Thursday, October 3

7:30 a.m.   Registration
8:00 a.m.   Exhibit Hall Opens
8:30 a.m. - 12:00 p.m.   Keynote 1: Ruth Lanius, MD, Ph.D.
12:00 p.m. - 1:00 p.m.  Lunch (On Your Own)
1:00 p.m. - 2:30 p.m.   Session 1
3:00 p.m. - 4:30 p.m.   Session 2
4:30 p.m. - 5:30 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, October 4

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.   Keynote 2: David Brodzinsky, Ph.D.
10:15 a.m. - 11:45 a.m.  Session 3
11:45 a.m. - 1:00 p.m.  Award Luncheon
1:00 p.m. - 2:30 p.m.   Session 4
3:00 p.m. - 4:30 p.m.   Session 5
4:30 p.m. - 5:30 p.m.   Debriefing Session for Parents
5:00 p.m.   Exhibit Hall Closes
5:30 p.m. / 6:00 p.m.                   Events  (see page 3)

Saturday, October 5

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. - 4:30 p.m.   Closing session: Film and Panel
5:00 p.m.   Exhibit Hall Closes
Hello, and thank you for your interest in the ATTACH conference. Registration is open and we are extremely excited to bring our 31st annual conference to the beautiful Scottsdale Plaza Resort in Scottsdale, Arizona.

This year we have added an eighth track to focus on multi-cultural issues around trauma and attachment.

In addition, we have a multi-discipline track that brings a better variety of workshops, including animal therapy, opioid abuse, and therapeutic art. Along with six other tracks, we feel we have something for all disciplines to enhance your knowledge and understanding in a practical and useful manner.

Last fall, we heard many of you ask for more hands-on techniques and tools, so we have asked our presenters to by-pass trauma 101 to enhance application.

Not only has our conference grown, but our organization’s international influence is tangible. We recently launched Deborah Gray’s post-graduate training certificate for therapists on Attachment and Trauma-Focused Therapy. This 80-hour hybrid course is offered across North America.

At its core, the conference is not only about sharing cutting-edge research and professional insights, but about connecting parents and professionals who are passionate about getting the best care for their children and clients.

Here are a few comments from our 2018 attendees:

“Everywhere I looked, anytime during the conference there was someone there ready to help. The work you are doing is so important and conferences like this help educate, empower and connect.”

“Overall the content of training was great!! I wish I could have brought my entire team to the conference.”

“The conference is a great way of bringing parents and professionals together and a great way to promote development of an integrated approach to attachment focused interventions.”

“This has been an amazing conference. It has truly enhanced my knowledge and skill base.”

I invite you to join our organization, whether you are a parent, therapist or other professional. Make our conference your annual vacation and follow us online. Together we will grow, learn from one another and make a lasting difference in the lives of those we parent and serve.

With deep appreciation for all those that came before us,

Mary M. McGowan  
Executive Director  
ATTACH

Thomas Ahern  
Board President  
ATTACH

ATTACH Board
Thomas Ahern  
Sue Badeau  
Sami Butler  
Delores Dungee-Anderson  
Tom Jones  
Maude Le Roux  
Deena McMahon  
Araceli (Ari) Salcedo  
Dannette R. Smith  
Norman E. Thibault  
Wendy Watson
ATTACH extends our appreciation to the Scottsdale Conference Committee for contributing their talents, enthusiasm, and dedicated support for the 31st Annual Conference. This event would not be possible without them!

Thomas Ahern  Patricia Steffen-Sanchez  Jenny Brackman
Claire Lounge  Lara Taggart  Sarah Anderson
Sharon Rozsia  Sanghoon Yoo  Dr. Shefali Gandhi
Heather Ryan  Jacelyn Salabye  Gillian Vanasse
Ari Salcedo  Sandy Cimino  Sarah Schoenbaum
JayInn Smith  Cara Jones
Marcia Stanton  Carrie Dallas
Special Events

31st Annual Reception Celebration
5:30 p.m. Thursday, October 3

Come celebrate 31 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 dancing as well as our live auction. All proceeds go toward parent scholarships.

Parent Night
5:30 - 7:00 p.m. Friday, October 4
Take advantage of your time away from the kids - enjoy a self-care night with fellow caregivers!
More details to come.

Professional Networking Social
6:00 - 7:30 p.m. Friday, October 4
Join colleagues and friends from around the country and beyond and share professional and personal stories. This is a time to connect and refresh.

Open Yoga Classes
7:00 - 8:00 a.m.
Friday, October 4 and
Saturday, October 5
All levels are welcome!

Parent Debriefing
4:30 - 5:30 p.m.
Thursday, October 3 and
Friday, October 4

Venue

BOOK YOUR ROOM TODAY AT $154 / NIGHT!

www.scottsdaleplaza.com
480-948-5000
KEYNOTE 1: Restoring Emotional Regulation, Balance, and a Sense of Self in the Aftermath of Developmental Trauma 3 CE Hours

Psychological trauma is often associated with emotion dysregulation and a perceived loss of one’s sense of self. Traumatized individuals often feel estranged from their own bodies and the environment. Moreover, they often cycle between fight and flight and emotional shut down. These problems will be illustrated in the lecture through case examples.

Participants will be able to:
1) Discuss the role of attachment disruptions in the development of emotion dysregulation and psychopathology;
2) Describe the effects of trauma and its effects on five dimensions of consciousness: time, thought, body, emotion, and interpersonal relationships;
3) Demonstrate how alterations in these five dimensions of consciousness present clinically, and how we can intervene using evidence based treatments.

Ruth Lanius, MD, Ph.D., Professor of Psychiatry is the Director of the Post-Traumatic Stress Disorder (PTSD) research unit at the University of Western Ontario. She established the Traumatic Stress Service and the Traumatic Stress Service Workplace Program, services that are specialized in the treatment and research of PTSD and related comorbid disorders.

KEYNOTE 2: A Journey Into the World of Adoption: Clinical and Parenting Insights 1.5 CE Hours

Using an ecological, biopsychosocial framework, the presentation will explore historical, societal, familial, and developmental factors influencing how children and youth internalize, understand, and adjust to being adopted, and how their experiences influence identity development. Connections between adoption loss and trauma will be discussed, and implications for clinical intervention and parenting guidelines will be highlighted.

Participants will be able to:
1) Describe contextual factors impacting children's adoption adjustment;
2) List different types of adoption related loss;
3) Explain the impact of adoption loss on children's and youth's adjustment and identity development.

David Brodzinsky, Ph.D. is Professor Emeritus of Clinical and Developmental Psychology at Rutgers University and Research and Project Consultant for the National Center on Adoption and Permanency. Over the past three decades, his research and scholarly writing has focused primarily on issues related to the adjustment of adopted and foster children and their families.
DOCUMENTARY FILM SCREENING AND PANEL: Is Your Story Making You Sick? — 1.5 CE Hours

In "Is Your Story Making You Sick?" cameras roll over four workshops spanning six months as eight people from all walks of life bravely confront their stories and a variety of stress-related illnesses. Our film follows each character as they bravely recount their childhood trauma ranging from family strife, addiction, neglect, and assault to incest. With a variety of tools like mindfulness meditation, we see them destroy past beliefs and welcome change - writing a new story for themselves. Audiences cannot watch "Is Your Story Making You Sick?" without pondering their own story, its impact on their lives and the possibility of transformation.

Panel Discussion with Dr. Mark Pirtle, Dr. Ann Marie Chiasson, and Dr. Eric Garland following this screening.

Leading Multi-Dimensional Program for Girls Struggling with:
- Attachment/Relationship
- Trauma
- Anxiety
- Depression
- Identity Development
- Substance Abuse

Progressive and Innovative Treatment Programs:
- Intense Clinical Therapy
- Family Involvement
- Equine Therapy
- Cultural Arts Integration
- Yoga & Healthy Lifestyles
- Experiential Therapy
- Horticultural Therapy

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Thursday, October 3

7:30 a.m.          Registration
8:00 a.m. - 5:00 p.m.  Exhibit Hall Open
8:30 a.m. - 12:00 p.m.  Keynote 1: Ruth Lanius, MD, Ph.D. (3 hours with 15 minute break)
12:00 - 1:00 p.m.  Lunch (On Your Own)
1:00 - 2:30 p.m.    Session 1
3:00 - 4:30 p.m.    Session 2
4:30 - 5:30 p.m.    Debriefing Session for Parents
5:30 - 7:30 p.m.    Reception at Cypress Court (see page 3)

Session 1  1:00 - 2:30 pm

1A: Parenting Child, Adolescent Traumatic Dissociation, Parent Track. Confusing, unpredictable, and inconsistent - children and teens who have experienced early trauma and loss can be hard to understand and harder to parent. They accumulate multiple diagnoses, yet don’t respond to treatments. Parents are left feeling blamed, misunderstood, and like failures. Many of these young people have dissociative symptoms. These symptoms are often missed and rarely diagnosed. Learning to understand and respond to the special needs of these children IS possible, and can lead to the development of secure, stable attachment relationships. 
Participant will be able to: 1) Participants will be better able to recognise, understand and respond to dissociative symptoms; 2) Participants will be able to recognise the coping strategies behind their child’s dissociation and other symptoms, and respond to their child’s emotional needs rather than behaviors; 3) Participants will begin to recognise how dissociation actively disrupts both attachment and treatment, allowing them to experience less blame and move forward with parenting strategies more likely to meet with success.

Niki Gomez-Perales, M.S.W.
Child and Adolescent Services, Ontario, Canada

1B: Building Resiliency in Congregate Foster Care, Child Welfare/Social Services Track; 1.5 CE Hours. Six percent of foster system youth reside in congregate care. Many children in group homes are labeled as ‘typically developing’, however evidence of significant developmental discrepancies exist. Building or strengthening resilience in youth of any age can improve outcomes, minimize the influence of developmental delays and the influence of multiple placements. 
Participant will be able to: 1) Name three key components to develop resiliency; 2) Name three activities which build resiliency; 3) Describe the developmental delays seen in ‘typical’ children in congregate care.

Amy Armstrong-Heimsoth, OTD, OTR/L | Molly Hahn-Floyd OTS | Casey Blaesing, OTS
Northern Arizona University, AZ

1C: OT Assessment with Attachment Consideration, Sensorimotor/OT Track; 1.5 CE Hours. This workshop is designed for any professional seeking understanding in the contribution that Occupational Therapy assessment brings to the team with regards to attachment and trauma informed care. Objectives and principles of assessment will be discussed, as well as specific standardized tools that are of note. Video of a specific case study will confirm the information provided. 
Participant will be able to: 1) Describe five aspects important to add to a regulate OT/ SI Assessment protocol; 2) List three additional tools that are helpful to add to an OT assessment when assessing attachment behavior; 3) Analyze with clinical judgment the contribution of the attachment profile to the overall developmental and learning profile.

Maude Le Roux, OTR/L
The Maude Le Roux Academy, PA

1D: A Power with Approach to Teaching and Learning, Education Track; 1.5 CE Hours. Futures Academy employs innovative and trauma-sensitive approaches to teaching and learning in order to upset the traditional “Power Over” teacher-student relationship, instead embracing a “Power With” approach to teaching and learning so that we can capitalize on strong relationships and work together towards achieving common goals. 
Participant will be able to: 1) Consider how “Expressions of Power” show up in school settings; 2) Understand the dynamics of a “Power With” student-teacher relationship and how “Power With” approaches to teaching and learning meet the needs of trauma-impacted students; 3) Acquire strategies to improve the physical environment of the classroom, planning and implementation of lessons, and progress monitoring for trauma-impacted students.

Heidi Beauregard, MA | Joy Smith, MA
Futures Academy / Colorado Youth for a Change, CO

1E: Confrontation: The Building Blocks of Caregiver Resentments, Professional Intermediate Track; 1.5 CE Hours. This workshop will address caregiver role in neurobiological development and the existence of known or unknown resentments from unmet expectations, which produce confrontation and imposed consequences. It will provide a structure for sustaining relationships (Relational Continuum) and identifying and modifying conscious and unconscious resentments preventing unconditional acceptance within dyadic relationships. 
Participant will be able to: 1) Apply knowledge
of neurobiological development to caregiving relationships; 2) Utilize the Relational Continuum to assess relational congruency or dissonance; 3) Recognize symptomatic emotional and behavioral responses which indicate caregiver resentments.

Rob Gent, MA, LPC
Embark Behavioral Health, AZ

1 & 2F: Trauma and Attachment-Informed Forensic Evaluation in Child Welfare Referrals, Advanced Clinical Track; 3 CE Hours. Trauma and attachment-informed forensic evaluation in addressing referral question(s) on a child protective service referred/court active case. Components of a forensic assessment, choice of assessment procedures, complexities of this type of case assessment, expert testimony with respect to informing the court about the assessment procedures, results and recommendations. Participant will be able to: 1) Describe components of a trauma and attachment-informed forensic assessment; 2) Describe reason(s) for choice of assessment procedures; 3) Describe complexities of a child protective service referred case; 4) Describe integration of the collected data for formulation of conclusions and recommendations; 5) Be able to formulate a plan for a forensic evaluation for one’s own practice.

Carol A. Hughes, MA
CA Hughes and Associates, PA
Arthur Becker-Weidman, Ph.D.
Center for Family Development, NY

1G: Ruff Times: How Canines Heal Trauma, Professional Multidiscipline Track; 1.5 CE Hours. A former student and his adopted Calo canine, Ranger, will help participants understand the power of canine therapy. Calo canine Leia will be there to help us explore new information about canines’ capacity to feel empathy as we guide participants through interventions used to connect and co-regulate the neurobiological system. Participant will be able to: 1) Describe three components of canine therapy; 2) Provide an example of how a canine demonstrates empathy; 3) Demonstrate three ways to utilize a canine to connect and co-regulate the neurobiological system.

Jeanna Osborn | Christine (Chris) Austin
Calo Programs, MO

1H: Modelos de apegos y relación, Spanish/Multi-Culture Track; 1.5 CE Hours. Este taller explorará el apego y cómo la relación entre un niño y un guardián es una base esencial para una vida saludable. Los participantes podrán examinar y profundizar en su propio estilo de apego y aprender cómo los planos de relación continúan influyendo en sus estilos de crianza hoy. Esta actividad creará conciencia sobre la importancia de convertirse en hogares terapéuticos que brinden relaciones seguras de apego a los niños que se encuentran en hogares de crianza temporal y a los niños en general. Los participantes podrán: 1) Definir el “apego” en lo que se refiere al trauma del desarrollo; 2) Nombrar los 4 estilos de apego y sus características; 3) Identificar las características de los estilos de crianza de apego seguro.

Araceli Salcedo, MA, NCC, LPC-S
Foster Care Senior Trainer, TX

Session 2  3:00 - 4:30 p.m.

2A: Attachment Challenges in Blended Families, Parent Track. 1300 new blended families are formed each day. 35% of all children live in a blended family. 65% of all second marriages end in a divorce. The dynamics of step families, the impact of divorce, the role expectations, and the need to "Connect Before You Correct" will be addressed in this interactive workshop. Participant will be able to: 1) Be able to describe four similarities and difference between Step-Families and Foster Care Families; 2) Describe how grandparents and other extended family members can help to stabilize and support Step Families; 3) Be able to describe the importance of "connection before correction" has at developing attachment.

Robert E. McCartney, MSW
The Barry Robinson Center, VA

2B: Moving from Trauma-Informed to Trauma-Responsive, Child Welfare/Social Services Track; 1.5 CE Hours. In recent years, adults working with children in schools, child welfare and juvenile justice have become trauma-informed. Yet there is still a gap between having and using this knowledge. This interactive workshop provides participants, particularly supervisors, with a framework and interactive opportunities to move to the next level to become trauma-responsive in real-world, everyday situations. Participant will be able to: 1) Describe the difference between being trauma-informed and trauma-responsive; 2) Explain the connection between attachment, permanency and trauma-responsive engagement and intervention; 3) Be able to employ five specific ways to utilize concrete tools for being trauma-responsive in daily settings.

Sue Badeau, BA
Consultant, PA

2C: That Makes Sensory: Understanding Sensory Processing Differences in Children, Sensorimotor/OT Track; 1.5 CE Hours. This training examines what sensory processing dysfunction may look like and how it impacts children in their daily activities. Participants will learn about the eight senses of sensory processing, associated behaviors that may indicate sensory dysfunction, who can help with sensory processing differences and strategies for developing healthy sensory systems. Participant will be able to: 1) Demonstrate a basic understanding of sensory processing and the impact on developing children; 2) Identify and describe several “red flags” of potential sensory differences; 3) Describe at least five activities they can do to help grow healthy sensory systems.

Erin L. Riquelme, MS, OTR/L  |  Amber Brackmann, MA CCC-SLP
Centene Corporation, TX
2D: Practical Strategies for Regulating Students’ Brains, Education Track; 1.5 CE Hours. Knowing your students are impacted by trauma is only step one. It is more important to know what to do. Through this session we will share how we transformed four schools to meet the needs of struggling students. Participants will be able to leave with tangible interventions they can implement immediately. **Participants will be able to:** 1) Identify which region of the brain a student may be operating from based on the student’s behavior; 2) Lead students in brain-based activities that are specific to each brain region; 3) Identify other interventions that will benefit their students based on the brain regions the students are operating from.

Joshua MacNeill, M.Ed. | Kathy Van Horn, M.Ed.
Lakeside: NeuroLogic Initiative, PA

2E: Mindful Attachment, Intermediate Professional Track; 1.5 CE Hours. Mindful Attachment comprehensively pairs ancient Eastern wisdom-philosophies with modern Western approaches to understanding and working with attachment. Our interactive presentation will invite the audience to explore the metaprocesses of attachment and trauma, through the lens of the NeuroAffective Relational Model (NARM), utilizing experiential mindfulness exercises, didactic lecture and community discussion. **Participants will be able to:** 1) Describe and analyze the connection between Eastern philosophies and Western therapeutic modalities as they relate to treating trauma and addressing attachment issues; 2) Identify elements of the NeuroAffective Relational Model; 3) List meditation techniques that can help regulate their clients’ (and their own) nervous systems.

Josh White, MA, LCMHC, CGP, WPA | Maureen White, MA
Red Mountain Sedona, AZ

2F: Trauma and Attachment-Informed Forensic Evaluation in Child Welfare Referrals
Continuation. See workshop period 1F for workshop description.

2G: Establishing Powerful Therapeutic Alliance Using Key Principles from Natural Horsemanship, Professional Multidiscipline Track; 1.5 CE Hours. Using an inspiring Sandhill mini-documentary, we illustrate how several key metaphors emerged and enhanced a neuroregulatory treatment approach through collaboration between a renowned natural horseman, an “untrainable” horse, and a student with complex trauma. We explore vital principles addressing maladaptive control strategies, such as oppositional defiance, interfering with healthy relationships. **Participant will be able to:** 1) Observe the demonstration of equine assisted interventions in the treatment of an adolescent boy with a trauma history; 2) Recognize children’s use of “maladaptive control strategies” within the context of an evidence-based neuroregulatory treatment approach; 3) Apply metaphors such as “Don’t move your feet!” when working with maladaptive control strategies in children.

Martha Villa, LCSW | Rachel Millsop, MA
Sandhill Child Development Center, NM
### Friday, October 4

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<tr>
<th>Time</th>
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<tr>
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<td>Professional Networking Social</td>
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#### Session 3  10:15 - 11:45 a.m.

**3A: Attachment-Informed De-escalating Interventions, Parent Track.** Adoptive parents and professionals will be armed with practical interventions that build attachment and can be used to de-escalate or prevent challenging behaviors. Participants will have the opportunity to practice interventions through experiential learning activities. **Participant will be able to:** 1) Identify triggers and warning signs of behaviors; 2) Observe and practice attachment-based behavioral interventions; 3) Analyze a wide variety of proactive and reactive behavioral interventions and select the appropriate intervention to address the presenting need.  
**Melanie Schmidt, LMSW | Megan Montgomery, LMSW**  
*Adoption STAR, Inc, NY*

**3 & 4B: Seven Core Issues in Adoption and Permanency, Child Welfare/Social Service Track; 3 CE Hours.** The Seven Core Issues in Adoption and Permanency provide a unifying conceptual framework that addresses the lifelong, intergenerational issues, emotions and tasks for constellation members. Attachment and trauma play a key role in understanding the impact of the core issues. Workshop will include practice tools for parents and professionals. **Participant will be able to:** 1) Identify the Seven Core Issues in Adoption and Permanency; 2) Pick one of the Core Issues and describe 3 interventions; 3) Describe the impact the core issues may have on the parent-child attachment relationship; 4) Identify three interventions to assist constellation members in their grief process; 5) Describe the challenges connected to identify formation for constellation members.  
**Allison Davis Maxon, MS | Sharon Rossia, MS**  
*National Center on Adoption and Permanency, CA*

**3C: Equine Interaction in Attachment and Trauma, Sensorimotor/OT Track; 1.5 CE Hours.** This presentation focuses on equine-assisted therapy, a way for therapists to enhance existing, evidence-based trauma treatment approaches for children through interactions with horses and the equine environment. Aspects of touch and movement, relationship, motivation, and the therapy setting will be presented, in addition to research, clinical examples, and therapist competencies. **Participant will be able to:** 1) Identify three core aspects of equine-assisted therapy; 2) List five elements that are present in the equine-assisted therapeutic environment; 3) Describe three ways that equine-assisted therapy enhances existing treatment approaches.  
**Nina Ekholm Fry, MSSc, CCTP**  
*University of Denver, Institute for Human-Animal Connection, CO*

**3 & 4D: Using the "Trauma-Responsive Framework" to Transform Statewide Systems, Education Track; 3 CE Hours.** This presentation will prepare participants to use the “trauma-responsive framework” (Yackley, 2019) to assist with post-traumatic growth by purposefully activating brain integration. The trauma-responsive framework equips people with the language and process to help people make meaning of their experiences, normalize the traumatic response, and foster transcendence from adversity. **Participant will be able to:** 1) Describe three intervention opportunities across disciplines; 2) Recite the five core components of the "trauma-responsive framework"; 3) Utilize the trauma-responsive framework to analyze a case scenario; 4) Practice utilizing the trauma-responsive framework as an intervention method with a partner; 5) Observe a live demonstration of the trauma-responsive framework methodology.  
**Cassie Yackley, Psy. D.**  
*Yackley Consulting Group, PLLC, NH*
Friday, October 4 (Cont.)

3E: Tricks of the Trade, Intermediate Professional Track; 1.5 CE Hours. What techniques or activities within our sessions help our clients to develop secure attachments and resiliency after trauma and ambiguous loss? This presentation provides the "what to do" in sessions—besides talking with our clients. This workshop will connect various techniques and activities to evidenced-based factors that help children to recover after trauma and improve rates of placement stability. **Participant will be able to:** 1) Name four evidenced-based factors that prevent discontinuity in placements in children in child welfare; 2) Describe five, in-session activities that promote secure attachments; 3) List five activities that help with processing trauma when children have auditory processing issues.

Deborah Gray, LICSW
Nurturing Attachments, WA

3 & 4F: Treating the Traumatized Family: A Step-by-Step Family Systems Approach, Advanced Clinical Track; 3 CE Hours. It’s not easy when a therapist who meets with a traumatized family only possesses the tools to treat the individual child. Unfortunately, until now, step-by-step tools to treat the entire traumatized family has been limited. **Participant will be able to:** 1) Identify who are our traumatized children and why a structural-strategic family systems approach is an ideal but often overlooked approach; 2) Identify, and treat what are called undercurrents or the hidden causes of why trauma goes unhealed; 3) Apply the 5 Phases of the FST | Family Systems Trauma Model with step-by-step strategies that can be used the next day at work; 4) Use specific techniques such as the Stress Chart, Feedback Loops, and the Seed/Tree Diagram to help the family move from “How do you feel about the traumatic event?” to “What’s next in the here and now in order to heal our wounds?”; 5) Detect the key difference between traditional behavioral contracts and what are called “trauma playbooks” with the timing of when and how to use them.

Scott P. Sells, Ph.D., MSW, LCSW
Family Trauma Institute, MO

3H: Sanarse de trauma y construir apego con los cuentos terapéuticos, Spanish/Multi-Culture Track; 1.5 CE Hours. Este taller proporcionará una visión general del valor teórico de los cuentos terapéuticos. Se compartirán ejemplos de varias historias para que los participantes puedan observar, analizar y reflexionar sobre estrategias y técnicas específicas que se presentarán. Los participantes crearán un cuento sanador terapéutico que sea única para su situación o sus hijos. **Los participantes podrán:** 1) Resumir la teoría educativa y el valor de la narración terapéutica; 2) Observar, analizar y reflexionar sobre las técnicas de narración de cuentos, estrategias e historias de muestra que se comparten en el taller; 3) Aplicar teoría y técnicas para crear una historia de sanación terapéutica que sea única para su situación/hijo(s).

Martha Johnson, MA
Secondary Immersion and Solutions in Education, MN

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

4A: Parenting From a Distance, Parent Track. When out-of-home treatment is needed for a child it is usually surrounded with intense emotions, over-whelming information and the struggle to remain the parental authority and nurturer that is challenged when complying with program structures. This workshop will give tips to help you and your child prepare for this experience. **Participant will be able to:** 1) Discuss boundaries between parents, staffing and child in treatment facility programs; 2) Teach and present system for documentation and filing of pertinent information; 3) Assess areas where parent can advocate and remain the parent authority in the midst of team structure.

Kaylene Henderson MA, BCMCLC
Carousel Project, LLC, GA

4B: Seven Core Issues in Adoption and Permanency Continuation. See workshop Period 3B for workshop description.

4C: How Stress, Trauma, and Technology Impact the Brain: How Neurofeedback Can Help, Sensorimotor/OT Track; 1.5 CE Hours. The presentation will discuss the basics of neuroplasticity and how stress, trauma and technology can create brainwave dysregulation. Presenter will discuss how neurofeedback works with potential demo. The workshop will end with Q&A. **Participant will be able to:** 1) Discuss how brainwave dysregulation manifests in children and adults; 2) Gain a better understanding of a brief history of neurofeedback, how it can improve brainwave dysregulation and quality of collaborative services; 3) Obtain valuable information on how neurofeedback can benefit current services for those experiencing barriers in treatment.

Dianne Kosto, SCN
SYMMETRY Neuro-Pathway Training, SC

3 & 4G: When the Bough Breaks: Maternal Opioid Use and Blocked Caregiving, Professional Multidiscipline Track; 3 CE Hours. Maternal opioid use in America has skyrocketed, particularly in mothers with unresolved histories of childhood adversity and trauma. Children in these families are at increased risk for insecure attachment, maltreatment, and foster placement. Ruptures in the family system are explored, including trauma-informed, developmentally sensitive approaches to restoring healthy attachment. **Participant will be able to:** 1) Explain the relationships among maternal opioid addiction, childhood trauma and disrupted development; 2) Describe the five neurobiological systems underlying healthy caregiving; 3) Discuss types and mechanisms of blocked care and attachment-related consequences; 4) Explain how parenting is a risk and protective factor in maternal recovery from opioid use; 5) Select attachment informed intervention targets based on the five R’s of building resilience and reducing toxic stress.

Terry Petrenchik, Ph.D., OTR/L
Indiana University, IN

4A: Parenting From a Distance, Parent Track. When out-of-home treatment is needed for a child it is usually surrounded with intense emotions, overwhelming information and the struggle to remain the parental authority and nurturer that is challenged when complying with program structures. This workshop will give tips to help you and your child prepare for this experience. **Participant will be able to:** 1) Discuss boundaries between parents, staffing and child in treatment facility programs; 2) Teach and present system for documentation and filing of pertinent information; 3) Assess areas where parent can advocate and remain the parent authority in the midst of team structure.

Kaylene Henderson MA, BCMCLC
Carousel Project, LLC, GA

4B: Seven Core Issues in Adoption and Permanency Continuation. See workshop Period 3B for workshop description.

4C: How Stress, Trauma, and Technology Impact the Brain: How Neurofeedback Can Help, Sensorimotor/OT Track; 1.5 CE Hours. The presentation will discuss the basics of neuroplasticity and how stress, trauma and technology can create brainwave dysregulation. Presenter will discuss how neurofeedback works with potential demo. The workshop will end with Q&A. **Participant will be able to:** 1) Discuss how brainwave dysregulation manifests in children and adults; 2) Gain a better understanding of a brief history of neurofeedback, how it can improve brainwave dysregulation and quality of collaborative services; 3) Obtain valuable information on how neurofeedback can benefit current services for those experiencing barriers in treatment.

Dianne Kosto, SCN
SYMMETRY Neuro-Pathway Training, SC

3 & 4G: When the Bough Breaks: Maternal Opioid Use and Blocked Caregiving, Professional Multidiscipline Track; 3 CE Hours. Maternal opioid use in America has skyrocketed, particularly in mothers with unresolved histories of childhood adversity and trauma. Children in these families are at increased risk for insecure attachment, maltreatment, and foster placement. Ruptures in the family system are explored, including trauma-informed, developmentally sensitive approaches to restoring healthy attachment. **Participant will be able to:** 1) Explain the relationships among maternal opioid addiction, childhood trauma and disrupted development; 2) Describe the five neurobiological systems underlying healthy caregiving; 3) Discuss types and mechanisms of blocked care and attachment-related consequences; 4) Explain how parenting is a risk and protective factor in maternal recovery from opioid use; 5) Select attachment informed intervention targets based on the five R’s of building resilience and reducing toxic stress.

Terry Petrenchik, Ph.D., OTR/L
Indiana University, IN
4D: Using the "Trauma-Responsive Framework" to Transform Statewide Systems
Continuation. See workshop Period 3D for workshop description.

4E: Beyond Words, Professional Intermediate Track; 1.5 CE Hours. Children learn through play, pleasure, and sensory experience. Traditional talk therapy is insufficient to address many trauma based issues. Learn strategies to stimulate right brain activity. Participant will be able to: 1) Discuss right brain strategies for use in psychotherapy with children; 2) Describe alternative therapeutic strategies; 3) Identify effective right brain intervention with sensory stimulation.
Barbara Rila Ph.D.
Texas Tech University Health Sciences Center, TX

Continuation. See workshop Period 3F for workshop description.

4G: When the Bough Breaks: Maternal Opioid Use and Blocked Caregiving
Continuation. See workshop Period 3G for workshop description.

4H: Aplique la psicoterapia para mantener unidas las familias inmigrantes, Spanish/Multi-Culture Track; 1.5 CE Hours. En este taller examinaremos las políticas de inmigración que afectan a los niños de familias inmigrantes. Aprenderá a usar sus conocimientos clínicos para evaluar a los clientes a los efectos de sus trámites de inmigración y adquirir técnicas que ayuden a las familias a apoyar a sus hijos durante este difícil proceso. Los participantes podrán: 1) Evaluar el impacto que la separación familiar tiene o podría tener en los niños de familias inmigrantes; 2) Escribir un informe efectivo que se usará como parte del caso de inmigración de una familia; 3) Crear estrategias de tratamiento para minimizar el impacto de la separación en los niños y al mismo tiempo apoyar a sus familias.
Cecilia Racine, LCSW
Alta Vista Therapy, VA

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

5A: Replacing the Trauma Bond with Healing Relationships, Parent Track. This training will offer an opportunity to better understand the connection between trauma exposure and sexual exploitation. How does poor attachment actually increase risk and trauma-coerced bonding? As caregivers or providers, how can we help children experiencing blocked trust build connections and heal from the trauma of exploitation? Participant will be able to: 1) List at least three risk factors for exploitation; 2) List at least three elements of poor attachment that may lead to trauma-coerced bonding; 3) Identify key principles of developing a transformational relationship.
Cindy Downey, MPA
Centene (Cenpatico), KY
Graham Perkovich, CATP
Centene (Sunshine Health Plan), FL

5B: What Brain Science Teaches About Organization, Child Welfare/Social Services Track; 1.5 CE Hours. The field of NeuroLeadership, where science looks inside the human brain to investigate what impacts change and effective change leadership, helps organizations engage team members based on the physiology of the human brain and how it responds to the social nature of the workplace. This interactive workshop will present cutting edge breakthroughs in neuroscience as they relate to effective leadership and management practices. Participant will be able to: 1) Summarize basic theory of NeuroLeadership; 2) Describe the parts of the brain that are activated and implications for engagement; 3) Describe specific strategies to enhance engagement.
Janice Goldwater, LCSW-C
Adoptions Together, MD

5C: Proprioceptive Activities to Lower Stress (PALS) Program, Sensorimotor/OT Track; 1.5 CE Hours. A sensory integration intervention, Proprioceptive Activities to Lower Stress (PALS), was developed to study its effect on a 6 year old boy's expressions of emotions using AB single subject design. Three emotions were measured using a facial analysis system, Noldus FaceReader®. Participant will be able to: 1) Describe the major findings from the PALS study; 2) Identify three implications for practice from the study; 3) Identify two areas for future research from the study.
Lara Taggart, OTR/L
Northern Arizona University, AZ

5D: Specialized Mindfulness Programming in Schools for Reducing Effects of Trauma in At-Risk Youth, Education Track: 1.5 CE Hours. This course is designed to present practitioners with a specialized mindfulness program, Mindful Schools, to address the effects of childhood trauma. This course will review current state of literature on using mindfulness with at-risk youth populations, and share outcomes of Mindful Schools program with schools facing toxic stress. Participant will be able to: 1) List four common impacts for children who have experienced trauma on daily occupational performance in schools; 2) Summarize known impacts of mindfulness interventions in school settings based on current literature; 3) Identify ways to reduce impacts of toxic stress with at-risk youth after completion of specialized mindfulness program.
Taelor E. Millsap, BS
MGH Institute of Health Professions, AZ
Emily A. Zeman, OTD, MS, OTR/L
MGH Institute of Health Professions, MA

5E: Attachment and Developmental Approaches to Treatment of Traumas, Professional Intermediate Track; 1.5 CE Hours. Workshop will briefly review impacts of trauma on healthy attachment and individual development. Impacts of trauma on the developing brain and the repercussions of trauma on human relational development will be explored. We will cover methods of assessment, treatment, and application of an integrated approach to clinical work, informed by research in the fields of trauma and attachment. We will work in dyads to apply this approach to treatment using a clinical vignette and discuss our approaches during group discussion. Participant will be able to: 1) Describe and apply the components of trauma-informed therapy; 2) Select and apply assessment methods to create an initial treatment plan; 3) Apply attachment-based therapies to treatment of developmental trauma.
Craig W. Clark
Attachment Center of Monterey Bay, CA
## Conference Schedule

### Keynote 1: Dr. Ruth Lanius
Thursday, October 3 - 8:30 a.m. - 12:00 p.m.

#### Session 1
Thursday, October 3
1:00 - 2:30 p.m.

**Parenting Child, Adolescent Traumatic Dissociation**
Gomez

**Building Resiliency in Congregate Foster Care**
Armstrong-Heimsoth, Hahn-Floyd, and Blaesing

**OT Assessment with Attachment Consideration**
Le Roux

#### Session 2
Thursday, October 3
3:00 - 4:30 p.m.

**Attachment Challenges in Blended Families**
McCartney

**Moving from Trauma-Informed to Trauma-Responsive**
Badeau

**That Makes Sensory**
Riquelme, Brackmann

### Keynote 2: Dr. David Brodzinsky
Friday, October 4 - 8:30 - 10:00 a.m.

#### Session 3
Friday, October 4
10:15 - 11:45 a.m.

**Attachment Informed De-escalating Interventions**
Schmidt, Montgomery

**Seven Core Issues in Adoption and Permanency**
Roszia, Davis, Maxon

**Equine Interaction in Attachment and Trauma**
Ekholm

#### Session 4
Friday, October 4
1:00 - 2:30 p.m.

**Parenting from a Distance**
Henderson

**What Brain Science Teaches About Organization**
Goldwater

**How Stress, Trauma Impact the Brain: Neurofeedback Can Help**
Kosto

**Proprioceptive Activities to Lower Stress (PALS) Program**
Taggart

#### Session 5
Friday, October 4
3:00 - 4:30 p.m.

**Replacing Trauma with Healing Relationships**
Downey, Perkovich

**Seven Core Issues in Adoption and Permanency**
Roszia, Davis, Maxon

**Proprioceptive Activities to Lower Stress (PALS) Program**
Taggart

**But for the Grace of God There Go I**
Meyer

**Foster Care: Supply Chain for Sex Traffickers**
Rinker

**Harmony: Music Regulation and Healing**
Perkins

#### Session 6
Saturday, October 5
8:30 - 10:00 a.m.

**Give Me the Words: Affirmations for Healing**
Krause, Fjeld

**Promoting Resilience for LGBT Youth**
Chulani

**OT Practice and Trauma-Informed Care**
Le Roux

**OT Practice and Trauma-Informed Care**
Le Roux

#### Session 7
Saturday, October 5
10:15 - 11:45 a.m.

**Hide and Seek: A Journey to Identity**
Ahern

**Tips and Tools for Building Attachment**
Wilson, Davis-Brown

**Harmony: Music Regulation and Healing**
Perkins

#### Session 8
Saturday, October 5
1:00 - 2:30 p.m.

**Building Resiliency in Congregate Foster Care**
Armstrong-Heimsoth, Hahn-Floyd, and Blaesing

**Moving from Trauma-Informed to Trauma-Responsive**
Badeau

**That Makes Sensory**
Riquelme, Brackmann

**But for the Grace of God There Go I**
Meyer

**Foster Care: Supply Chain for Sex Traffickers**
Rinker

**Harmony: Music Regulation and Healing**
Perkins

### Closing Session: Film and Panel
Saturday, October 5 - 3:00 - 4:30 p.m.
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31st Annual ATTACH Conference
**5F: Repairing the Repair: Complex Developmental Trauma-assessment and Treatment of Adults in Later Life (50 Plus), Advanced Clinical Track; 1.5 CE Hours.** Therapy and coaching programs designed with compassion for adults 50 plus who are in a crisis state after life turns their lives inside out and upside down. Things were in balance and then at mid-life or beyond-life happens (parenting children with complex trauma, grief and losses, caregiving illness, career derailment). **Participant will be able to:** 1) Describe at least three key issues that may manifest in mid-life and beyond for adults with a history of complex developmental trauma; 2) Design and utilize a treatment plan that addresses concerns of mid-life and beyond; 3) Define and address issues connected to complicated bereavement. **Wendy Haus Hanevold, Ph.D.**

**5G: Understanding FASD: Tools for Success, Professional Multidiscipline Track; 1.5 CE Hours.** Fetal Alcohol Spectrum Disorders (FASD) are on the rise. NIH research indicates that 1 in 20 elementary age students are affected prenatally by alcohol. As practitioners and caregivers of vulnerable children it’s our duty to gain a better understanding on how this organic brain damage effects a child’s life, attachment and outcomes. **Participant will be able to:** 1) Identify key points to recognize FASD; 2) Apply coping strategies and de-escalation techniques to help those affected by FASD/Neonatal Abstinence Syndrome (NAS); 3) Describe techniques parents can use to promote attachment with a child prenatally exposed to alcohol; 4) Create a plan of action to help a child affected by FASD have success. **S. Chris Troutt, LMFT**

Papillion Center for FASD, TN

**5H: El cuidado personal no es egoísmo, Spanish/Multi-Culture Track; 1.5 CE Hours.** El agotamiento es un riesgo tanto para padres como para profesionales cuando se enfrentan a las secuelas del trauma. ¡Toma un tiempo para llenar tu tanque! Durante este taller experimental, los participantes practicarán más de 10 actividades diferentes de diversión y restauración. Terminaremos creando un plan sostenible para incorporar hábitos saludables en el caos de la vida diaria. **Los participantes podrán:** 1) Describir cómo el juego puede reducir algunos de los comportamientos negativos asociados con el trauma; 2) Demostrar 10 prácticas para reducir el estrés; 3) Crear un plan de cuidado personal para incorporar herramientas útiles de este taller en la vida diaria. **Jessica Sinarski, LPCMH**

Brave Brains, DE

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**Friday, October 4 (Cont.)**

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

**6A: Give Me the Words: Using Developmental Affirmations for Healing, Parent Track.** How do you develop a relationship with a child who resists being parented? Frustrated parents often say, “Just give me the words.” In this interactive workshop you will practice using developmental affirmations, health and growth supporting messages that are the building blocks for attachment, as a tool to support and heal. **Participant will be able to:** 1) Increase their sense of empowerment by learning to use the Affirmations Activity; 2) Identify three or four developmental affirmations that will support themselves as a parent; 3) Identify three or four affirmations that will support their children. **Lisa Krause, MA | Deb Fjeld**

**6B: Promoting Resilience and Advancing Equity for LGBTQ Youth, Child Welfare/Social Services Track; 1.5 CE Hours.** LGBTQ youth share historically marginalized social status relative to cultural norms of exclusive heterosexuality and conformity to traditional gender roles and expectations. This workshop examines the influence of sexual stigma and chronic minority stress on their life experiences, health, and well-being and proposes a strength-based and trauma-informed approach to LGBTQ youth. **Participant will be able to:** 1) Identify sexual identity development as individual and intersectional processes; 2) Identify sexual stigma and chronic minority stress and its impact on LGBTQ youth; 3) Identify disparities affecting LGBTQ youth. **Veenod L. Chulani, MD, MSED, FAAP, FSAHM**

Phoenix Children’s Hospital, AZ
6C: OT Practice and Trauma Informed Care, Sensorimotor/OT Track; 1.5 CE Hours. This workshop is designed for occupational therapists who would like to know more about their own scope of practice in the world of attachment and trauma informed care. Articles, training opportunities, including registration as registered clinicians in this field of care will be discussed. This workshop will support the occupational therapist in making informed decisions with regards to their own career and growth as clinicians. Participant will be able to: 1) Identify the role of OT in trauma informed care; 2) List three training opportunities that would benefit the OT to pursue; 3) List ten different articles that support the role of OT in trauma informed care.

Maude Le Roux, OTR/L
The Maude Le Roux Academy, PA

6D: How Attachment Shows Up in the Classroom, Education Track; 1.5 CE Hours. How we perceive and respond to one another is shaped by our early attachment experiences. This workshop will provide an overview of attachment theory for educators with a focus on attachment styles. We will explore the implications for learning and behavior in the classroom by understanding how different attachment styles impact communication and learning. Through a deeper understanding of the power of connection, we will help educators become aware of the behavior that enhances or blocks learning and offer strategies to engage and support student learning. Participant will be able to: 1) Recite tenets of attachment theory and the implications for learning; 2) Apply principles of learning to create strategies to enhance connection with children with different attachment styles; 3) Analyze three attachment styles and the implications for learning in the classroom; 4) Identify the difference between organized and disorganized attachment style and implications in the classroom.

Janice Goldwater, LCSW-C
Adoptions Together, MD

6E: Attachment Implications for Court Applications, Professional Intermediate Track; 1.5 CE Hours. Participants will discuss the legal, attachment and evolving developmental concepts for consideration in best interest court proceedings. Their implications in different sorts of hearings, to include ICWA hearings, will be discussed. Participant awareness of role, boundary and liability and policy decisions affecting best interest will be discussed. A discussion of policy decisions affecting best interest will be covered. Participant will be able to: 1) Describe legal considerations in case development for best interest; 2) Discuss the role of attachment in presenting information to the court; 3) Assess and prepare information pertinent for best interest.

Cathy Chalmers, MA, LPC, NCC, LMFT | Deena McMahon, MSW, LICSW
McMahon Counseling and Consulting, MN

6F: Trauma and Attachment: Effective Treatment Interventions for Individuals, Couples and Families, Advanced Clinical Track; 1.5 CE Hours. Early attachment experiences wire brain circuits, create core beliefs, and form the template for future relationships. Attachment trauma can cause 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. Participant will be able to: 1) Describe the

emotional, cognitive, interpersonal and biological aspects of early developmental attachment trauma; 2) Utilize effective individual, relational and systemic interventions to achieve treatment goals; 3) Demonstrate therapeutic techniques, via clinical videos, which alleviate emotional, interpersonal and biological symptoms.

Terry M. Levy, Ph.D, B.C.F.E.
Evergreen Psychotherapy Center, CO

6 & 7G: The Truth in Healing Trauma, Professional Multidiscipline Track; 3 CE Hours. What if there was another way to integrate and move through the experience of trauma? What if we are capable of healing in much deeper ways and much more quickly than through years of therapy? What if we were not afraid to explore options to healing from the atrocities that one human can inflict on another? Explore alternative healing approaches with scientific findings. Participant will be able to: 1) Learn the neurophysiological benefit of breath work in trauma recovery; 2) Identify three specific strategies for regulation and co-regulation during crisis; 3) Discuss the correlation between Epigenetics and Quantum Healing programs.

Julie Alvarado, MA, LPC | Liz Clark
Alvarado Consulting and Treatment Group, CO

6H: Western Medicine and Traditional Medicine to Heal ACEs and Historical Trauma, Spanish/Multi-Culture Track; 1.5 CE Hours. Historical Trauma is the collective emotional harm inflicted on various marginalized groups that causes intergenerational suffering. Epigenetics teaches us that trauma can be transferred via the physical DNA structure. Let’s explore the dynamic symphony of traditional medicine combined with western medicine to heal ACEs and historical trauma.

Iya Affo
ACES Connection/AZ ACES Consortium, AZ

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

7A: But for the Grace of God There Go I, Parent Track. Parents & professional alike struggle with accepting birth families, yet children love their parents no matter what they did. Birth parents were often traumatized as children and do not know how to or have energy to nurture and give structure. The National Families First Act is asking us to step up to the plate and help parents learn to do that. This is an interactive workshop and participants will learn to do this safely. Participant will be able to: 1) Demonstrate empathy towards birth families; 2) Identify the neurobiological reasons for birth families to seemingly give up on their child; 3) List three ways to mentor bio-families for reunification.

Jacquelyn E. Meyer, LIMHP
Counseling and Enrichment Center Building Blocks Foster Care, NE

7B: Foster Care: A Supply Chain for Domestic Sex Traffickers, Child Welfare/Social Services Track; 1.5 CE Hours. This session will present the connection between domestic sex trafficking and foster care and provide tools and tips to identify, support and engage foster care youth who are at risk for domestic
sex trafficking involvement or already victims of domestic sex trafficking. **Participant will be able to:** 1) Describe statistics and characteristics of foster youth and domestic minor sex trafficking victims in the United States; 2) Utilize techniques to assess complex trauma and involvement in domestic sex trafficking; 3) Demonstrate techniques and strategies to engage and support youth in foster care who are at risk or are involved in domestic sex trafficking.

Robert Rinker, LICSW, LCSW-C  
Adoptions Together, DC

**7C: Camp ‘Reset’: An Integrative Camp for Children Presenting with Trauma, Sensorimotor/OT Track; 1.5 CE Hours.** The success of a child attending, storing memories, socially interacting and participating in daily activities, relies on the integration of the body, mind and spirit. This is disrupted for children presenting with trauma. By using nature, culture, and specific sensorimotor activities we can help children connect and share their true unique selves. This workshop will use Camp ‘Reset’ as an example of how and then guide participants through an experience of the power of such an approach. **Participant will be able to:** 1) Summarize the link between sensorimotor development and attachment and security; 2) Identify the use of nature and culture integrated with sensorimotor activities to support connecting the body, mind and spirit; 3) Name the differences in attention, memory, social interaction and participation following participation in nature-based sensorimotor therapy.

Kaya Lyons: BS (OT)  
Active OT For Kids & Camp Reset, NSW, AUS

**7D: Advocating for your Child at School, Education Track; 1.5 CE Hours.** Parents are often at a loss for how to help their trauma-impacted children at school. And schools are often confused as well. Trauma is widely not considered when trying to understand a child’s unique behaviors or learning struggles. Yet a significant number of children have experienced Adverse Childhood Experiences (ACEs) that hamper their school success. This workshop will focus on trauma-informed strategies that can be implemented with or without an IEP and will help the child feel safe and connected, get regulated and learn. **Participant will be able to:** 1) Participants will be able to explain 2-3 trauma-informed strategies (interventions or supports) that can help children get regulated and feel safe, to be better able to learn; 2) Describe the basic difference between IEPs and 504 plans as well as the processes/basis for the development of either plan and how parents can (should) be involved in the process; 3) Recall at least three traits of positive, assertive advocates.

Julie Beem, MBA  
Attachment & Trauma Network, Inc., GA

**7E: Wrestle Ghosts: Interplay of Attachment Struggle and Addictions, Professional Intermediate Track; 1.5 CE Hours.** Several modern theorists see various addictions as unhealthy attachments, developed to manage arousal of the nervous system. This presentation examines a wide array of addictions, through the lens of a dysregulated nervous system. Current work in the field recognizes that addiction presents as unhealthy self-regulation. We will examine some new revolutionary ideas in the field of addiction, treatment and present preventative measures for these individuals. **Participant will be able to:** 1) Examine how healthy attachment manages arousal levels in the nervous system; 2) Examine how a variety of addictions manifest in the nervous system; 3) Examine why attachment dysregulated individuals commonly struggle with addictive behavior.

Steve Sawyer, LCSW, CSAC  
New Vision Wilderness, OR

**7F: Beyond Moms and Babies: Adult Attachment and Mental Health, Advanced Clinical Track; 1.5 CE Hours.** During this presentation you will discover the latest approach to treating young adults through the lens of attachment. Alignment and Attunement Therapy will teach participants how to see and treat diagnoses from a different perspective. Behaviors that are typically the substance of personality disorders and other diagnoses are seen through the lens of attachment, opening the way to greater understanding and intervention. **Participant will be able to:** 1) Assess behavioral issues as hyper-activating strategies or deactivating strategies; 2) Demonstrate use of Available, Responsive, and Secure chart in intervening in relationships; 3) Identify five Attachment Targets used to awake and realign clients in relationships.

Nikki Garza MS LCSW | Kevin Randall MS LMFT  
Fulshear Treatment to Transition, TX

**7G: The Truth in Healing Trauma**  
Continuation. See workshop Period 6G for workshop description.

**7H: Indian Child Welfare Act, Spanish/Multi-culture Track; 1.5 CE Hours.** Indian Child Welfare Act background & practice, as discussed in the presenters upcoming book on making attachment sensitive custody and child placement decisions. 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 statues which disallow “attachment and bonding.” **Participant 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  
Premier Physicians, TX
Session 8  1:00 - 2:30 p.m.

8A: Hide and Seek: A Journey to Identity, Parent Track.
A real life account of an adoptee who struggled while growing up with four other adoptees. This compelling narrative will utilize authentic manuscripts, audio tape and personal artifacts from his search, reunion and ultimate triumph into healing and integration. Participant will be able to: 1) Identify common characteristics and core issues commonly identified in adopted individuals; 2) Identify factors that influence why early life trauma impacts therapy; 3) Identify what to look for in adoption competent therapists.
Thomas Ahern
Embark Behavioral Health, AZ

8B: Tips and Tools for Building Attachment, Child Welfare/Social Services Track; 1.5 CE Hours. Highly interactive, participants will engage in activities highlighted within the National Trauma Institute (NTI) trainings. Small-group activities will focus on strategies to support child and family attachment, trauma healing and well-being. Workshop participants will then discuss core competencies addressed by NTI, skills and knowledge gains, and benefits of cultivating an adoption-competent practice/workforce. Participant will be able to: 1) Articulate an understanding of the impact an adoption-competent workforce can have on child permanency and family well-being; 2) Demonstrate ability to utilize strategies to enhance attachment and promote healing from trauma; 3) Create a personal storyboard, telling their own story in images and words to practice this skill.
Dawn Wilson | Edna Davis-Brown
Center for Adoption Support and Education, MD

8C: Harmony: Music, Relationships, Regulation and Healing, Sensorimotor/OT Track; 1.5 CE Hours. No musical talent? Me neither. Come join me in having fun with music. Learn to incorporate musical activities to help regulate your clients. Create moments of meeting and shared joy through music and rhythm. Also begin to understand why music is helpful for attachment and trauma. Participant will be able to: 1) Learn two activities that can be used for regulation of clients in session; 2) Learn two activities that create moments of meeting and shared joy in relationships; 3) Cite two books regarding Music and Therapy.
Cindy Mitchell Perkins, LCPC

8D: Journey To Trauma Informed School, Education Track; 1.5 CE Hours. The need to change how we were working with our students was the beginning of our journey. We began to learn about trauma-informed care and how to make changes to calm and regulate our students. The changes made in our approach transformed our school. Join me through this journey and where we are today. Participant will be able to: 1) Recognize dysregulation within the classroom; 2) Identify three strategies to implement within a school setting to reduce student disruptions; 3) List two non-violent approaches to support students.
Rebecca Leimkuehler
Cartwright School District, AZ

8E: Developing Secure Attachment through Creating a Coherent Narrative, Professional Intermediate Track; 1.5 CE Hours. This workshop will be helpful to all clinicians doing the challenging work of helping individuals to develop earned secure attachment. Both seasoned clinicians and novice therapists will add to their arsenal of techniques for helping clients resolve trauma and develop more healthy patterns of relating in their closest relationships. Participant will be able to: 1) Describe, using cutting edge neurobiological research, how clients can rewire their brains to feel more secure; 2) Explain how a patient, through the process of psychotherapy, can develop an earned secure attachment in adulthood; 3) Apply step-by-step guidelines for how to help clients develop a coherent narrative for their life.
Lisa Firestone, Ph.D.
The Glendon Association, CA

8F: The Brain Opioid System, Advanced Clinical Track; 1.5 CE Hours. This lecture describes the coevolution of the brain’s opioid system and its capacity for attachment, and how opioid use disorder disrupts attachment processes. We will then explore how Medication-Assisted Treatment and the use of opioid receptor agonists and antagonists confer stress resilience, repair social cognition, and enable recovery through improved relationships. Participant will be able to: 1) Describe the brain’s opioid system, how it enables attachment, and how opioid use disorder (OUD) disrupts this process; 2) Describe how opioid pain relievers and oxytocin interact to influence social responding; 3) Explain how Medication-Assisted Treatment can influence social responding to facilitate or hinder recovery from OUD.
Kevin T. McCauley, MD
Meadows Behavioral Health, AZ

8G: Painting with Purpose Healing through Art and Yoga, Professional Multidiscipline Track; 1.5 CE Hours. This interactive session provides participants opportunities to paint, practice trauma-sensitive yoga and intentional breathing techniques to promote emotional regulation and management of vicarious trauma. Each participant will leave with a completed painting as a reminder of ideas and strategies learned. Participant will be able to: 1) Describe mind-body connection of trauma impact and trauma-healing; 2) Define vicarious trauma and list up to five signs and symptoms of vicarious traumatization; 3) Describe and be able to utilize up to five strategies to help children and adults utilize art, music and movement and other multi-sensory techniques for self-regulation and emotional management.
Sue Badeau, BA | Christopher Smith
Center for Adoption Support and Education, NY

8H: Life Beyond Trauma: Native American Clients, Spanish/Multi-Culture Track; 1.5 CE Hours. Stress affects all of us and for most of us we have been affected by toxic stress or trauma. However, for the Native American Community as well as other minority groups enter our offices or court rooms not only with stressors, but some additional traumas that affect their daily living. Participant will be able to: 1) To come to a common understanding of toxic stress and the affects on the brain; 2) To discover the added layer of trauma when working with a Native American Indian person; 3) To enhance your toolbox by offering hope for healing with the Native American Community.
Gale Rawson, MSW | Christopher Smith
Gila River Indian Community - Tribal Education, AZ
For more than 85 years, The Barry Robinson Center has been improving the lives of children and families. The Center offers a residential treatment program for boys and girls, ages 6–17, with mental health issues, including a dual diagnosis program for teens with substance abuse issues. The Center also offers community based services including an outpatient substance abuse program for teens and a treatment foster care program.
A list of available trainings can be found at www.envolveu.com

Improving Lives

Centene collaborates with state child welfare agencies to develop programs that promote the safety, permanency and well-being of children. We offer both in-person and web-based trainings for parents, caregivers, and providers.
Center for Family Development

The Center for Family Development is an internationally recognized treatment and training facility with offices in Western NY and New York City.

Internationally recognized mental health center, offering a comprehensive array of assessments and treatments for attachment and trauma, mild to severe psychological disorders, sensory-integration, neuropsychological issues, the effects of prenatal exposure to alcohol and drugs, home-studies, and adoption related issues.

All staff of the Center are certified Dyadic Developmental Psychotherapists and/or Attachment Focused Therapists.

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

Telephone consultations available with training provided for parents and professionals across the U.S. and internationally

Western NY Office: 5820 Main Street, suite 406, Williamsville, NY 14221. 716.810.0790
New York City Office: 41 Madison Ave., #3130, New York, NY 10010. 646.389.6550
New Jersey Office: 350 Madison Ave, 1st Floor, Cresskill, NJ 07626. 646-389-6550
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www.RedMountainSedona.com

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Over 30 years of trauma informed, developmental relational treatment for boys and girls ages 4-13.

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500 South Lamborn Street
Helena, MT 59601 • (406) 442-7920
www.intermountainresidential.org
Attachment & Trauma-Focused Therapy
80 Hour Certification Program

ATTACH
Teaching the World to Heal

40 Hours: Independent Distant Learning
In this initial phase, participants are expected to complete the set of required readings and watch the videos provided by the instructor.

40 Hours: In-Person Intensive Learning

Days 1–3, INSTRUCTION
The second phase includes direct instruction in the areas of attachment, regulation, trauma, maltreatment, and grief as well as the brain development inherent in these factors. Theory, research, model programs, techniques for intervention, transference, and counter-transference will be explored. Therapy tapes will be shown and analyzed.

Days 4–5, PRACTICUM
Emphasis on therapy skill development in which participants will incorporate attachment and trauma work into their practice models. Roleplays and case approaches will be discussed through practice with classic cases (ones representative of typical cases coming into a practice). Additional practice information will be supplied as it relates to classic cases.

Participants must have a Doctorate or Master's in psychology, social work, or other license in the mental health field.

Training Outcomes
1. Provide hands-on training by National Certification Program.
2. Eligible for one year ATTACH Registered Clinician Membership, which includes:
   • certificate of completion
   • referrals to your practice
   • listing on our website
   • other ATTACH benefits

Training sessions conducted by experts in the field of trauma and attachment, and are a graduate of Deborah Gray’s post-graduate training.

Become competent in treating critically underserved population with this intensive certification.
This event is co-sponsored by R. Cassidy Seminars.
CEs must be purchased directly through R. Cassidy Seminars.

$40 Flat Rate for CE hours - Visit our conference page at attach.org for the CE registration link.

Satisfactory Completion
Participants must have paid tuition fee, signed in, attended the entire conference session(s), 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 session(s). No exceptions will be made. Partial credit is not available.

Psychologists
R. Cassidy Seminars is approved by the American Psychological Association to sponsor continuing education for psychologists. R Cassidy Seminars maintains responsibility for this program and its content. Up to 18 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
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.
NY-LMFTs: R. Cassidy Seminars is recognized by the New York State Education Department’s State Board of Mental Health Practitioners as an approved provider of continuing education for licensed marriage and family therapists. #MFT-0011. (up to 18) contact hours.
OH: Provider approved by the Ohio Counselor, Social Worker and Marriage and Family Therapist Board for up to 18 clock hours, #RCST110701
TX: Approved CE Sponsor through the Texas State Board of Examiners of Marriage & Family Therapists. Up to 18 credit hours. Provider #151

Creative Arts Therapists
NY: R. Cassidy Seminars is recognized by the New York State Education Department’s State Board of Mental Health Practitioners as an approved provider of continuing education for licensed creative arts therapists. #CAT-0005. Up to (18) contact hours

Chemical Dependency Counselors
CA: Provider approved by CCAPP, Provider #4N-00-434-0220 for up to 18 CEHs. CCAPP is an ICRC member which has reciprocity with most ICRC member states
TX: Provider approved by the TCBAP Standards Committee, Provider No. 1749-06, up to 18 hours general, Expires 3/2019. Complaints about provider or workshop content may be directed to the TCBAP Standards Committee, 1005 Congress Avenue, Ste. 460, Austin, Texas 78701, Fax Number (512) 476-7297.

Nurses
CA: Provider approved by the CA Board of Registered Nursing, Provider #CeP12224, for up to 18 contact hours. Many state nursing boards are reciprocal with those of other states. Check with your board to be sure.

Occupational Therapists
R. Cassidy Seminars is an American Occupational Therapy Association (AOTA) Approved Provider No. 6782. This course is offered for (up to 18) CE Clock Hours (1 Clock Hour = .1 AOTA CEUs). The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.

Teachers/Educators
TX: R. Cassidy Seminars is an approved provider with the Texas Education Agency CPE# 501456. This course is up to 18 CE Hours.

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.

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

REGISTRATION INFORMATION

Name: ________________________________________
Affiliation: ____________________________________
Organization: ___________________________________________
Address: ___________________________________________
Phone: __________________________
Email: ___________________________________________
Special Accommodations (i.e. Special Needs, Vegetarian Meals):
_________________________________________________
_________________________________________________
_________________________________________________
_________________________________________________

MEMBERSHIP INFORMATION

I am a:

□ Professional: __________________________
□ Parent
□ Student
□ Teacher
□ Child Welfare Worker
□ OT
□ Other: _______________________________

I have attended previous ATTACH conference (check one):

□ None
□ 1-3
□ 4-7
□ 8 or more

Join ATTACH today and save on registration fees!

Membership

Join ATTACH Now: $_____ or renew your membership, and take advantage of the discounted member price for the conference!

□ Organizational Membership ~ $350
□ Professional/Clinical Membership ~ $150
□ Parent/Student* ~ $60
□ Registered Clinician or Organizational Status** ~ Applicable dues of $175 or $400 respectively

Total Membership Payment: $___________

*Students must provide proof of current enrollment in psychology, social work, or similar field.

**First application requires submission of separate application and supporting documents plus $25 fee; see www.attach.org for application and instructions.

***Discounted rate only applies to subsequent employees of member organizations once one full fee is paid.
Registration Information: Scottsdale, AZ

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<th>After August 16</th>
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<td><strong>Full Registration</strong></td>
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WORKSHOP SELECTION

Please write the identifier (ie. 1B) of the workshops you would like to attend on the lines below and check boxes when applicable.

**Thursday, October 3**
- □ K1 Keynote—Ruth Lanius
- Session 1
- Session 2
- □ Reception

**Friday, October 4**
- □ K2 Keynote—David Brodzinsky
- Session 3
- Session 4
- □ Award Luncheon
- Session 5
- □ Parent Event
- □ Professional Networking Event

**Saturday, October 5**
- Session 6
- Session 7
- Session 8
- □ Documentary Film Screening and Panel: “Is Your Story Making You Sick?”

* 20% off registration discount for groups of 5 or more from one agency.

* Full and Partial Parent Scholarships are available. Please email for info: questions@attach.org.

Please complete registration form and provide payment by August 16, 2019 to receive early bird price. A $50 handling fee will be deducted on cancellations made by September 16, 2019. No refunds will be made for cancellations after September 16, 2019. See www.attach.org for details on how to register online.

**AMOUNT DUE**

| Registration (fees above): |                   |
| Total Amount Due:          |                   |

*CEs are NOT included in the registration prices. For CE credits, pay R. Cassidy Seminars directly. See page 23 for CE information.

**METHOD OF PAYMENT**

- □ Check
- □ Credit Card (Charged in US dollars at U.S. rates)
  - □ MasterCard
  - □ Visa
  - □ Amex
  - □ Discover

Name on Card ________________________________
Credit Card No. ______________________________
Exp. Date __________ CVV Code ________________
Billing Zip Code _____________________________
Signature ____________________________________

Grievances, issues, or concerns regarding the conference or registration should be addressed in writing and submitted to questions@attach.org.
Embark is the nation’s leading family behavioral health provider serving preteens, teens, young adults, and their families.

In 2018, as a group of mental health professionals and programs, we decided to join forces to tackle a Big Empathetic Hairy Audacious Goal (BEHAG):

To drive adolescent anxiety, depression, and suicide from the all-time highs of today to all-time lows by 2028.