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**Special Thanks**
ATTACCh extends our appreciation to the Denver Conference Committee for contributing your talents, enthusiasm, and dedicated support to the 29th Annual Conference. This event would not be possible without you!

• • • •

Juli Alvarado • Mary Armstrong • Lynn Barnett • Jill Crewes
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Photo Credit for Front Cover © Bruce Boyer VISIT DENVER
We are so happy you are joining us at our 29th Annual Conference in Denver, Colorado. ATTACCh has been a non-profit working on the vital issues of attachment, trauma and bonding since 1989. Over the past three decades, so much in our field has changed, evolved, and grown. From best practices, new definitions, and the huge advancements in neurobiology, ATTACCh has grown with each development. As we move closer to our 30th conference next year, we are reflecting more and more on our beginnings and our path to today. ATTACCh was founded in Colorado, and it seems very appropriate to be “bringing it home” this year.

Bringing it home is a perfect tagline for ATTACCh and the attachment and trauma field. If you are currently parenting a child with attachment difficulties or you are a professional working with our families, you recognize the need for this work. The children who we serve need us to continue to not only advocate for them in schools and other systems, but also to bring this knowledge home. They need us to know what their brains look like, and the best methods for treating them, talking with them, and caring for them. They need us to carry our renewed strength and knowledge home to them. ATTACCh is here to help you! From this conference to our online webinars and memberships, our mission is to provide training to parents and professionals to promote healthy attachment and heal trauma. While the conference is our biggest event, we are here year-round. Please reach out if you have questions or training needs.

Hosting our annual conference, coming together with all of you, is truly the highlight of our year and we are thrilled you joined us.

Michael Blugerman, MSW, RMCAPCT
President, ATTACCh

Mary M. McGowan, MA Clinical Psych Candidate
Executive Director, ATTACCh

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Association for Training on Trauma and Attachment in Children
310 E 38th St, Suite 320 • Minneapolis, MN • (612) 861-4222 • questions@attach.org • www.attach.org
Schedule at a Glance

WEDNESDAY, October 11

3:00 p.m. - 7:00 p.m.  Registration Opens

THURSDAY, October 12

7:30 a.m.  Registration and Breakfast
8:00 a.m.  Exhibit Hall Opens
8:30 a.m. - 12:00 p.m.  Keynote: Dr. Pat Ogden
12:00 p.m. - 1:00 p.m.  Lunch On Your Own
1:00 p.m. - 2:30 p.m.  Workshop Period 1
3:00 p.m. - 4:30 p.m.  Workshop Period 2
4:30 p.m. - 5:00 p.m.  Debriefing Session for Parents
5:00 p.m.  Exhibit Hall Closes
5:30 p.m. - 7:30 p.m.  Reception — See Special Events (opposite page)

FRIDAY, October 13

7:00 a.m. - 8:00 a.m.  Yoga Class - All are welcome
7:30 a.m.  Registration and Breakfast
8:00 a.m.  Exhibit Hall Opens
8:30 a.m. - 10:00 a.m.  Workshop Period 3
10:15 a.m. - 11:45 a.m.  Workshop Period 4
11:45 a.m. - 1:00 p.m.  Hosted Luncheon & General Meeting
1:00 p.m. - 2:30 p.m.  Keynote: Dr. Peter Levine
3:00 p.m. - 4:30 p.m.  Workshop Period 5
4:30 p.m. - 5:00 p.m.  Debriefing Session for Parents
5:00 p.m.  Exhibit Hall Closes

SATURDAY, October 14

7:00 a.m. - 8:00 a.m.  Yoga Class - All are welcome
7:30 a.m.  Registration and Breakfast
8:00 a.m.  Exhibit Hall Opens
8:30 a.m. - 10:00 a.m.  Workshop Period 6
10:15 a.m. - 11:45 a.m.  Workshop Period 7
11:45 a.m. - 1:00 p.m.  Lunch On Your Own
1:00 p.m. - 2:30 p.m.  Workshop Period 8
3:00 p.m. - 4:30 p.m.  Keynote: Dr. Jaiya John
4:30 p.m. - 5:00 p.m.  Meet & Greet with Dr. Jaiya John
5:00 p.m.  Exhibit Hall Closes
Welcome Reception

*Thursday, October 12 • Atrium*

5:30 p.m.—7:30 p.m.

Share appetizers and cocktails (cash bar) along with networking and conversation with colleagues, peers, and parents. A live auction will also take place throughout the evening. All proceeds from the auction will go to the parent scholarship fund for next year’s conference. Bid boldly!

SOAR! Youth & Adult Choir

*Thursday, October 12 • Atrium*

5:30 p.m.—6:00 p.m.

As part of our welcome reception, we will be enjoying the musical talents of Denver-based SOAR! Youth and Adult Choir.

Parent Night

*Friday, October 13th • Pikes Peak*

5:30 p.m. —7:30 p.m.

Take advantage of your time away from the kids—enjoy a self-care night with fellow caregivers! Parent night will include food, fun, relaxation, and entertainment. It’s a great time to connect with friends—old and new.

Open Yoga Classes

All levels are welcome!

*Friday, October 13 and Saturday, October 14*

7:00 a.m.—8:00 a.m.

Weather permitting classes will be held outside of the Atrium, otherwise they will be in Blanca Peak.
Congratulations to ATTACH 2017 Award Recipients

Dr. Peter Levine

*Lifetime Achievement Award*  This award is presented to express our deep appreciation for the outstanding leadership and research you have conducted in the field of trauma and attachment. Thank you for your dedication, passion, and your positive influence! Dr. Peter Levine holds doctorates in both medical biophysics and psychology. He is the developer of Somatic Experiencing®, a body-awareness approach to healing trauma, and founder of the Somatic Experiencing® Trauma Institute, which conducts SE™ trainings throughout the world and in various indigenous cultures. Dr. Levine was a member of the APA Task Force: Psychologists for Social Responsibility in developing responses to large-scale disasters and ethnopolitical warfare. He is also a Senior Fellow at The Meadows Addiction and Trauma Treatment Center in Wickenburg, Arizona.

Gary and Nancy Medlock

*Linda Eisele Award*  This award is given each year to an individual or couple using therapeutic parenting to help children in their homes and their community in honor of late former ATTACH Executive Director, Linda Eisele. Gary and Nancy Medlock are our 2017 Linda Eisele Award Recipients. The Medlocks were nominated by Conference Committee member & presenter Linda Klein for their commitment to trauma-informed care. They have also worked tirelessly to help educate their children’s schools on trauma and attachment issues. Gary and Nancy Medlock have a true passion for helping others and are committed to helping children and keeping sibling groups together.
Location to be announced at the 2017 Conference in Denver.
Stay tuned for location and keynote speakers!

October 4–6, 2018
Regulation, Resources, and Resilience: A Sensorimotor Psychotherapy Approach for the Treatment of Chronic Trauma in Children, Adolescents, and Families

Pat Ogden, PhD is a pioneer in somatic psychology and the founder/director of the Sensorimotor Psychotherapy® Institute. She will present on Building Resilience and Self-Regulation. Pat Ogden is the author of Trauma and the Body: A Sensorimotor Approach to Psychotherapy.

Childhood trauma includes abuse, repeated hospitalizations, foster care, bullying, relocation, loss, and witnessing domestic or community violence, all of which profoundly affect a child’s developing mind, brain, and body. Many difficulties ensue, including aggression, anti-social behavior, attention and concentration problems, affect dysregulation, passivity, and relational difficulties. This workshop will review the effects of chronic trauma upon the developing brain and explore somatically-oriented techniques that can help to resolve trauma-related symptoms. In the wake of emerging appreciation that physical action is necessary to initiate new ways of perceiving reality and promote new behavior patterns, the presenter will teach somatic interventions from Sensorimotor Psychotherapy. These interventions promote resiliency, develop resources, regulate arousal, and create new competencies in an action-oriented atmosphere of curiosity, play, and discovery. Since a child’s healthy sense of self is built upon a secure attachment with caregivers, the presenter will also discuss and demonstrate approaches to foster security by teaching practical somatic resources that can increase positive interactions between children and their caregivers and develop the somatic sense of self.
Healing the Broken Bond: Releasing Trauma and Restoring Goodness

Dr. Peter Levine holds doctorates in both medical biophysics and psychology. He is the developer of Somatic Experiencing®, a body-awareness approach to healing trauma, and founder of the Somatic Experiencing® Trauma Institute, which conducts SE™ trainings throughout the world and in various indigenous cultures. Dr. Levine was a member of the APA Task Force: Psychologists for Social Responsibility in developing responses to large-scale disasters and ethnopolitical warfare. He is also a Senior Fellow at The Meadows Addiction and Trauma Treatment Center in Wickenburg, Arizona. Dr. Peter Levine will be presenting live via satellite. There will be a question and answer session at the end.

Our earliest attachment experience determines, to a large degree, how we will see the world as children, adolescents, and adults. What has not been as well understood is the role of physiology and internal body experience in the formation and maintenance of bonding and attachment. Attachment is a delicate, bi-directional process involving subtle cues between infant and caregivers. If this process of “call and response” is disrupted by the effects of perinatal stress and trauma, the connection between parent and child can be broken, leaving them out of sync and estranged from each other. By understanding the biological process underlying molding and bonding, we can help the infant and mother renegotiate these stressors and restore the natural process of attunement and attachment. Such reworking can provide the ongoing basis of security and goodness throughout the individuals’ life span.

Dr. Jaiya John was born into foster care in New Mexico, and is an internationally recognized speaker, author, poet, spoken word artist, and youth mentor. He is a former professor of social psychology at Howard University, has authored numerous books, and has addressed over half a million professionals, parents, and youth worldwide.

Author and worldwide speaker Dr. Jaiya John will share a compassionate, hopeful message derived from his 20+ years of work supporting families, youth, professionals, agencies, and systems. Jaiya will provide unique insight into how the personal and collective stories we tell about ourselves, each other, the work, and those we serve and care for play a powerful and self-fulfilling role in addressing wellness, trauma, attachment, culture, service efficacy, and youth outcomes. Jaiya’s perspective is that we all carry trauma and attachment challenges, and that by practicing mutual care, we can create more effective healing dynamics for both youth and ourselves. Through this unscripted heart-and-soul message, we will explore together the nature of personal and mutual healing, and what it means to truly humanize ourselves and one another in conditions of crisis and trauma. This is a message of wellness and empowerment, and a revival of our giftedness for compassionate servitude and caregiving.
Conference Sessions

Period 1  Thursday, October 12  1:00 p.m. - 2:30 p.m.

1 & 2A: FASD and Trauma: Changing our Approach
Parent Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Evergreen F

Parenting a child with a disorder on the fetal alcohol spectrum can present many challenges for foster and adoptive families. It is vital for these families and the professionals who support them to understand the reasons behind the learning and behavioral challenges so they, together, can “try differently.” Participants will be able to: 1) Explore risk factors when illicit drugs, tobacco, and alcohol are used during pregnancy; 2) Describe FASD and connection between brain impairment and behaviors; 3) Explore diagnoses under FASD umbrella; 4) Identify “red flags” for FASD diagnosis; 5) Consider co-morbid conditions, including impact of trauma; 6) Discuss reframing and other strategies; 7) List secondary disabilities and protective factors.

Barb Clark
NACAC, MN

1B: Preserving Attachment Relationships in the Child Protection Realm
Child Welfare/Social Services Workshop; 1.5 CE Credits • Conifer 1-2

This presentation addresses the tricky issues in managing complicated child welfare cases from an attachment perspective. Best practice suggestions are offered for topics including visitation/parenting time, trial home visits, sibling separations, and “good enough” parenting. Participants will be able to: 1) Describe how to develop a child-centered transition plan based on a child’s age and developmental stage; 2) Analyze sibling separation factors; 3) Identify risk/resiliency features that may prevent contested placements and separation; 4) Describe what “good enough” parenting means; 5) Explain why and when a trial home visit can be implemented and when protective supervision is a good idea.

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

1C: Effects of Developmental Trauma in Sensory Processing and Participation • Evergreen E
Sensorimotor/OT/Wellness Workshop; 1.5 CE Credits

This presentation reviews the results of a pilot study exploring the effects of developmental trauma on sensory processing, trauma symptoms, dissociation, and participation. Terms are defined and discussion of the study results and possible research directions for the future are explored. Participants will be able to: 1) Define sensory and trauma-based key terms; 2) Compare sensory processing and trauma-based research results; 3) Analyze research methodology to identify future research goals.

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

1D: What’s a Trauma-Sensitive School & Why Should We Create One?
Education Workshop; 1.5 CE Credits • Conifer 3

ACEs data shows as many as 1 in 4 youth in today’s schools have trauma backgrounds that can interfere with social/emotional and academic success. This workshop—led by a trauma-focused school counselor—will explain what “trauma-sensitive schools” are and teach strategies that empower trauma-informed educators to help youth feel safe, be connected, get regulated and learn. Participants will be able to: 1) Describe at least three ways that trauma impacts youth in the school setting; 2) Explain why traditional behavior modification techniques often do not work with traumatized youth; 3) Demonstrate at least two specific strategies that do work with traumatized youth, including those who may have attachment difficulties.

Jen Alexander, MA, NCC, RPT
Attachment & Trauma Network, Inc., MA

1E: Trauma: A Multidimensional Issue Requiring Multidimensional Treatment
Intermediate Workshop; 1.5 CE Credits • Evergreen D

Trauma treatment has been a quickly advancing science and research has discovered a multidimensional manifestation of needs within the client who is seeking treatment. In this presentation, we will examine some of the newest trauma research findings from several sources including the Trauma Center of Boston, Dr. Stephen Porges, The Sandy Hook Foundation, and others. The presenters will summarize the results to isolate several of the areas treatment must impact in order to be effective. The results have demonstrated a need for multi-layered and multidimensional approach in treatment to produce the most effective and lasting treatment outcomes. The multifaceted treatment needs will be discussed and a checklist of variables will be examined offering programs, therapists, and educational consultants an approach to effectively score treatment strengths and weaknesses in traumatized clients. Participants will be able to: 1) Have an increased understanding of most recently published research about integration of the Body into Trauma Treatment; 2) Learn a multidimensional framework for trauma treatment; 3) Receive and review a trauma treatment variable checklist; 4) Experience two exercises aimed at integrating the body in treatment; 5) Review one case with our trauma treatment checklist.

Steve Sawyer, LCSW, CSAC
New Vision Wilderness / CALO Programs, OR

1F: Trauma & Attachment: Effective Treatment Interventions
Advanced Workshop; 1.5 CE Credits • Evergreen C

Early attachment experiences wire brain circuits, create core beliefs, and form the template for future relationships. Attachment trauma causes depression, anxiety, shame, antisocial behavior, and emotional dysregulation. This seminar will demonstrate, via therapy videos, effective therapeutic techniques to heal trauma and create secure attachments in children, adults, and families. Learning formats include PowerPoint, video case examples, and question and answer dialogue. Participants will be able to: 1) Describe the psychological, social, cognitive, and biological aspects of attachment trauma; 2) Utilize effective individual and relationship-based assessment and treatment methods; 3) Observe videos of experiential techniques to improve emotional,
biological, and interpersonal symptoms; 4) Use Attachment Communication Training to foster effective communication, conflict-management, and secure attachment; 5) Explain how traumatized individuals can achieve personal and relationship growth (resilience).

Dr. Terry Levy
Evergreen Psychotherapy Center, CO

1 & 2 G: Mind, Body & Spirit: A Sensorimotor Approach to Healing Trauma
Multi-Discipline Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Longs Peak
This interactive workshop will provide basic information about the impact of trauma on children and secondary trauma on adults. It will also demonstrate how a trauma-sensitive yoga practice, art activities, and other modalities support self-regulation and inner calm using breathing techniques, gentle movement, mindfulness, non-verbal expression, and meditation to build and nurture connection to self and others to help facilitate healing. Come prepared to learn but also be ready to get up, move around, stretch, paint, and be creative! Participants will be able to: 1) Describe the mind-body connection of trauma; 2) List several ways that the mind, body, and emotions respond to the re-experiencing of trauma; 3) List several ways to help children develop the ability to regulate their own emotions and practice self-soothing and self-calming strategies; 4) Explain how a yoga-based approach can help a child or adult to notice and tolerate inner experience; 5) Apply breathing techniques and postures to facilitate to build a connection to self.

Lisa D. Maynard, LMSW, RYT
SatiVirya, LLC, NY
Sue Badeau
Chelsea Badeau
Private Consulting, PA

Period 2
Thursday, October 12
3:00 p.m. - 4:30 p.m.

2A: FASD and Trauma: Changing our Approach
Continuation. See workshop Period 1A for workshop description.

2B: They Took My Parent Away: Little Ones Affected by Incarceration Speak
Child Welfare/Social Services Workshop; 1.5 CE Credits • Conifer 3
Is it possible to “hear” the voices of children who are too young to speak, or whose perspectives are different from our own, or whose confusion and immaturity make their narratives seem irrational to us? Is it worth our trying? You are about to meet five preschoolers who lost at least one parent to incarceration. Our job is only to listen to each one; to enter each child’s world with empathy; and to be compassionate and curious about what it might be like to occupy the worlds in which these five little ones live. Participants will be able to: 1) Describe how it is possible for a baby to miss someone he doesn’t ever recall seeing; 2) Give one example of an infant narrative about a lost parent; 3) Describe the impact on attachment of the incarceration of a parent.

Michael Trout, M.A.
The Infant-Parent Institute, Inc., IL

2C: Tactile Processing in Children with Attachment and Trauma Disorders
Sensorimotor/OT/Wellness Workshop; 1.5 CE Credits • Evergreen D
This presentation will examine tactile processing as a neural foundation of social/emotional function; suggest patterns of tactile processing problems in children recovering from trauma and dysfunctional attachment; discuss ideas for treatment and invite participants to try tactile experiences; and illustrate these concepts with a case study of child-parent tactile interaction. Participants will be able to: 1) Identify the reason tactile interaction is a foundation for social/emotional function in children; 2) List three patterns of tactile dysfunction seen in children with trauma and attachment difficulties; 3) Plan interventions for children with tactile under-responsivity, over-responsivity, and tactile trauma triggers; 4) Plan collaborative interventions for children with severe trauma and resulting tactile dysfunction.

JoAnn Kennedy, OTD, MS, OTR/L
OT-Family Connections, VA
Cindy Agbyani, PhD
Family Teamwork Inc, VA

2D: Angry Love and Ruthless Compassion: Reducing Isolation and Expulsions
Educational Workshop; 1.5 CE Credits • Evergreen E
What can you do to support children who are aggressive and disruptive? Through an interactive Prezi presentation, paired with case studies and a group discussion, participants will explore Adverse Childhood Experiences (ACEs), attachment, temperament, emotional milestones, expulsion, “angry love,” and “ruthless compassion.” Participants will be able to: 1) Analyze the roots of challenging behavior (ACEs, attachment, temperament) and why isolation and expulsion are harmful to children; 2) Identify strategies to reduce power struggles with children; 3) Examine ways to foster the emotional development of children.

Stephen P. Zwolak
LUME Institute, LLC, MO

2E: Affect Regulation and Creative Interventions for Children and Teens
Intermediate Workshop; 1.5 CE Credits • Evergreen C
Affect dysregulation in children and adolescents creates significant distress for these clients and their families. This experiential workshop will examine Dialectical Behavior Therapy (DBT) concepts regarding affect regulation within an attachment framework to teach critical skills to young clients and their caregivers. Participants will learn expressive arts interventions to teach affect regulation skills. Participants will be able to: 1) Describe the basic neurobiology of attachment and affect regulation; 2) Describe the DBT framework of affect regulation; 3) Demonstrate ability to adapt DBT skills to children and adolescents; 4) Practice and utilize at least 4 play and expressive art strategies for affect regulation.

M. Catherine Spooner, LCSW, RPT/S
Sunrise Residential Treatment Center, UT

2F: Attachment-focused Treatment with Adult Clients
Advanced Workshop; 1.5 CE Credits • Conifer 1-2
Application of therapies based upon Bowlby’s Attachment Theory will be applied to providing psychotherapy in adult populations. Information presented will include description of
personality development and how a client’s personality interfaces with that of the therapist during the process of treatment. The working therapeutic relationship is based upon principles of attachment system activation and utilization for the purpose of improving mental function and emotional balance. The process of therapy is evocative and there is information presented that helps the practitioner understand the moment-to-moment dynamics in the psychotherapeutic milieu, and protocols to help establish and maintain an optimized therapeutic experience for the client. Case vignettes will be examined to illustrate the principles presented in this workshop. Participants will be able to: 1) Describe attachment-based models of assessment & treatment for work with adult clients; 2) Demonstrate fundamental knowledge of the neurobiological/developmental impact of trauma and attachment insecurity through the life cycle; 3) Apply clinical case assessment and evaluation to the case vignette.

Cindy Downey, MPA
Graham Perковich
Cenpatico, KY
Cenpatico, FL

3 & 4C: Sound and Movement Foundations for Developing Safety and Stability
Sensorimotor/OT/Wellness Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Evergreen C

Sound and movement are critical in the development of body based, perceptual motor, and social/emotional foundations for feeling safe in the world and in relationship to another. Explore the basics of auditory and vestibular sensory processing, and their relationship to arousal, attachment, self-regulation, and learning. Participants will be able to: 1) Discuss the relationship between the inner ear, arousal, and affect regulation; 2) Explain the importance of the auditory and vestibular systems in the development of orientation in time and space, necessary for feeling safe in ones body and relating to others; 3) Select three therapeutic activities that activate the vestibular and/or auditory systems to regulate arousal, build somatic resources, and relate.

Sheila M. Frick, OTR/L
Tracy Bjorling, MS, OTR/L
Vital Links, WI
Vital Links, WI

3D: Biting, Hitting, Screaming, Oh My! Strategies for the 21st Century Classroom
Education Workshop; 1.5 CE Credits • Conifer 3

Working in the 21st century early childhood classroom is an exciting time with the intersection of research in sensory processing, neuroscience, education, and trauma/attachment in children. This presentation will give educators the sensory processing understanding and tools to integrate into student assessment and classroom management. Feel empowered to return to your class with a new lens and tools. Participants will be able to: 1) Explain the three parts of the brain important to learning and their individual languages; 2) Recognize the difference between strategies to calm or alert a student with a fight, flight, or freeze reaction; 3) Identify poor classroom functioning related to a trauma framework and how to enlist related services support.

Marlene Mestres, OTR/L
Jennifer Buckley
St. Louis Public Schools, MO
St. Louis Public Schools, MO

3 & 4E: An Integrative EMDR Family Therapy Model
Intermediate Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Evergreen E

Traumatic stress in children often manifests as reactivity and aggression. Traumatized children require a secure holding environment to safely address trauma, however, the parent-child relationship may be stressed. The presentation describes a model that integrates trauma-informed parent psychoeducation, family therapy, and EMDR therapy to strengthen attachment and resolved past trauma. Participants will be able to: 1) Articulate the rationale for simultaneously intervening with family therapy and EMDR trauma therapy in the case of children with a history of attachment trauma; 2)
Identify at least one way that integrative parenting methods are different from emotion-driven parenting; 3) Name one method in which EMDR is applied for strengthening the child’s feelings of connection to the parents.; 4) Describe one rationale for keeping parents in the room during EMDR trauma work.

**Cathy Schweitzer, MS, LIMHP**  
The Attachment and Trauma Center of Nebraska, NE

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### 3 & 4F: Case Consultation in Dyadic Developmental Psychotherapy

**Advanced Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Conifer 1-2**

Participants will present cases/ DVD’s for discussion within the framework of Dyadic Developmental Psychotherapy and receive consultation, which can be used for certification in DDP. Phases of treatment and the differential use of components will be presented during case discussion. DVD’s, demonstrations, and role-playing will be used. Participants will be able to: 1) Discuss the application of DDP principles and components to their clinical work; 2) Describe how they will use the principles, components, and an understanding of the phases of treatment in their clinical work; 3) Revise their treatment plans to consider the phase of treatment and the differential use of components of DDP treatment.

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

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### 3 & 4G: Healing the Dark Side of Adoption; A Live Case Study

**Multi-Discipline Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Evergreen F**

This presentation is a real life journey of an adoptee who struggled with the impact of relinquishment, developmental trauma, and relational dysfunction. It is guided by Calo’s Chief Clinical Officer who will provide reflection on the clinical interventions and research associated with treating developmental trauma influenced by adoption and applied to Thomas’s life. This presentation will be a firsthand experience of Thomas struggle while living in a home with 4 other adopted children and coping with the death of his father and mentally ill brother while supporting his traumatized mother. He will also share his story of search, reunion, and triumph as he learned to heal and integrate. Participants will be able to: 1) List the most common characteristics and core issues of adoptees; 2) Describe the influencing factors that result in adoptees being overrepresented in residential treatment settings; 3) Outline an alternative treatment model called CASA.

**Rob Gent, LPC**  
Thomas Ahern, MA  
CALO Programs, MO  
CALO Programs, CT

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### 4B: Building Staff Resiliency and Promoting Healthy Organizational Culture: Resilience Alliance

**Child Welfare/Social Services Workshop; 1.5 CE Credits • Longs Peak**

Larimer County Children Youth and Families is a trauma informed agency that addresses Secondary Traumatic Stress (STS) as an organization. Resilience Alliance is a curriculum supported by the National Child Traumatic Stress Network and aims to address STS at all levels. Program details, turnover outcomes, group activities, and stories will be presented. Participants will be able to: 1) Describe how trauma affects development; 2) Discuss parental expectations when children have experienced early trauma; 3) Identify self-care strategies for professionals and parents to avoid secondary trauma.

**Lori Thomas**  
Jackie Meyer  
Hope Village, VA  
The Counseling and Enrichment Center, NE

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### 4C: Sound and Movement Foundations for Developing Safety and Stability

**Sensorimotor/OT/Wellness Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Evergreen C**

Continuation. See workshop Period 3C for workshop description.

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### 4D: Navigating IEPs and Special Education

**Education Workshop; 1.5 CE Credits • Conifer 3**

This is intended to be an introductory workshop for parents and professionals seeking to advocate for school-based services. Participants will be able to: 1) Understand the process of obtaining eligibility and services under the Individuals with Disability Education Act (IDEA); 2) Understand the substantive rights derived from the IDEA; 3) Understand how to be an effective advocate in the context of obtaining school-based services.

**Neal Takiff, JD**  
Wendy Watson, JD  
Whitted Takiff, IL  
The Arc Greater Twin Cities, MN

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### 4E: An Integrative EMDR Family Therapy Model

**Intermediate Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Evergreen E**

Continuation. See workshop Period 3E for workshop description.

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### 4F: Case Consultation in DDP

**Advanced Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Conifer 1-2**

When children have experienced trauma, their behaviors can be very challenging. Parents wish to correct the behaviors, but it helps to understand that there are levels of need that must be met before behaviors are really changed. Understanding this model helps to adjust expectations along the way. In this workshop we will delve into Kim Golding’s House Model of Parenting, and learn to adjust expectations when parenting children who have experienced trauma. We will also discuss strategies for self-care, helping professionals and the families they work with to avoid secondary trauma. Participants will be able to: 1) Describe how trauma affects development; 2) Discuss parental expectations when children have experienced early trauma; 3) Identify self-care strategies for professionals and parents to avoid secondary trauma.

**Lori Thomas**  
Jackie Meyer  
Hope Village, VA  
The Counseling and Enrichment Center, NE

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**Period 4**

**Friday, October 13th**

**10:15 a.m. - 11:45 a.m.**

**4A: Adjust Expectations and Thrive!**

**Parent Workshop; 1.5 CE Credits • Evergreen D**

When children have experienced trauma, their behaviors can be very challenging. Parents wish to correct the behaviors, but it helps to understand that there are levels of need that must be met before behaviors are really changed. Understanding this model helps to adjust expectations along the way. In this workshop we will delve into Kim Golding’s House Model of Parenting, and learn to adjust expectations when parenting children who have experienced trauma. We will also discuss strategies for self-care, helping professionals and the families they work with to avoid secondary trauma. Participants will be able to: 1) Describe how trauma affects development; 2) Discuss parental expectations when children have experienced early trauma; 3) Identify self-care strategies for professionals and parents to avoid secondary trauma.

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**29th ANNUAL ATTACH CONFERENCE**
Period 5  
Friday, October 13  
3:00 p.m. - 4:30 p.m.

5A: State Based Co-Regulation  
Parent Workshop; 1.5 CE Credits • Conifer 1-2  
This presentation focuses on helping parents become attuned to the state of their child to better provide them support during periods ofescalation. We will explore how parents deal with and manage challenging situations and talk about ways to help ourselves stay collected during heated situations. Participants will be able to: 1) Identify where someone is on the arousal continuum based on typical behaviors and their knowledge of the person; 2) Identify where they are on the arousal continuum and how that impacts their ability to help someone deal with stress; 3) Identify strategies to engage someone at various levels of the arousal continuum to help them regulate their overall level of arousal.  
Jessica Pfeiffer, LCSW, SSW  
Mount Saint Vincent, CO

5B: Reducing Disparities Utilizing a Culture and Trauma Informed Approach  
Child Welfare/Social Services Workshop; 1.5 CE Credits • Conifer 3  
Research covered includes a five year study of four evidence based in-home services designed to address trauma and promote attachment to improve health and mental health access, social and behavioral outcomes, and provide family support. Case studies will be presented to highlight how recommendations from the study support attachment-focused practice. Participants will be able to: 1) Describe attachments and trauma; 2) Assess attachment and trauma; 3) Discuss case examples for application in practice.  
Brad Richardson, PhD  
The University of Iowa School of Social Work, National Resource Center for Family Centered Practice, IA

5C: Trauma Informed Care and Sensory Modulation  
Sensorimotor/OT/Wellness Workshop; 1.5 CE Credits • Conifer 1-2  
This workshop will provide practitioners with the connection and neurological interplay between attachment, developmental trauma, and sensory processing issues. Participants will develop an elementary understanding of the use of relational attunement as a regulatory influence that supports and stabilizes the arousal and sensory processing systems. Participants will be able to: 1) Explain how attachment strategies are functionally adaptive in relation to developmental trauma; 2) Describe the connection between trauma, arousal and sensory processing challenges; 3) Discuss how the use of relational attunement skills and therapeutic use of self can stabilize arousal and support sensory processing issues; 4) Compare a series of sensory processing strategies in the treatment of trauma.  
Kimberly Barthel, OTR  
Relationship Matters Consultancy, Inc., BC

5D: Applying Responsive Trauma-informed Strategies in Schools  
Education Workshop; 1.5 CE Credits • Conifer E  
Participants will learn to support school personnel to recognize the impact of trauma in students, become responsive versus reactive to students’ trauma behaviors, and to form regulating relationships with students. Through discussions of actual classroom vignettes, participants will discover viable ways to promote strengths-based, trauma-informed learning environments for students. Participants will be able to: 1) Compare the impact of trauma to the expectations from schools on students; 2) Hear, see, and discuss strategies for promoting regulating relationships with students; 3) Hear, see, and design plausible strengths-based learning practices that support students’ positive internal working models; 4) Learn effective communication strategies to support children’s interactions in school; 5) Compare the expectations of schools to the developmentally functional capacities of children impacted by complex trauma.  
Denise J. Powers, M. Ed.  
Greater Richmond SCAN, VA

5E: The Neurobiology of “Heeling” Trauma from the Inside Out  
Intermediate Workshop; 1.5 CE Credits • Conifer E  
Neurotherapy paired with canine therapy is an ideal combination for managing trauma. It can help to quiet the fear driven brain and help to encourage connection and integration of neurological systems, while fostering relational connections. The use of QEEG helps to measure the success of these interventions. Participants will be able to: 1) Describe neuroplasticity and its application to treatment; 2) Understand how interpersonal neurobiology relates to K9 therapy; 3) Describe transferable attachment.  
Scott Kuenneke MS, LPC, BCN  
CALO Programs, MO

5F: Complex Trauma in Children and Adolescents: Trauma, Attachment Disruption, and Dissociation  
Advanced Workshop; 1.5 CE Credits • Conifer C  
The majority of children and adolescents presenting for trauma treatment have experienced complex trauma—a combination of early chronic trauma combined with a disruption in their primary attachment relationships. These young people do not respond to standard treatment protocols have difficulty attaching to foster and adoptive parents, and struggle with daily life, school, coping, and relationships. Current research supports that dissociation is a commonly unrecognized symptom which disrupts attempts at placement, treatment, and stabilization. Early trauma and the disruption of attachment relationships has been found to impact neurological development, including the ability to recognize and respond to safety and the ability to integrate new knowledge and learning both academically and socially. This workshop provides an in-depth understanding of the neurological impacts of complex trauma, as well as an understanding of what is required to respond to the attachment and treatment needs of these young people. Participants will be able to: 1) Identify and describe the eight domains of impact of complex trauma on child and adolescent development; 2)
Recognize and respond to dissociation and dissociative symptoms in children and adolescents; 3) Identify and use specific attachment focused techniques effective in improving trust and engagement with young people who have experienced complex trauma; 4) Identify and respond effectively to presentations of hidden and pre-verbal trauma; 5) Identify and use neurologically integrative techniques with complexly traumatized children and their families.

Niki Gomez-Perales M.S.W., R.S.W
Child and Adolescent Services, ON

Period 6

6 & 7A: Just Breathe
Parent Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Evergreen C
Interactive, experiential healing circle for parents, and professionals at all levels of practice. Shared restoration of calm mind/body/spirit. Secondary trauma becomes but an experience, no longer a foundation of life. We introduce the pathway to internal reflection in a safe, protected environment. Profound, restorative healing takes place. Participants will be able to: 1) Summarize three basic tenets of secondary traumatic stress and how they are manifested; 2) Identify three domains that secondary traumatic stress is manifested in decision making, professional practice, empathy and personal relationships; 3) Apply principles of internal healing to better understand the importance of self-care in our ability to provide services to children and families.

Juli Alvarado, MA, LPC
Alvarado Consulting and Treatment Group, CO
Janice Goldwater, LCSW-C
Adoptions Together, MD

6 & 7B: Indian Child Welfare Act: Compliance, New Guidelines, Best Interest Applications
Child Welfare/Social Services Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Conifer 3
We will cover ICWA background and practice, as discussed in presenters’ upcoming book on making attachment sensitive custody and child placement decisions. This workshop focuses on how to guide and inform decision makers about attachment concerns of Native American children and families, given new guidelines proposed as Federal statutes, which disallow “attachment and bonding.” Participants will be able to: 1) Summarize the historical context of the ICWA; 2) Recognize the importance of compliance to ICWA in placement planning; 3) Utilize attachment theory in relating best interests combined with development and culture.

Cathy Chalmers, MA, LPC, NCC, LMFT
Private Practice, OK

5G: Understanding and Healing Trauma: An Orientation to TBRI Multi-Discipline Workshop; 1.5 CE Credits • Evergreen F
Families caring for children from trauma often experience challenges in understanding the complex needs of their children and addressing resulting fear-based behaviors. This presentation will orient participants to Trust-Based Relational Intervention®, an evidence-informed, research-based, trauma-informed, and developmentally respective parenting model aimed at healing and attachment for children with histories of complex developmental trauma. Participants will be able to: 1) Determine the early trauma factors that research has shown to impact long-term development which are part of their child’s (or children they are working with) history; 2) Have the ability to describe how trauma impacts brain development and brain chemistry, therefore impacting behavior; 3) Identify how their child’s (or that of children they are serving) attachment is influenced by complex developmental trauma; 4) Apply and utilize evidence-informed parenting techniques and tools to dissolve behaviors, support attachment, and help children heal.

Jill Crewes, MSW, TBRI Educator
The Adoption Exchange, CO
Amanda Purvis, MSW, TBRI Educator
The Adoption Exchange, CO

Period 6
Saturday, October 14
8:30 a.m. - 10:00 a.m.

6 & 7C: Neurosequential Model in Education
Sensorimotor/OT/Wellness Workshop; 1.5 CE Credits • Evergreen D
This workshop will explore the impact of autism on the primary attachment relationship between children and their caregivers, bidirectional interruptions in sensoriaffective attunement, and the clinical significance of these interruptions. Techniques and strategies will be discussed in order to promote healthier developmental trajectories for children in relationship to their caregivers. Participants will be able to: 1) Be introduced to the emerging construct of Sensoriaffective Integration, the differences between this newer construct and more traditional sensory integrative frameworks and the role that sensoriaffective integrative dysfunction plays in Autism Spectrum Disorders; 2) Receive cutting-edge insight into the bidirectional impacts of autism upon caregiver-child relational/interactional patterns and methods to promote enhanced relational optimization within the dyad; 3) Learn the results of a study incorporating use of the SAIAS and will be introduced to some key developmental and naturalistic behavioral elements included in SAIAS-guided intervention, such as imitation, intersensory redundancy and time delay/pacing/modulation strategies that demonstrated the most efficacy in the preliminary investigation of both caregiver and child outcomes.

Carrie Alvarado, Ph.D., OTR
Autism Community Network, TX

6 & 7D: Neurosequential Model in Education
Sensorimotor/OT/Wellness Workshop; 1.5 CE Credits • Evergreen E
In this training, educators will learn how development occurs in a child and how trauma may impact that development, potentially leading to challenging behaviors within the classroom. An overview of strategies to help calm an escalated student will be provided as well as “brain breaks” teachers can use in their classroom. Participants will be able to: 1) Describe how typical development takes place in a child; 2) Explain how atypical development can lead to behavioral challenges in the classroom; 3) Identify intervention strategies to use in the classroom with students based on NME key concepts.

Jessica Pfeiffer, LCSW, SSW
Mount Saint Vincent, CO
## Conference Schedule

### Keynote - K1: Dr. Pat Ogden
**Thursday, October 12 • 8:30 a.m. - 12:00 p.m.**
- Regulation, Resources, and Resilience
  - Dr. Pat Ogden • Evergreen Ballrooms A-B

### Workshop Period 1
**Thursday, October 12 • 1:00 p.m. - 2:30 p.m.**
- 1 & 2A • Evergreen F
  - FASD & Trauma: Changing Our Approach

### Workshop Period 2
**Thursday, October 12 • 3:00 p.m. - 4:30 p.m.**
- 2B • Conifer 3
  - They Took My Parent Away: Little Ones Affected by Incarceration Speak

### Workshop Period 3
**Friday, October 13 • 8:30 a.m. - 10:00 a.m.**
- 3A • Evergreen D
  - Whole-Hearted, Whole-Brained Parenting for Children Recovering from Trauma

### Workshop Period 4
**Friday, October 13 • 10:15 a.m. - 11:45 a.m.**
- 4A • Evergreen D
  - Adjust Expectations and Thrive!

### Workshop Period 5
**Friday, October 13 • 3:00 p.m. - 4:30 p.m.**
- 5A • Conifer 1-2
  - State Based Co-Regulation
- 5B • Conifer 3
  - Reducing Disparities Utilizing a Culture and Trauma Informed Approach

### Workshop Period 6
**Saturday, October 14 • 8:30 a.m.-10:00 a.m.**
- 6 & 7A • Evergreen C
  - Just Breathe

### Workshop Period 7
**Saturday, October 14 • 10:15 a.m. - 11:45 a.m.**
- 6 & 7B • Conifer 3
  - Indian Child Welfare Act: Compliance, New Guidelines, Best Interest Applications

### Workshop Period 8
**Saturday, October 14 • 1:00 p.m. - 2:30 p.m.**
- 8B • Conifer 3
  - Growing the Bond through Consistent Visitation

### Keynote K3: Dr. Jaiya John
**Saturday, October 14 • 3:00 p.m. - 4:30 p.m.**
- Your Caring Heart • Dr. Jaiya John • Evergreen Ballrooms A-B
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<td>What’s a Trauma-Sensitive School &amp; Why Should We Create One?</td>
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<td>Successfully Working with Birth Families: A Tough but Rewarding Relationship</td>
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<td>Understanding the Impact of the Visual System</td>
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**General Meeting & Hosted Luncheon**

**Available for APA Continuing Education Credit for Psychologists**
6E: An Outcome-Based Treatment Foster Care Model for Reactive Attachment Disorder
Intermediate Workshop; 1.5 CE Credits • Evergreen E
This workshop will contain a highly structured model of therapeutic foster care and the crucial therapeutic components for success (i.e. professional parents, skilled clinicians, EMDR, neurofeedback, psychiatric expertise, parent treatment, parent training, community supports, transition home, and aftercare). Participants will be able to: 1) Describe the developmental theory behind the model; 2) Explain the common dynamics of why mental health fails in treating; 3) Identify ten symptoms of RAD that wears out the “forever family;” 4) List five critical components of the treatment model; 5) Review outcome data of success.
Forrest Lien, LCSW
Institute for Attachment & Child Development, CO

6F: Completing Forensic Parenting Assessments in the Child Welfare Sector
Advanced Workshop; 1.5 CE Credits • Longs Peak
This workshop presents a method of completing a forensic parenting evaluation for use in court. We will cover format, informed consent, interview topics, documenting parent/child observations, reviewing collateral records, forming recommendations, and time/cost considerations for the client. We will also discuss common pitfalls to avoid when writing the final document. Participants will be able to: 1) Explain how to effectively interview a client (i.e. covering their life story in just a few hours); 2) Describe how to observe and document the most critical elements of parent/child interaction; 3) List methods to ensure the written document is evidence-based and will be accepted by the court.
Deena McMahon, MSW, LICSW
McMahon Counseling & Consultation, LLC, MN
Michael Blugerman, MSW, MCAPCT
Children’s Resource & Consultation Centre of Ontario, Canada

6 & 7G: Theraplay: Attachment-Based Play for Adopted Children and Parents
Multi-Discipline Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Evergreen E
Theraplay’s® playful, structured, attuned, and nurturing interactions help therapists offer children and parents the attachment-building experiences they missed together. You will learn about the Marschak Interaction Method (MIM) assessment, how Theraplay® helps parents reach their child, and will practice how to draw children into Theraplay® activities using attunement and empathy.
Participants will be able to: 1) Describe the MIM assessment tool; 2) Describe the four Theraplay® dimensions of structure, engagement, nurture, and challenge; 3) Practice structuring, engaging, nurturing and challenging Theraplay® activities; 4) Explain how Theraplay® strengthens relationships.
Linda S. Klein, LPC
A Children’s Counseling Center, CO
Heather Thompson, LPCC
A Children’s Counseling Center, CO

7A: Just Breathe
Parent Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Evergreen C
Continuation. See workshop Period 6A for workshop description.

7B: Indian Child Welfare Act
Child Welfare/Social Services Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Conifer 3
Continuation. See workshop Period 6B for workshop description.

7C: Understanding the Impact of the Visual System on Trauma
Sensorimotor/OT/Wellness Workshop; 1.5 CE Credits • Evergreen D
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. Participants will be able to: 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
A Total Approach, PA

7D: Neurosequential Model in Education
Education Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Conifer 1-2
Continuation. See workshop Period 6D for workshop description.

7E: A Missing Link: Language as Part of Trauma Healing
Intermediate Workshop; 1.5 CE Credits • Longs Peak
Collaboration between therapists and speech language pathologists (SLPs) could improve attachment/trauma healing outcomes. Every aspect of attachment/trauma treatment depends on speech: sharing feelings, relationship skills, narrative therapy, body sensations, roleplay. The psychology/counseling field acknowledges that language is negatively impacted by early life trauma, but where are the speech language pathologists? Participants will be able to: 1) List at least two ways psychotherapists and speech and language pathologists might collaborate when working with a child with trauma/attachment issues; 2) Describe at least three pragmatic language skills and analyze how each might relate to a child’s behavior, affect, and treatment; 3) Describe at least two new strategies to improve a child’s communication in psychotherapy sessions; 4) Identify two or more potential language gaps that should be assessed by a speech language pathologist; 5) List three ways speech pathologists can augment a child’s attachment to their caregiver while providing speech therapy.
Susan Ward, MA, MS, LPC
Carolina Mountain Counseling, NC
Carole Soucaze
Evergreen Community Charter School, NC
Period 8
Saturday, October 14
1:00 p.m. - 2:30 p.m.

8D: Creating Attachment-Based Trauma-Informed Classrooms

Education Workshop; 1.5 CE Credits • Longs Peak

We will explore the prevalence of trauma in schools and equip educators with strategies to create school-wide practices that meet the needs of students who have been exposed to trauma. Emphasis will be placed on going beyond the basics in order to create a truly trauma-sensitive culture within the school. Participants will be able to: 1) Assess the prevalence of trauma and insecure attachment in schools and its impact on learning; 2) Name three ways to structure safe and secure learning environments; 3) Create a school-wide plan to support students impacted by trauma; 4) Develop three strategies to help support staff combat “compassion fatigue.”

Teresa A. May-Benson, ScD, OTR/L, FAOTA
SPIRAL Foundation at OTA, MA

7F: Psychotherapy for Adult Clients with Attachment Challenges

Advanced Workshop; 1.5 CE Credits • Evergreen F

Early trauma, multiple placements, family disruption, maternal mental illness, and domestic violence are just a few of the dynamics of early attachment challenges. On that foundation, teens and adults often struggle to develop appropriate frustration tolerance, authentic insight, personal awareness, emotional integrity, accountability and the vulnerability necessary to build lasting adult partnerships or effectively parent children of their own. Participants will be able to: 1) Identify the family roles and related subtypes of adult attachment; 2) Discuss the relationship dynamics of couples with attachment challenges; 3) Explore emotional states and distancing behavior(s) through life scripting; 4) Explain parental abuse and the resulting brain chemistry; 5) Identify genetic biochemistry versus psychological adaptation.

Margaret E. Meinecke, LCSW / CAC III
Meinecke and Associates, CO
Forrest Lien, LCSW
FRL Counseling, CO

7G: Theraplay: Attachment-Based Play for Adopted Children and Parents

Multi-Discipline Workshop; 3 CE Credits (Must attend both parts to receive CEs) • Evergreen G
Continuation. See workshop Period 6G for workshop description.

8C: Influence of Complex Trauma and Attachment on Praxis and Play Concerns in Children

Sensorimotor/OT/Wellness Workshop; 1.5 CE Credits • Evergreen C

The relationship between sensory processing, complex trauma and attachment problems in children is well established. However, the influence of trauma on praxis, motor skills, and play in these children is poorly understood. This session will examine these relationships, highlight signs of praxis problems and provide practical hands-on intervention strategies.

Participants will be able to: 1) Describe the influence of complex trauma and attachment problems on praxis, motor skills, and play in children; 2) Identify five signs and symptoms of praxis problems in children with complex trauma and attachment problems; 3) Describe three intervention strategies for praxis problems in children with complex trauma and attachment problems.

Teresa A. May-Benson, ScD, OTR/L, FAOTA
SPIRAL Foundation at OTA, MA
cultural safety in the psychotherapeutic process; 2) Identify three key aspects of the clinician, client, and interpreter that contribute to cultural complexities; 3) List at least five strategies that enhance the interpreted psychotherapeutic process; 4) List three strategies to reduce power and relationship imbalances in the interpreted psychotherapy session; 5) Analyze differences in trauma symptomatology and meaning across cultures.

Mary-Jo Land, R.P.
Private Practice, ON

8G: Successfully Working with Birth Families: A Tough but Rewarding Relationship
Multi-Discipline Workshop; 1.5 CE Credits • Evergreen E

This training represents the advice of several foster/adoptive parents, case managers, and counselors who have had success working with birth families (total of over 100 years of experience), as well as several birth parents whose children were in care. Adoption is not the end to a relationship with biological families. Participants will be able to: 1) Identify how perception can have a negative impact as well as positive impact on relationships; 2) Learn how to build nurturing attachments; 3) Learn at least two ways to build and maintain relationships with birth parents; 4) Define the role of a mentor parent.

Araceli Salcedo, MA, NCC, LPC-S
Cenpatico, TX

K3: Your Caring Heart: Renewal for Helping Professionals, Caregivers, and Systems
Keynote; 1.5 CE Credits • Evergreen Ballrooms A-B

Dr. Jaiya John will call on his history of work with families, agencies, youth and professionals to provide unique insight into how the personal and collective stories we tell about ourselves, each other, the work, and those we serve and care for play a powerful and self-fulfilling role in addressing wellness, trauma, attachment, culture, service efficacy, and youth outcomes. Participants will be able to: 1) Improve their skillset for addressing trauma and attachment; 2) Increase their sensitivity in serving and caring for youth; 3) Develop ways to improve their capacity for self-care, mutual care and healing; 4) Leave with a greater understanding of the power of story as a wellness tool.

Please join us after the presentation for a meet-and-greet plus book signing with Dr. Jaiya John.

Meet Jaiya John

Dr. Jaiya John, an adult adoptee himself, will call on his history of work with families, agencies, youth and professionals to provide unique insight into how the personal and collective stories we tell about ourselves, each other, the work, and those we serve and care for play a powerful and self-fulfilling role in addressing wellness, trauma, attachment, culture, service efficacy and youth outcomes.

Stay after the keynote for a chance to meet Jaiya, have your books signed by him, and ask him any questions you may have.
This event is co-sponsored by R. Cassidy Seminars

Satisfactory Completion
Participants must have paid tuition fee, signed in, attended the entire seminar, completed an evaluation, and signed out 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.

R. Cassidy Seminars is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. R Cassidy Seminars maintains responsibility for this program and its content. Up to 6 Continuing Education Credits/Hours.

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, (up to 18) clock hours.

Social Workers
R. Cassidy Seminars, ACE Provider #1082 is an approved provider for social work continuing education by the Association of Social Work Boards (ASWB) www.aswb.org through the Approved Continuing Education (ACE) Program. Social workers should contact their regulatory board to determine course approval. R. Cassidy Seminars maintains responsibility for this program. Social workers will receive up to 18 continuing education clinical social work clock hours for participating in this course.
CA: The BBS has deferred CE course approvals to APA and ASWB for its licensees. See Psychologists and Social Workers.
NY: R. Cassidy Seminars is recognized by the New York State Education Department’s State Board for Social Work as an approved provider of continuing education for licensed social workers #0006. Up to 18 contact hours live.
OH: Provider approved by the Ohio Counselor, Social Worker and Marriage and Family Therapist Board for up to 18 clock hours, #RCST110701

Counselors/Marriage and Family Therapists:
CA: The BBS has deferred CE course approvals to APA and ASWB for its licensees. See Psychologists and Social Workers.
Other States: If your state is not specifically listed, nearly all state Counselor and MFT boards accept either APA or ASWB approval, or are reciprocal with other state licensing board approvals, such as those listed below. Check with your board to be sure. The Ohio and New York Boards include Counselors and MFTs.
IL: Illinois Dept of Professional Regulation, Approved Continuing Education Sponsor, #168-000141. Up to 18 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, (up to 18) contact hours.
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Disability Access - If you require ADA accommodations please contact our office 10 days or more before the event. We cannot ensure accommodations without adequate prior notification.

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STAFF & AFFILIATED PROVIDERS

Arthur Becker-Weidman, PhD
Director

Emily Becker-Weidman, PhD
Clinical Director

Fadi Haddad, MD
Medical Director

Erin Lynch, MS OTR/L
Sensory-Integration

Michael Santamaria, PHD

Susan Becker-Weidman, LCSW
Director

Kristen Mayrose, OTR/L
Sensory-Integration

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