) List 3 ways CARE can improve relationships with children and teens, particularly after exposure to trauma; 2) List at least 3 ways that CARE can teach adults to improve instructions to increase compliance with directions; 3) List 3 interaction patterns to avoid when building healthy relationships, particularly with children and teens who have experienced trauma. [Cindy Downey, MPA, CPT, Senior Trainer - Centene, KY](#) | [Roy Van Tassell, MS, LPC, Director Trauma and Evidence-based Interventions - Centene, OK](#) | [Chad Sedam, Ph.D., CRC, Trainer - Sunshine Health Plan, FL](#)

6B: Solving Complex Clinical Situations After Trauma: An Interactive Session, 1.5 CE Hours. This session will describe complex situations that arise frequently in the aftermath of trauma. During this interactive session, practical strategies describing how to overcome these difficulties will be outlined and demonstrated through role plays. **Learning Objectives:** 1) Describe the role of sensory processing in the development of trauma-related symptoms; 2) Identify alterations in the five dimensions of consciousness frequently affected by trauma and dissociation: time, thought, body, emotion, and intersubjectivity; 3) Discuss how difficulties with sensory processing can affect these five dimensions of consciousness both clinically and neurobiologically; 4) Summarize how therapists, teachers and parents can regulate trauma-related symptoms; 5) Identify how to integrate bottom-up and top-down treatment modalities through case examples and role play. [Ruth A. Lanius, M.D., Ph.D, Western University of Canada](#)

6C: Nutrition and Trauma: Why it's Not Addressed and What to Do About It, 1.5 CE Hours. 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. 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. **Learning Objectives:** 1) Discuss reasons why nutrition is often not included as part of mental health treatment; 2) Identify ways to bridge this gap without having to be a certified nutritionist or going outside your level of training; 3) Prepare ways to talk to families about nutrition and its potential benefits through a nutritional brain change; 4) Review a case study using the self-assessment. [Scott Sells, Ph.D., MSW, LCSW, PLL-Parenting with Love and Limits, KS](#)

6D: Consultation in Attachment Focused Treatment: Dyadic Developmental Psychotherapy, 1.5 CE Hours. Participants will present cases/ DVD's for discussion within the framework of DDP and receive consultation, which can be used for certification in Dyadic Developmental Psychotherapy. Phases of treatment and the differential use of components will be presented during case discussion. DVD's, demonstrations, and role-playing will be used. Those wanting to present, contact Dr. Becker-Weidman two weeks before the workshop. **Learning Objectives:** 1) Discuss the application of Dyadic Developmental Psychotherapy principles and components to their clinical work; 2) Practice using the principles of Attachment-Focused Family Therapy during the workshop; 3) Describe how they will use the principles, components, and an understanding of the phases of treatment in their clinical work; 4) Demonstrate their use of Attachment-Focused Treatment principles and components; 5) Revise treatment plans to consider the phase of treatment and the differential use of components of DDP treatment. [Arthur Becker-Weidman, Ph.D., Director - Center for Family Development, FL, NY, MA, MD, NM, NJ](#) | [Craig Clark,](#)

6E: Awakening Attachment in Adoptive, Foster, and Kinship Families, 1.5 CE Hours. If you work with caregivers facing defiant, rejecting, and even aggressive behaviors, this workshop is for you. We can interrupt the cycle of defense and mistrust that is keeping families stuck! Walk away with practical tips to reduce disruptive behavior, keep parents engaged, and foster lasting connections. **Learning Objectives:** 1) Describe the fight/flight/ freeze response in family-friendly terms; 2) Discuss the impact of trauma on 5 critical parent brain systems; 3) Demonstrate at least 3 ways of nurturing "upstairs brain" moments in caregivers. [Jessica Sinarski, LPCMH, Clinical Supervisor and Founder - BraveBrains, DE](#)

6&7F: Strengthening Communities Through Trauma Responsive Training, 3 CE Hours. Understanding the etiology and impact of trauma on child welfare professionals and those they serve is critical to a healthy workforce and positive client outcomes. This program provides an overview of a training series designed for a broad base of learners/providers that teaches about trauma from the inside out. **Learning Objectives:** 1) Describe at least 3 tenets of an emotionally safe training environment that targets multi levels of an organization; 2) Identify at least 3 ways that trauma impacts the body, brain, mind and spirit and how it may be manifested in behavior/action; 3) Describe 3 characteristics of a work environment that infuses grace, compassion and forgiveness and still embraces high expectations for client care; 4) Describe at least 3 core tenets of the parallel process between how staff are supervised and how clients are served; 5) Apply at least 3 ways to identify vicarious trauma and strategies to prevent and manage its impact. [Janice Goldwater, LCSW-C, CEO - Adoptions Together, MD](#) | [Lisa Dominguez, MSW, Chief Program Officer - Adoptions Together, MD](#)

6&7G: Fighting the 'Fight and Flight': An Adoptees Lifelong Journey, No CE Hours. This updated workshop provides a first-hand account of an adoptee's journey in the search for survival and stability. The presenters will describe the impact to the family, their pursuit for treatment, and her and her family's quest for peace and stability amid a 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 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) Explain how evidence based methodology to treatment is available; 4) Identify ways to recognize there is no silver bullet to ongoing struggles and implement the values of love, persistence, and never giving up. [Jessica Larsen, Student & Adoptee, AZ](#) | [Carolyn Larsen, Parent, AZ](#) | [Terri Roman, LPC, PLLC - Gilbert Counselors, AZ](#) | [Patricia R. Alana Inemer, LPC, PLLC - Gilbert Counselors, AZ](#) | [Gail Curran \(Moderator\), MS, MBA, Certified Educational Planner - Optimal Edu Options, AZ](#)

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

7B: Going Beyond Skin-to-Skin to Resonant Relationship in the Earliest Years, 1.5 CE Hours. This workshop will focus on using a relational lens to consider the dynamic system of the biological, environmental, cultural influences that bear on the child's development. We will discuss how tools to give us a deeper look at the infant's capacity for organization and regulation, as well as the need for support. We will consider what a child's individual nervous system can look like when early adversaries were present and understanding the formation of the parent and how to support contingency and the parent's capacity to hold their child in mind will be discussed. Strategies for Co-regulation and strengthening attachment through a Sensory Affective way during co-occupations will be shared. Social emotional Development through the DIRFloortime® Model, will serve as a foundation for intervention. **Learning Objectives:** 1) Identify 4 behavioral observations that could explain the development of State organization and regulation in a Newborn baby; 2) Explain how contingency from the parent can be supportive of Mentalization; 3) Apply 4 ways to strengthen parental co-regulation through routine life activities; 4) Identify the development of the first 6 social emotional capacities according to the DIRFloortime® Model. [Sanette Louwrens, OTR/L - Sensorium Therapy, CA](#)

7&8C: Therapy in Action-Highly Experiential, Informative Fun for Clinical Setting, 3 CE Hours. This trauma-informed skills-based training is a highly experiential, informative and fun introduction to an innovative concept that engages participants and enhances treatment outcomes. All will gain knowledge in areas of recognizing signs of trauma and developing effective treatment plans to improve positive outcomes in therapy. The Trainers will utilize presentation of didactic training, integrative group activities, and small group discussion for case application. **Learning Objectives:** 1) List the Impact of Childhood Trauma in Infants/Toddler, School Aged Children, Adolescents, and impact on Adults; 2) Apply Risk, Resilience, and Protective Factors related to Overcoming Trauma; 3) Practice and apply use of Breathing, Mindfulness and Meditation in treatment sessions; 4) Utilize developing positive cognition and Trauma Informed Cognitive Behavioral Therapy in Journaling; 5) Identify effective stress response systems in the brain. [Margaret \(Peggy\) Gaestel, LCSW, Owner/Operator/Clinical Director - Synergy Behavioral Health Group Public Benefit LLC, DE & MD | Kathi Donnelly, Founder, Program Developer, Lead Presenter - OMMWORKS, LLC, CA](#)

7&8D: Heart of the Matter: Immersion into Self Regulation Mastery Through HeartMath, 3 CE Hours. 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 and 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, Senior Clinical Consultant/ Cofounder - First Light Wilderness, GA](#)

7E: Saying "Hello" and "Goodbye" at the Same Time: The Mental Life of Firstmothers and Prenates, 1.5 CE Hours. What is happening in the mind, body, and psyche of a mother who knows she will release her baby into the arms of another? How does she cope with knowing this and how might her state of mind be transmitted to her baby? How will this impact the baby's future relationships and worldview and what might we do about this? **Learning Objectives:** 1) List 3 ways of being fully present with a first mother preparing for adoption; 2) Identify 3 ways a baby will be impacted by it's mother's state of mind during pregnancy and at the point of relinquishment for adoption; 3) List 2 often-overlooked signs of dissociation to look for in children and 2 potential ways to respond; 4) Describe 3 ways an adoptive parent's state of mind with regard to attachment will impact their view of their adopted child. [Karen Doyle Buckwalter, LCSW RPT-S, Director Clinical Practice - Chaddock, IL | Michael Trout, MA, Director - Infant Parent Institute, IL | Lori Thomas, MA, Counselor - Emmaus Family Counseling Center, VA](#)

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

8A: The Healing Circle, No CE Hours. The goal of this healing circle is to give both parents and professionals a safe space to process each days learning and experience with others. A deep connection to one another is facilitated through teaching and small dyad work, as well as sharing. A closing exercise will include vagus nerve activation toward emotional regulation allowing for the integration work to continue. Each participant will experience a deepening commitment to self as we end each day of the conference. **Learning Objectives:** 1) Explain and experience their increased emotional regulation in healing circle; 2) Apply the process of integrating new information toward the embodiment of that information; 3) Activate the vagus nerve in 3 different ways during our healing circle; 4) Demonstrate one take-away from our time together in a small group activity. [Jules Alvarado, MA, LPC, President - Alvarado Consulting and Treatment Group, CO | Liz Clark, Trauma and Attachment Therapist - Alvarado Consulting and Treatment Group, CO](#)

8B: Partners in Healing: Embodying Interdisciplinary Trauma Treatment with Underserved Communities, 1.5 CE Hours. This workshop spotlights the interdisciplinary collaboration between pediatric psychotherapists and mental health occupational therapists in underserved and diverse communities. Two case studies illustrate how a co-treatment model blending sensorimotor and relational interventions can contribute meaningfully to trauma treatment with children and their caregivers. Participants will reflect on potential practice applications. **Learning Objectives:** 1) Describe the benefits of interdisciplinary collaboration between psychotherapists and occupational therapists in trauma-/attachment-focused mental health services; 2) List common clinical indications for including occupational therapy in a child's mental health care; 3) Compare the roles of psychotherapists and occupational therapists during the co-treatment process with children and families recovering from trauma; 4) Apply how sensorimotor techniques can be integrated into trauma treatment, including the evidenced-based practice of Child-Parent Psychotherapy; 5) Review clinical considerations for providing sensorimotor and relational interventions with socioeconomically, culturally, and linguistically diverse populations. [Christine Turnbull, OTD, OTR/L, Assistant Professor of Clinical Occupational Therapy - University of Southern California, CA | Amy Curtis, PsyD, Pediatric Psychologist - Children's Hospital Los Angeles, CA | G. Vanessa Correa, LCSW, Psychiatric Social Worker - Kedren Community Health Center, CA | Heidi TenPas, OTD, OTR/L, Occupational Therapist - Kedren Community Health Center, CA](#)

8E: Resilience Building Through Family Engagement, 1.5 CE Hours. This Workshop will address overall family mental health and social/emotional learning in support of improving academics within schools and communities. Teaching trauma-informed, resilience-building concepts to engage families from different cultures in ways that facilitate equity and bridge the gap between families and schools through a school and family collaboration. **Learning Objectives:** 1) Describe how early adversities produce trauma and the impact that has on early childhood brain development; 2) Discuss the importance of family engagement and why it is critical for healing communities to build resilience in children enabling them to be ready to learn at school; 3) Apply tools of on-going support and training for both parents and school personal are critical to family engagement. [Ginger Healy, LCSW, Parent Program Director - Attachment & Trauma Network Inc., UT | Julie Beem, MBA, Executive Director - Attachment & Trauma Network, Inc., GA](#)

8F: Parents as Allies, 1.5 CE Hours. Due to these increased and exacerbated challenges caused by the pandemic, this training is offering an interactive virtual training for parents. This training will help parents increase healthier stress management skills, develop communication strategies to improve positive self-image, strengthen connection and bonds with their families, and many more healthy parenting practices. **Learning Objectives:** 1) Explain children's limited exposure to professionals, who may have been able to identify children who may be a victim of sexual assault and other abusive practices; 2) Demonstrate an understanding of parents' increased frustration and limited tools and strategies to work with new challenges experienced by their children; 3) Describe children's difficulty adjusting and how children's adjustment and depressive symptoms may appear and be interpreted as oppositional defiant behaviors and behavioral conducts. [Alice Leonce-Stevens, MS, DSocSci, CCTSS, CCTSF, CTHM, LMSW, CMH, CEO - Holistic Elevation, LLC, DE](#)

8G: Unbelievably Resilient: An Up Close Look at Resilience, No CE Hours. Utilizing our first-hand experience in the foster care system, this workshop will dive into how we define resilience, where we have found our resilience comes from, and our best recommendations for how we can foster resilience and let young people in foster care know they are unbelievably resilient. [Keri Richmond, Executive Director and Founding Member - FosterStrong, DC | Nate Baca, Storyteller and Founding Member - FosterStrong, CA | Adrian McLemore, Storyteller and Founding Member - FosterStrong, CA | Slam Anderson, Storyteller and Founding Member - FosterStrong, FL](#)



CONFERENCE INFO

September 29 - October 1, 2022
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PART 1: Valuing Sibling Relationships

**2022 Virtual
Training Dates**

**Tuesday, June 21
7:00 pm - 9:00 pm CT**



Level 1: OT/OTA Attachment & Trauma Training Series

2022 Training Series Dates
**June 17, 24 July 8, 15
8:00 am - 11:00 am CT**



PART 2: Shifts in Sibling Dynamics

**2022 Virtual
Training Dates**

**Tuesday, July 19
7:00 pm - 9:00 pm CT**



LEVEL 2: OT/OTA Assessment for Attachment and Trauma Training Series

**2022 Virtual Training
Series Dates**
**October 21, 28
1:00 pm - 4:00 pm CT**
**November 4, 11
8:00 am - 11:00 am CT**

Learn More and Register for Part 1, Part 2 or Parts 1 and 2:
<https://attach.regfox.com/sibling-relationships-june-2022>
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