Call for Presentation

The 31st Annual ATTACh Conference
Scottsdale, AZ
Thursday, October 3– Saturday, October 5, 2019

Focus:

The objective of the annual ATTACh Conference is to address the most recent innovations in the treatment of attachment injury and the resulting effects on development.

This call for presentations asks for interventions that focus on healing the mind, body, and spirit in **evidence-based** protocols as well as effective models that you are using in the field. Our conference brings together professionals and parents who seek to enhance their skills and ability to achieve effective human connections with those who have struggled with adversity. They want to hear from you and know what it is that you are doing to help families in your area of expertise.

Advanced-level presentations on:

- Exploration of how trauma affects development
- How to heal family systems
- In depth etiology of the neurobiology of attachment
- Sensorimotor interventions for the treatment of trauma
- Evidence-based treatments in attachment disturbances
- Implications and best practice for education around attachment, trauma, and neurobehavioral challenges
- Special topics:
    - Workshops presented in Spanish in relevant topics, targeting audiences listed in tracks below
    - Culture and Diversity, including LGBTQ community and youth identifying as LGBTQ
    - Legal issues: Divorce, Custody and Facilitating Attachment
    - Social policy pertaining to trauma and attachment practice
    - Advanced workshops that teach usable skills and tools
    - Fetal Alcohol Spectrum Disorder and attachment
    - Evidenced based, new practice methods
    - Sensory, OT and wholistic approaches

Please know that you are welcome to submit topics for special consideration that are not listed here.

Our conference is divided into different tracks. Please carefully select the appropriate target audience and track for your workshop. Please consult with ATTACh about your selection if you are not sure.

- **Parent track**: these workshops pertain to supporting caregivers in their lived experiences with extra focus and preference on hands-on
- **Education track**: advocacy, strategies, policies and theory pertaining to education of children with attachment difficulties and / or trauma.
- **Sensorimotor approaches track**: for parents and professionals to understand the link between sensory integration issues in children
- **Child Welfare track:** Presentations should use evidence based practice specific to enhancing understanding and practices in child welfare around trauma informed care.
- **Intermediate professional track**: these workshops are for those who are furthering their knowledge of attachment issues, may be broader in scope.
- **Advanced Clinical track**: these workshops provide in depth coverage of specialized topics **without reviewing introductory material.** Presentations must establish the bridge between program content and the elements of the criteria using appropriate evidence. Program content should build upon the foundation of a completed doctoral program in psychology.

Workshops offered at the post-graduate level will be eligible for CE credits

Target Audience: Parents, psychiatrists, psychologists, mental health clinicians, social workers, occupational therapists, residential treatment staff, registered nurses, child welfare professionals, adoption and foster care agency staff and administrators, educators, advocates, juvenile justice personnel and researchers.

PRESENTATION PROPOSAL

- * ATTACh will review and confirm acceptance by March 25, 2019.
- * Please see guidelines at the end of this document to complete your submission.
- * *ATTACh reserves the right to shorten workshop titles longer than 10 words.*

Title: (Please limit to 10 words or less)			
Format:	__ Panel	__ Interactive	__ Lecture
Desired Length:	___ 1.5 hours ___ 3 hours		
Includes Experiential Activities: Y ___ N ___			
Track	___ Parent Track		
	___ Intermediate Professional		
	___ Advanced Clinical (NB: these must meet APA standards)		
	___ Education (Schools, Best Practice) Saturday Only		
	Spanish Track (Friday and Saturday)		
	___ OT/Sensory and Motor Approaches		
	___ Child Welfare/Social Service		

Lead Presenter: *(Please list name and credentials as desired in the conference program.)*

Name & Credentials			
Title			
Agency/Organization			
Address			
City		State/Province	
Zip Code			
Telephone		Fax	
Email (required)			
Degree(s)		Prof. License No.	
Discipline		State	

Co-Presenter: *(Please list name and credentials as desired in the conference program. Add any additional presenters as necessary)*

Name & Credentials					
Title					
Agency/Organization					
Address					
City		State/Province		Zip Code	
Telephone		Fax			
Email (required)					
Degree(s)		Prof. License No.			
Discipline		State			

Audio/Visual Requirements: *(Please be mindful of costs and include only pertinent equipment)*

> Sound for Power Point presentations/LCD *(provided only in larger rooms)*
> Screen and Cart Set up *(Bring your own lap top and adapter for LCD projector)*
>
> Other:

Books you would recommend for on-site bookstore to carry:

One-paragraph bio FOR EACH PRESENTER (40 words or less):

Outline of the workshop (topics to be covered and time allotted to each):

A one paragraph synopsis of the workshop (50 words or less):

Three or more learning objectives of the workshop in specific, measurable and observable terms clearly represented in your synopsis (see guidelines on pg. 6 regarding writing learning objectives):

1)

2)

3)

4)

5)

Bibliography of the sources used for the workshop (at least 3 references specific to course content, current within the last 5 years from peer-reviewed publications; only 1 self-authored reference permitted; presented in APA style):

1)

2)

3)

4)

5)

Please disclose any Conflict(s) of Interest you may have:
It is the policy of ATTACh to ensure the balance, independence, objectivity and scientific
rigor of all conference activities. Speakers/Moderators must notify participants if they have a conflict of interest. They must disclose the conflict of interest on slide two of their presentation or verbally at the
start of their presentation even if they do not have a Power Point.

This proposal will not be accepted if there is a failure to provide any of the above information.

Presentation requirements agreed to by all presenters listed above:

☐ I/We have completed all items on this proposal. As verified by my/our signatures below, if my/our proposal is accepted, I/we agree to the expectations for presentations and requirements.

☐ If my/our proposal is accepted, I/we grant ATTACh permission to use images of me/us in materials produced by ATTACh to promote adoption permanency or ATTACh's services, in materials produced by ATTACh funders related to ATTACh's work, or in media coverage of ATTACh activities or events.

☐ I/We permit ATTACh to shorten or modify workshop titles and descriptions for publication in the conference program.

☐ The submission of the proposal is indication of our agreement to the above stated terms and support of ATTACh's Mission, Position Statement on Coercive Treatment, White Paper, and Policies.

Lead Presenter: _____   Date: _____

Please submit this application in its entirety, along with a CV or resume for each presenter to the ATTACh office **by January 28, 2019.** *Email* **questions@attach.org**

Expense Policy and Other Notes:

Thank you for submitting a proposal to speak at this conference. Your time and commitment to improving the lives of others is greatly appreciated.

Proposal Acceptance

- All lead presenters will be informed by e-mail when their proposals have been received. If you do not receive confirmation of receipt within a week of submission, please contact the ATTACh office.
- Acceptance letters will be sent ONLY to Lead Presenters. Lead presenters will be responsible for notifying co-presenters of the acceptance of their proposal.

Conference Registration

- To keep down costs for attendees and reach the greatest number of professionals and parents possible, conference registration fees **for the lead presenter** will be waived for the day they present.
- Co-presenters must pay the full registration fee to attend.
- Travel expenses, meals, hotel accommodations and handouts are the responsibility of the presenters.

Presentation Handouts

- **Presenters are expected to bring their own handouts for participants.** The approximate number of attendees for your workshop will be provided to you approximately two weeks before the first day of the conference.
- **Handouts must be submitted electronically to the ATTACh office one month before the conference for posting on the ATTACh website.**
  Please refrain from including personal or otherwise confidential information on these materials.

Audio/Visual:

- **Computers to run presentations are NOT provided.**
- AV equipment available to presenters is listed above. Please keep in mind that this equipment is very expensive to rent, so please only request what you need. Any additional equipment requested after **August 5, 2019** will be accommodated, if possible, at the expense of the presenter.
- In most cases, rooms will be set theater style due to space constrictions.

Guidelines for Writing Behavioral Learning Objectives and Assessments

- Learning objectives, or learning outcomes, are statements that clearly describe what the learner will know or be able to do as a result of having attended an educational program or activity.

- Learning objectives must be *observable and measurable.*

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- Learning objectives should (1) focus on the learner, and (2) contain action verbs that describe measurable behaviors.

  Verbs to consider when writing learning objectives:
  - list, describe, recite, write
  - compute, discuss, explain, predict
  - apply, demonstrate, prepare, use
  - analyze, design, select, utilize
  - compile, create, plan, revise
  - assess, compare, rate, critique

  Verbs to avoid when writing learning objectives
  - know, understand
  - learn, appreciate
  - become aware of, become familiar with

Example of well-written learning objectives:

This workshop is designed to help you:
1. Summarize basic hypnosis theory and technique;
2. Observe demonstrations of hypnotic technique and phenomena;
3. Recognize differences between acute and chronic pain;
4. Utilize hypnosis in controlling acute pain;
5. Apply post-hypnotic suggestions to chronic pain; and
6. Practice hypnotic technique in dyads.

- Objective learning assessments should be written in a manner that determines whether participants learned what you planned to teach them. The evaluation (or learning assessment) should be based on the stated learning objectives of the program.

Example of a well-written learning assessment:

Based on the content of the workshop, I am able to:	<- Strongly Disagree			Strongly Agree->	
1	Describe at least two theoretical approaches to hypnosis;	1	2	3	4	5
2	Employ at least two hypnotic induction techniques;	1	2	3	4	5
3	Explain how psychological approaches differ when applied to acute vs. chronic pain;	1	2	3	4	5
4	Demonstrate a technique for applying hypnosis to acute pain;	1	2	3	4	5
5	Provide a post-hypnotic suggestion for controlling chronic pain; and	1	2	3	4	5
6	State that I had the opportunity to practice the technique during the workshop.	1	2	3	4	5

What Should I Know about Standard D?

The first thing you need to know is that Standard D does not stand alone. That is, best practice for meeting Standard D requires that a 'golden thread' links Standards C, D, and G.

Standard C learning objectives should map onto the narrative in Standard D. If you are stating that Objectives X, Y and Z will be achieved, the content of these learning objectives should be clearly represented within the narrative.

The Standard D narrative should clearly map onto the references. If you are specifying that your program meets D.1.1, you need at least three peer-reviewed (e.g., journal article), current (e.g., within the last 10 years), relevant references to meet the Standard. "Relevant" references are those which address all of the components that are referred to in the narrative (and, ipso facto, what is written as the learning objectives); e.g., if you mention the 'Frankincense approach for youths and military veterans', the provided references should support implementation of the specified 'Frankincense' approach and its use with youth and military veterans.

If you are including learning objectives and narratives in your promotional materials, you must include the *same* learning objectives as those listed in Standard C, and the same or similar narrative as that which you provided in Standard D. Only provide titles and descriptions that can be supported by evidence. Including hyperbolic or exaggerated claims is NOT considered good practice:

In other words, AVOID:
Reconstruct the Butterfly Psyche!
The Ultimate Cure for Traumatized Young Caterpillars!
Never have a fearful chrysalis again!

Check out the example to the right for guidance.

Bringing it all together: Standards C, D, and G

Shutterfly: A novel approach to treating traumatized young caterpillars

Standard C: Learning Objectives
- List three well-established approaches to treating traumatized young caterpillars
- Explain the two key components that comprise Shutterfly
- Describe populations who are most likely to benefit from Shutterfly

Standard D: Curriculum Content
This course is designed to present practitioners with a novel treatment approach, Shutterfly, which has been shown to be efficacious for treating traumatized young caterpillars. We will review research for established intervention approaches that have traditionally been used to treat traumatized young caterpillars, and then attendees will be introduced to Shutterfly, which is a more recently-established, evidence-based approach. Shutterfly is founded on two key components, wing span and pattern recognition, which are described in detail. Shutterfly has been shown to be useful for pre-Monarch and pre-Skipper caterpillars.

References:
Hedylidae, G., & Admiral, Z. (2014). Meta-analysis of treatment approaches for treating traumatized young caterpillars. *Nature Journal of Youth Insects*, 10, 244-259.
Lycaenidae, R., & Pieridae, S. (2016). The efficacy of the Shutterfly approach for treating traumatized young caterpillars. *The Butterfly Journal,* 12, 233-255.
Swallowtail, A., & Nymphalidae, B. (2017). Evaluating Shutterfly in pre-butterfly populations. *The Journal of Butterfly Research*, 4, 1-26.

Standard G: Promotional Materials
The Shutterfly Approach: Treatment for traumatized caterpillars
Attendees will:
- List three well-established approaches to treating traumatized young caterpillars
- Explain the two key components that comprise Shutterfly
- Describe populations who are most likely to benefit from Shutterfly

Description: This course is designed to present practitioners with a novel treatment approach, Shutterfly, shown to be efficacious for treating traumatized young caterpillars. The session will include a review of established intervention approaches, in addition to an introduction to Shutterfly, a more recently-established approach. Shutterfly has been shown to be useful for pre-Monarch and pre-Skipper caterpillars.