



TRAUMA-INFORMED

Relationship-Focused

CONFERENCE



Guidebook 2026

welcome

Event Schedule

DAY 1: MARCH 4TH

8:00AM - 9:00AM **REGISTRATION, LIGHT BREAKFAST & EXHIBITS OPEN - GYM**

9:00AM - 10:30AM **WELCOME & KEYNOTE 1 - ROOM 1**

Empowering You for Rejuvenation and Stress Elimination, Creating Balance and Harmony In Your Life
Presented by: Gail Van Kanegan, DNP, FNP

10:30AM - 11:00AM **BREAK - REFRESHMENTS PROVIDED & EXHIBITS OPEN - GYM**

11:00AM - 12:15PM **MORNING BREAKOUT SESSIONS - ROOMS:**    

- Do It Scared: Reclaiming Voice Through P.O.W.E.R. and Performance**
Presented by: Norberto Troncoso, B.A.
- An Attachment-Based EMDR Approach for Helping Hurt Kids and Families**
Presented by: Debra Wesselmann, MS, LIMHP
- Building Bridges Through Virtues**
Presented by: Elle House, MPA, MHA
- Support for Caregivers of Children and Adolescents with Unique Mental Health Needs**
Presented by: Katie Douglas, LCPC, BCBA

12:15PM - 1:45PM **LUNCH PROVIDED | EXHIBITS OPEN - GYM** Pulled Pork Chicken Salad

1:45PM - 3:45AM **KEYNOTE 2 - ROOM 1**

The Hunger for Connection: A Practical, Body-Based Approach to Trauma and Attachment Needs
Presentation & Demonstration by: Chef Kibby

3:45PM - 4:00PM **DAY 1 WRAP UP!**



WE ARE SO EXCITED THAT YOU ARE HERE TO BE A PART OF OUR 5TH ANNUAL TIRF CONFERENCE!

Event Schedule

DAY 2: MARCH 5TH

8:00AM - 9:00AM **LIGHT BREAKFAST - EVENT SPACE**

9:15AM - 10:30AM **KEYNOTE 3 - ROOM 1**
Trauma, Attachment, and the Nervous System: Lessons for Healing in a Fractured Time
Presented by: Stephen Hanmer D'Elia, LCSW, JD

10:30AM - 11:00AM **BREAK - REFRESHMENTS PROVIDED - EVENT SPACE**

11:00AM - 12:15PM **MORNING BREAKOUT SESSIONS - ROOMS:**    

- Seeing the World Through a Different Lens (T.R.A.U.M.A)**
Presented by: Shannon Estrin, M.Ed.
- Brain Mapping for Positive Developmental, Educational & Therapeutic Experiences**
Presented by: David Paxton, LISW-S
- Finding Peace Together: Using Attachment-Focused Tools to Heal Couples in Crisis**
Presented by: Troy Love, LCSW
- From Crisis to Collective Care:
A 5-Step Framework for School-Based Crisis Response and Educator Empowerment**
Presented by: Liesl Fressola, M.Ed.

12:15PM - 1:30PM **BOXED LUNCH PROVIDED - EVENT SPACE**

1:30PM - 2:45PM **AFTERNOON BREAKOUT SESSIONS - ROOMS:**    

- DTAP® Concepts Made Easy: Teaching Caregivers How To Support Their Child**
Presented by: Caelan Soma, PsyD, LMSW
- Understanding Big Behaviors: Brain-Based Strategies for Emotional Regulation and Learning Across Home, School, and Care Systems**
Presented by: Chaka Batley, DNP, FPA-APRN, PMHNP-BC, CRHCP, MBA
- Integrating Evidence-Based Psychology and Neuroscience into Trauma-Informed Care**
Presented by: Sara Aguila Cereb, LMSW, LCSW Candidate, PhD Candidate
- Resilience Reframed: Healing Minds, Restoring Identity, and Rewriting the Future**
Presented by: C. Jana' Carter, Certified Mental Health Specialist

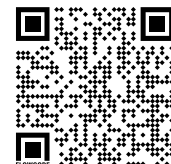
3:00-3:30PM **CONFERENCE WRAP UP! - ROOM 1**



Thank you!
To the Tracy Family Foundation for generously providing 25 scholarships for this year's event.

CONFERENCE SURVEYS

Enjoyed the conference?
Scan the QR code to share your feedback and have access to all the presenters slide decks.



CONNECT TO OUR WIFI: **CHADDOCK GUEST** | Password: **Chaddock1853**



TAKE A MINDFUL MINUTE

ENGAGE YOUR SENSES

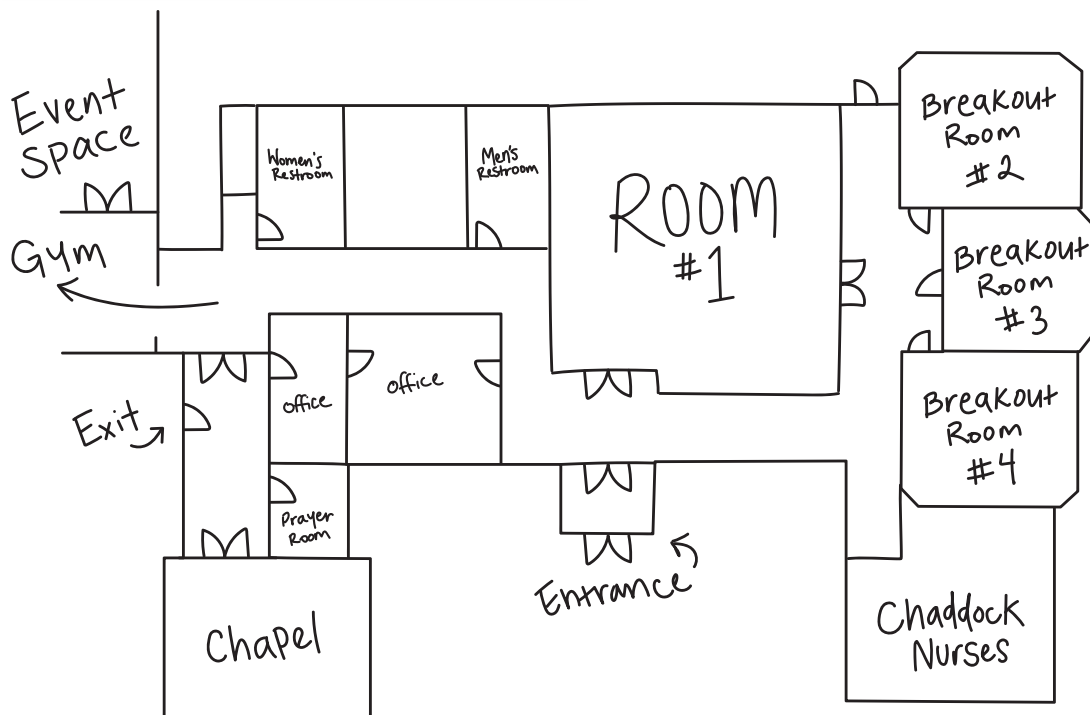
- **SIGHT** Something in your surroundings that catches your eye _____
- **SOUND** A noise you can hear around you _____
- **TOUCH** A texture or sensation you feel _____
- **SMELL** A scent you notice _____
- **TASTE** A flavor or aftertaste in your mouth _____

SET INTENTIONS

- A strength you bring to your work:

- A positive affirmation to carry with you:
I AM _____

DR. DEBBIE REED CENTER | INTERIOR MAP



Meet Our Keynotes



Fun Fact

I JUST BECAME CERTIFIED
IN THE FOUR PATHWAYS FOR
ENERGY HEALING

Dr. Gail Van Kanegan, DNP, FNP

A Certified Advanced Practice Holistic Nurse, Eden Method Advanced Practitioner and Faculty, Reiki Master, Shamanic Practitioner, Certified Energy Healing/Four Pathways, and Certified Art of Raising Frequency Practitioner. Dr Gail specializes in resolving harmful effects of daily stress causing imbalances within our Mind, Body, Emotions and Spirit. She's a nationally recognized speaker-workshop facilitator and author of two books, 'How to Survive Your Hospital Stay' and 'The Art of Raising Frequency, Setting The Vibrations For Healing'. Dr Gail prides herself in empowering others to learn how to balance their energies in order to reduce the negative influences that affects our lives. She has a private Energy Healing practice in Rochester MN with distance and in-person energy balancing.



Fun Fact

I HAVE MY OWN PODCAST,
THE HUNGER FOR CONNECTION

Chef Jim "Kibby" Kuebler

Chef Jim "Kibby" Kuebler is the Owner/CEO of Cookin' with Kibby and at the intersection of his professional career, parenting struggles, and faith journey, Chef Kibby discovered the Hunger for Connection. Kibby is a certified chef and a biological, foster, and adoptive dad who combines the psychology of trauma with the latest in food neuroscience to create a unique approach to creating empathy, compassion, and connection with disconnected young people. You can find out more about Chef Kibby and his resources at chefkibby.com.



Fun Fact

CHECK OUT MY POWERFUL
WRITINGS ON SUBSTACK

Stephen Hanmer D'Elia, JD, LCSW

A therapist, social worker, and consultant with over 25 years of experience at the intersection of trauma, systems, and relationship. A native Spanish and English speaker with Uruguayan, American, and British citizenships, Stephen brings a multicultural perspective shaped by work with children, youth, and families across the U.S. and in more than 20 countries across 6 continents. His experience spans conflict zones, refugee camps, child welfare agencies, and national policy settings. Stephen integrates clinical insight with systemic change, helping communities and institutions build spaces of safety, care, and accountability. He also maintains a private therapy practice in New York City and writes on trauma, attachment, and culture through a relational lens.

Meet Our Speakers

SESSION SPEAKERS



Norberto Troncoso, B.A

Norberto Troncoso, B.A. Arts and Entertainment Management, Experienced Speech & Debate Coach (NSDA-aligned) is a Public Speaking and Performance Coach for Troncoso Ventures. Norberto is a nationally recognized speaker, performance coach, and educator dedicated to helping students, educators, and leaders unleash their voice, story, and creativity. A Bronx native and former Director of Speech & Debate for a leading NYC charter school, Norberto draws from over 10 years of experience in trauma-informed teaching, public speaking, and theater arts. His signature P.O.W.E.R. framework empowers professionals to create courageous, connected spaces, especially for students affected by trauma, fear, or disconnection.



Elle House, MPA, MHA

Has served within the educational sector for over 14 years. Elle currently works as Bella Ease's Academic Services Director. In this role, Elle provides support for students needing assistance in their academic journey and within workforce development programs in the school to career pipeline. Elle also serves as an advocate, helping students who are experiencing academic hardships by procuring resources to aid them in program completion. Elle's experience includes serving various educational organizations within private, higher education institutions, and non-profit settings. Elle has supported non-traditional learners including but not limited to: adult, first-generation, rural, and international student populations.



Debra Wesselmann, MS, LIMHP

A Licensed Independent Mental Health Practitioner at The Attachment and Trauma Center of Nebraska. Debra has specialized in treating attachment trauma for over 30 years. In 2008, along with several like-minded colleagues, she co-founded The Attachment and Trauma Center of Nebraska, where she co-developed and researched the integrative family therapy and EMDR therapy model for treating attachment trauma in children. In addition to her clinical work, she offers trainings and is on faculty with the EMDR Institute. She's authored and co-authored several articles, chapters, and books related to attachment and trauma, including the updated and expanded "EMDR and Family Therapy: Integrative Treatment for Attachment Trauma in Children, 2nd edition."



Shannon Estrin, M.Ed

Of Inclusive Vision 42, is a mental health clinician, author, and passionate advocate for inclusion and representation. With degrees in Education, Disability Studies, and Inclusive Education from Chapman University and the University of La Verne, Shannon has dedicated his career to empowering individuals with special needs, battling their own traumas or carrying the weight of others, as well as, supporting mental health across diverse communities. Born prematurely and having overcome tremendous odds, he now works at Grady Hospital creating therapeutic intervention plans for clients of all ages. He is also the author of a coloring and activity book that celebrates individuality while guiding others discover their own superpower.



David Paxton LISW-S

David Paxton, LISW-S, is the Chief Learning Officer for The Village Network in Ohio. Mr. Paxton's department at The Village Network is responsible for training and assuring the fidelity to TVN's chosen clinical models: The Neurosequential Model of Therapeutics and the Collaborative Problem-Solving approach. Mr. Paxton earned his Master of Art's in Clinical Social Work from the University of Chicago and is credentialed with an LISW-S. Having been trained by the Neurosequential Network and Dr. Bruce Perry, Mr. Paxton is a certified clinician in the Neurosequential Model of Therapeutics as well as a certified Neurosequential Model Trainer.



Troy Love, LCSW

Troy L. Love, LCSW, is an inspirational speaker, therapist, and best-selling author who specializes in helping individuals and couples heal from trauma, attachment wounds, and shame. Creator of the Finding Peace framework, Troy blends clinical expertise, neuroscience, and practical tools to empower people toward authentic connection and resilience. With over 20 years of experience as a licensed clinical social worker, he has guided thousands on their healing journey, delivering transformative workshops and keynotes that leave audiences equipped with actionable strategies for lasting change. His engaging, compassionate style inspires hope and meaningful personal growth.



Liesl Fressola, M.Ed.

Liesl, an Instructional Specialist, partners with teachers to promote equitable math instruction. She has been teaching since 2006. Liesl is a survivor of the Sandy Hook School Shooting; in her own recovery she has advocated for teachers and student's mental health. She is a founding member of the Teachers Unify Crisis Intervention and Support Team. In 2014, Liesl received the Presidential Award for Excellence in Math and Science Teaching. She has her BA in Elementary Education and Anthropology from Washington University in St. Louis and a MS in STEM Teacher Leadership from Western Connecticut State University.



Katie Douglas, LCPC, BCBA

Ms. Douglas holds a Master's degree in Counseling from Quincy University, a Graduate Certificate in Applied Behavior Analysis from Penn State University, a Master's degree in Sociology from Arizona State University, and a Master's degree in Forensic Psychology. Since 2004, she has worked in the mental health field, serving a wide range of populations within community settings, including autistic individuals, individuals with chronic mental illness, and members of the general population seeking mental health services. She is licensed as a professional counselor in Illinois, Missouri, and California. Ms. Douglas currently provides individual virtual counseling and parent consultation through The Neurodevelopmental Collective in California and also operates her own virtual private practice.



Dr. Caelan Soma

Dr. Caelan Soma is a licensed psychologist and clinical social worker with over two decades of experience in trauma-informed care, child development, and mental health treatment across diverse populations. She is in private practice in Michigan, where she provides holistic, integrative psychotherapy and assessments for children, adolescents, and adults. Her approach draws on expressive therapies, such as art, play, and sand tray therapy, as well as evidence-based methods like EMDR. Dr. Soma led national initiatives in trauma and resilience, curriculum development, and interdisciplinary training for educators, clinicians, and criminal justice professionals. Dr. Soma holds a Doctor of Psychology from California Southern University, where she received the President's Award for her doctoral work, as well as a Master of Social Work and a Bachelor of Science from Wayne State University. Dr. Soma is a speaker, educator, and consultant and has authored numerous training programs, intervention models, peer-reviewed articles, and books. Her work focuses on promoting healing, resilience, and equity, and she actively supports initiatives aimed at improving population health outcomes. She also serves on the Board of Directors for Blessings in a Backpack.



Chaka Batley, DNP, FPA-APRN, PMHNP-BC, CRHCP, MBA

Dr. Batley began her career as a Pediatric Nurse Practitioner in 2011. Since that time Dr. Batley has enjoyed serving the children and families of the surrounding areas. Dr. Batley is board certified as a Nurse Practitioner in both Pediatric Primary Care and Psychiatric Mental Health for the lifespan. Dr. Batley earned both her Master of Science in Nursing-Pediatric Nurse Practitioner (2011) and her Doctor of Nursing Practice (2013) degrees from The University of Iowa. Dr. Batley is board certified through the Pediatric Nursing Certification Board. She completed her Post-Masters Psychiatric Mental Health Nurse Practitioner Program at Johns Hopkins School of Nursing in 2019, and she is board certified through the American Nursing Credentialing Center. Chaka's current role as Director of Behavioral Health Services at Memorial Medical Clinic Carthage and at Chaddock involves seeing patients ages 4-18 and building relationships with children and families within the community to provide integrated care while championing whole-person wellness. The journey of pursuing additional mental health education resulted from her experience serving families in primary care and witnessing the prominent needs within the community for access to mental health and substance use services.



Sara Aguila Cereb, LMSW

Sara Aguila Cereb, LMSW, Clinical Social Worker and Biomedical Researcher/Scientist, Touro University and Virginia Commonwealth University Medical Center, is a PhD Candidate in Psychology and Neuroscience with her dissertation research focusing on utilizing neurofeedback EEG to reduce trauma and stress symptoms for healthcare professionals. Sara is also a clinical social worker with over 5+ years of experiencing spanning fields such as healthcare, substance abuse, and mental health. She has experience in trauma therapy and resources for children and adults who have experienced complex trauma and stress symptoms. Sara is passionate about integrating evidence-based neuroscience into mental health treatment. Sara is also the founder of Cereb Biotechnology Solutions, providing scientific/healthcare consulting and speaking for biopharmaceutical and healthcare companies.



C. Jana' Carter

C. Jana' Carter is a NC Certified Behavioral Health Specialist, Motivational Speaker, and Program Director for Mental Health Services of North Carolina. She began her work in 2016 serving individuals with disabilities, inspired by her lived experience as a parent of a child with Autism and Sensory Processing Disorder. In 2021 C. Jana' later earned her North Carolina behavioral health certification, supporting individuals recovering from mental illness and substance use. As co-founder of PTS Support for Exceptional Children, she uplifts families and educators through advocacy and training. Her signature message, The Power of Reframing, equips audiences with tools for resilience, mindset shifts, and self-empowerment.

Empowering You for Rejuvenation and Stress Elimination, Creating Balance and Harmony In Your Life

GAIL VAN KANEGAN, DNP, FNP
Private Energy Healing Practitioner



1.25 CE Hours

CONTENT LEVEL
Intermediate

INTENDED AUDIENCE
Early Childhood Professionals
Special Education Staff
Mental Health Professionals
Case Workers
Community Leaders
Non-Profit Leaders
School Administrators
Educators

Our world is filled with unseen stressors that we have to walk through every day. Empower yourself with new ways to release stressful energy and increase your energetic fortitude. Energetic tools presented will improve your physical, emotional health and wellbeing. You will be able to boost and increase resilience of your immune system. Reduce physical and emotional pain, anxiousness, and fear with self-care Energy Medicine techniques.

Experience how the Neurovascular system reduces unbalanced emotions. Bring new energy into your physical organs for health and vitality. Gain new understanding of being grounded for your healing and daily stability. Unscramble your mind for clear thinking and improved reaction time. Protect yourself by fortifying and repairing your Aura. Work with your Meridians to repel negativity and increase radiance.

OBJECTIVES:

- » State three differences between sympathetic and parasympathetic nervous system function in the role of stress activation and management.
- » State 2 ways to decrease sympathetic nervous system activity and increase parasympathetic nervous system activity.
- » Explain 3 ways that stress affects your daily life.
- » Verbalize 3 changes that happens to your energy as you walk through daily stress.
- » Demonstrate eight Energy Medicine techniques to relieve the harmful effects of stress.

BREAK

! 30 MIN. BRAIN BREAK

- Before your next session, take a quick Mindful Minute and try the activity in your guidebook.

Do It Scared: Reclaiming Voice Through P.O.W.E.R. and Performance

NORBERTO TRONCOSO, B.A.

Public Speaking and Performance Coach, Troncoso Ventures



1.25 CE Hours

CONTENT LEVEL

Intermediate

INTENDED AUDIENCE

Educators

Mental Health Professionals

School Leaders

Community Leaders

Caregivers

In schools and communities impacted by trauma, silence often becomes a defense mechanism. Students shut down, educators burn out, and communication becomes fractured. This session is designed to reawaken connection through the lens of trauma-informed performance and public speaking.

Using my P.O.W.E.R. Framework: Presence, Ownership, Wavelength, Energy, and Resonance, I help professionals support students in reclaiming their voice, even in the face of fear. Drawing from over a decade of experience working with underserved students in urban schools, I'll guide attendees through culturally grounded practices that integrate movement, storytelling, improvisation, and mindfulness. These strategies are accessible, high-impact, and rooted in both developmental trauma research and practical classroom experience.

Participants will practice grounding techniques for regulation, "Do It Scared" confidence rituals, and expressive strategies that meet students where they are emotionally and developmentally. We will also discuss how to model vulnerability and creative expression as professionals to foster relational safety. The session culminates in a simple, repeatable process for helping youth move from silence to self-expression, without requiring perfection, performance pressure, or compliance-based systems.

OBJECTIVES:

- » Implement the P.O.W.E.R. framework to increase trauma-informed engagement in classrooms or counseling settings.
- » Facilitate embodied communication exercises to help youth safely process and express difficult emotions.
- » Identify strategies for helping students "'do it scared'" and reclaim their voice in the face of fear or disconnection."

STICK AROUND! WE GOT YOUR LUNCH!

Head to the gym to enjoy valuable resources, self-care opportunities and of course, vital nourishment.

LUNCH BREAK



An Attachment-Based EMDR Approach for Helping Hurt Kids and Families

DEBRA WESSELMANN, MS, LIMHP

Licensed Independent Mental Health Practitioner,
The Attachment and Trauma Center of Nebraska



1.25 CE Hours

CONTENT LEVEL

Intermediate

INTENDED AUDIENCE

Case Workers

Social Workers

Clinicians

Therapists

Counselors

The presentation will outline the ways in which behavioral challenges, dissociation, avoidance, and developmental deficits can present obstacles to effective treatment in the therapy office for children and teens impacted by attachment trauma. The presentation provides an overview of the steps of the EMDR Integrative Attachment Trauma Protocol for Children (IATP-C). Participants will learn of a case series study here and in the Netherlands as well as single case studies here and in New Zealand that have shown promising results for the IATP-C approach.

Participants will gain understanding of the 3 stages of the IATP-C model: Stage 1) parent psychoeducation and case conceptualization; Stage 2) EMDR and family therapy activities with kids and parents to build trust, calm dysregulation, and build good feelings; and Stage 3) EMDR modifications for gentle processing of triggers and traumas, including therapeutic stories, parent interactional interweaves, EMDR “piecework,” and engaging parents for stabilizing dissociation. The presentation will demonstrate the importance of play and a playful demeanor to minimize defenses and engage children, teens and their caregivers during all phases of the treatment. Additionally, participants will come to understand how EMDR modifications can safely assist children and teens who are highly dissociative, neurodivergent, or impacted by prenatal substance exposure through trauma treatment.

OBJECTIVES:

- » Summarize the obstacles to recovery from trauma encountered in the treatment of children affected by attachment trauma.
- » Describe 3 stages of the EMDR and family therapy integrative model for treating children with externalizing and internalizing symptoms related to attachment trauma.
- » Describe two EMDR resource development activities with children/teens to enhance trust with caregivers.

Building Bridges Through Virtues

ELLE HOUSE, MPA, MHA

Academic Services Director, Bella Ease



1.25 CE Hours

CONTENT LEVEL

Introductory

INTENDED AUDIENCE

Educators

Non-Profit Leadership

School Administrators

School Social Workers

School Counselors

Case Workers

Social Workers

Community Leaders

Kids will be kids and adults will be adults which means we all have something in common - we're all human no matter what part of the age spectrum we each fall on. The difference is that we are at different phases in life and our kids' brains do not currently function at the same level as ours. When behavior challenges occur, or relational ruptures happen we have to revisit the skills we so deeply want our kids to use such as taking accountability, showing empathy and forward thinking and when a problem or issue comes up it should be addressed when there is still the opportunity to repair the damage that was created as a way to prevent any further issues (Buckwalter & Reed, 2018). We can do this is by using connective resources, such as virtues.

This interactive workshop will allow participants the opportunity to practice utilizing the virtues of Empathy, Patience, Humility, Responsibility, Compassion, Forgiveness/Reconciliation, Leadership, Presence/Attunement, Equity, and Hope/Belief in Growth through case study scenarios and small break out discussions. As a result, participants will be able to integrate different ways of applying virtues in supportive and restorative settings that foster growth, empowerment, and advocacy in students and guardians.

Through guided examples and discussion participants will also build on their own virtuous mindset allowing them to become advocates within the educational setting, build confidence in empowering clients, allow space for mistakes, make space for humanity and power of acceptance of personal stories, and recognize students', and guardian's, behaviors as expressions of their feelings rather than simply misconduct.

OBJECTIVES:

- » Utilize connective strategies to support students and guardians.
- » Incorporate connective resources within the classroom.
- » Foster connectivity with families within the learning experience.



Support for Caregivers of Children and Adolescents with Unique Mental Health Needs

KATIE DOUGLAS, LCPC, BCBA

Licensed Clinical Professional Counselor



1.25 CE Hours

CONTENT LEVEL

Introductory

INTENDED AUDIENCE

Case Workers
Social Workers
Clinicians
Therapists
Counselors
Educators
School Workers

This session will be focused on how the diverse needs of children and adolescents with mental health disabilities impact caregivers. During the session, attendees will explore theories of mental health, coping skills for children, adolescents, and adults, as well as areas of opportunity. Use of lecture and individual reflection will be utilized during this session. With the knowledge that adult regulation is vital when working with children and adolescents, this session will also discuss practical strategies caregivers can use to support their child's mental health while maintaining their own well-being.

Ms. Douglas will also discuss practical strategies caregivers can use to support their child's mental health while maintaining their own well-being.

OBJECTIVES:

- » Identify three ways child and adolescent mental health disabilities can impact caregivers.
- » Explain why adult regulation is vital when working with children and young people impacted by mental health disabilities.
- » Describe two strategies adults can utilize to maintain their own well-being.



CHANCE TO WIN

! CHAD IS HIDING! FIND HIM AND WIN A FREE CHAD THE COUGAR BOOK!

- *Once he is found please turn him in at the registration table to a Chaddock Staff Member.*

The Hunger for Connection: A Practical, Body-Based Approach to Trauma and Attachment Needs

CHEF JIM “KIBBY” KUEBLER
Owner/CEO Cookin’ with Kibby



2 CE Hours

CONTENT LEVEL

Introductory

INTENDED AUDIENCE

- Educators
- Non-Profit Leadership
- School Administrators
- School Social Workers
- School Counselors
- Case Workers
- Social Workers
- Community Leaders

Hunger is one of the most powerful forces on Earth – for better and for worse. The same force that keeps us alive and weaves our lives together can also isolate and divide us. This could not be more true for children from hard places and their caregivers. Young people with histories of trauma and attachment needs often present attitudes and behaviors that not only push away attempts at compassion but create secondary trauma in those making the attempts to love them.

Chef Kibby (host of the Hunger for Connection Podcast) combines relational neuroscience, the study of our relationship with food, and heart-felt glimpses into his personal journey as a caregiver to bring new insights into how a broader perspective of hunger can equip you to help families better understand the social, emotional, mental, and behavioral challenges faced by disconnected youth and how to use the food they serve to feed not only their bodies but also their hunger for connection.

OBJECTIVES:

- » Redefine hunger in terms of relationship.
- » Reimagine the activity of the nervous system as a hunger for connection.
- » Use feeding as a vehicle for building connection.

YOUR TIRF CONFERENCE CHECKLIST !

Fill out your surveys, get your conference shirt, and be ready for Day 2.

DAY 1 WRAP UP



Thank You

TO OUR SPONSORS WHO SUPPORTED US THIS YEAR!



OUR KEYNOTE PRESENTATIONS ARE KINDLY SPONSORED BY:



MIYO Health

Make It Your Own

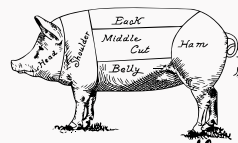
MIYO Health is an Illinois based company founded in 2019. MIYO focuses on providing Mental Health services and Technology solutions to K-12 School Districts and Community Behavioral Centers. MIYO's solutions center on Early Intervention, Easy access to Therapy and Measurement Based Care.

Special thanks to



**GRAND CANYON
UNIVERSITY**

FOR PROVIDING OUR DRINKS AND SNACKS



8te
Open
A southern kitchen

FOR PROVIDING THE DELICIOUS LUNCH FOR US!

BE SURE TO CHECK OUT OUR EXHIBITORS & SELF CARE OPPORTUNITIES

Debra Wesselmann Books and Training

Tracy Family Foundation

National Alliance on Mental Illness
(NAMI) West Central Illinois

Department of Children
& Family Services

Grand Canyon University

Nutrition HQ Quincy

Delta Kappa Gamma Illinois:
Leading Women Educators

Chef Kibby

MIYO Health

Chaddock Attachment
& Trauma Services

Dana Lake - Hot Stone Therapy

Take a moment to melt away muscle stress and pain with hot stone massage therapy using Basalt Stones.

Summit Spa and Salon - Chair Massages

Fully clothed, you will lean forward in a special massage chair. Feel the tension leave your body in minutes, and be on your way feeling refreshed.

Jennifer Stajduhar - Therapeutic Art Activity

Join us in this creative space to hand-craft a custom beaded lanyard piece as a tangible reflection of the strength, intention, and unique narratives we weave into our professional practice.

Chaddock Team - Healing Touch Therapy

This gentle, energy-based, non-invasive, and complementary therapy uses light or near-body touch to balance the body's energy system. It aims to reduce stress, pain, anxiety, and depression, while accelerating the body's natural healing process.

Trauma, Attachment, and the Nervous System: Lessons for Healing in a Fractured Time

STEPHEN HANMER D'ELÍA, LCSW, JD
Therapist, Social Worker, Consultant



1.25 CE Hours

CONTENT LEVEL
Intermediate

INTENDED AUDIENCE
Early Childhood Professionals
Special Education Staff
Mental Health Professionals
Case Workers
Community Leaders
Non-Profit Leaders
School Administrators
Educators

At every scale of human life - from the intimacy of a family to the breadth of a nation - relationships shape what is possible. Trauma is not only an individual experience; it reverberates outward, weaving itself into communities, institutions, and cultural norms. Just as attachment patterns leave lasting imprints on our bodies, collective histories of rupture and repair leave imprints on the systems that hold us. This session explores how the patterns of trauma and attachment that shape our bodies also shape our institutions and communities - and how healing, at every scale, begins with co-regulation, presence, and care. Drawing on over 25 years of work in therapy, child welfare, humanitarian aid, and policy, this session invites participants to see the nervous system as one of the most honest maps we have for understanding our collective moment. In the therapy room, we learn how the body registers both safety and threat: how trauma can pull us into fight, flight, or freeze; how trust is built not by words alone but through presence, attunement, and co-regulation. These same dynamics are visible in the wider systems we live within. America itself functions, in many ways, like an attachment figure, capable of offering protection and possibility, but also marked by betrayal, neglect, and rupture. At a moment of profound fragmentation, the question is how we move forward in ways that do not replicate harm. The session unfolds through three interwoven movements that echo the conference's themes of Relate, Restore, Rebuild. Through stories, clinical insights, and systemic reflections, this session offers both a lens and a call: to see how trauma and attachment shape us at every scale, and to take up the work of healing in ways that are embodied, relational, and durable.

OBJECTIVES:

- » Identify how patterns of trauma and attachment shape both individual nervous systems and larger systems, including schools, agencies, and communities.
- » Explain how co-regulation, presence, and accountability support healing and resilience across clinical, educational, organizational, and community contexts.
- » Apply the lens of Relate, Restore, Rebuild to their professional practice by naming at least one concrete way to strengthen connection, sustain self-care, and support systemic repair.
- » Describe how the nervous system registers collapse and how "secure-enough" relationships and environments foster safety and trust.
- » Reflect on their own role in cultivating spaces of care and commit to one practice that promotes relational safety in their work.

BREAK

! **30 MIN. BRAIN BREAK TIME!**

- *Move your body, grab a snack, and share your favorite moment from the conference so far.*

Seeing the World Through a Different Lens (T.R.A.U.M.A)

SHANNON ESTRIN, M.ED.

Mental Health Clinician, Behavioral Health Coach, Trauma-Informed Trainer, Autism Specialist



1.25 CE Hours

CONTENT LEVEL

Intermediate

INTENDED AUDIENCE

Early Childhood Professionals

Educators

Special Education Staff

Mental Health Professionals

Case Workers

Community Leaders

Non-Profit Leaders

School Administrators

“Seeing the World Through a Different Lens” is a two-part, trauma-informed professional development series designed for educators, school staff, and community leaders who work closely with children and youth. The program equips adults with the knowledge, skills, and self-awareness needed to recognize trauma’s impact—both in students and in themselves—while fostering resilience, empathy, and supportive learning environments.

Educators and caregivers often work with students who have experienced challenging or distressing life events such as loss, family separation, violence, poverty, or sudden change. These experiences can leave lasting emotional effects that influence behavior, learning, and relationships. Adults in these roles also face the risk of secondary trauma and burnout, which can affect their own well-being and effectiveness.

This series addresses both realities, providing practical strategies for creating emotionally safe spaces for students and sustainable wellness practices for adults.

OBJECTIVES:

- » Identify techniques to help children recognize emotions and build emotional safety.
- » Describe methods for fostering empathy and perspective-taking through trauma-sensitive activities.
- » Apply core trauma-informed principles to support children’s resilience in school, counseling, or community settings.

Brain Mapping for Positive Developmental, Educational & Therapeutic Experiences

DAVID PAXTON, LISW-S

Chief Learning Officer, The Village Network



1.25 CE Hours

CONTENT LEVEL

Intermediate

INTENDED AUDIENCE

Case Workers

Social Workers

Clinicians

Therapists

Counselors

This presentation will explore the impact of adverse experiences on the developing child's brain through the framework of the Neurosequential Model of Therapeutics (NMT). With the NMT Metric, clinicians, teachers and care givers can get a snapshot of the child's functioning brain and identify interventions that will support healthier development and attachment.

The development of a child is profoundly influenced by experience. Experiences shape the organization of the brain which, in turn, influences emotional, social, cognitive and physiological activities. Insights into this process come from understanding brain development. Based on a neurosequential understanding of brain development, the Neurosequential Model (NM) is a developmentally sensitive, neurobiologically-informed approach to clinical work, education, and caregiving.

This training will explore the impact of trauma on children's developing brains and how foster parents, clinicians, teachers and caregivers can use the Neurosequential Model as a lens for assessing trauma and implementing developmentally sensitive strategies for support and healing. The presentation will use actual cases to walk participants through the creation of the NM Metric (brain map) and corresponding recommendations. The NMT utilizes a "brain map" as a visual tool to assess and understand an individual's current brain function, particularly in the context of developmental trauma. This "map" is not a diagnostic scan, but rather a representation of how past experiences have impacted different brain areas, guiding the development of a personalized treatment plan.

OBJECTIVES:

- » Describe the hierarchical structure of the brain.
- » Recognize the impact of developmental trauma.
- » Recognize an over sensitized intimacy barrier in a youth.

Finding Peace Together: Using Attachment-Focused Tools to Heal Couples in Crisis

TROY LOVE, LCSW

Owner, Clinical Social Worker, Speaker, Finding Peace Consulting



1.25 CE Hours

CONTENT LEVEL
Intermediate

INTENDED AUDIENCE

Mental Health Professionals
Educators
Community Leaders,
Non-Profit Leaders
Other Child Serving
Professionals

When couples are stuck in patterns of conflict, emotional distance, or defensiveness, the root cause is often unhealed attachment wounds rather than surface-level communication problems. This workshop introduces participants to the Finding Peace framework, a trauma-informed, attachment-centered approach for transforming relationship breakdowns into opportunities for healing and connection. Through an experiential format, attendees will explore how to identify and address the Six Attachment Wounds and the Shadows of Shame, and how these shape relational triggers and defensive behaviors. The session will also introduce the Three Questions of Peace and Attunement Cards, providing a practical roadmap for guiding couples out of reactive patterns and toward meaningful repair.

Blending emotional attunement, narrative healing, and evidence-based trauma practices, this approach equips professionals to help couples not only resolve conflict but also deepen intimacy and mutual understanding. While the primary focus is couples' therapy, the principles apply to a variety of close relationships, making the content valuable for therapists, educators, social workers, and community leaders. By the end of the workshop, participants will have a toolkit of concrete strategies to:

- Recognize how attachment wounds manifest in relationships
- Create safety that allows vulnerability and authentic connection
- Support clients in repairing ruptures and building stronger, more secure bonds

OBJECTIVES:

- » Identify how Attachment Wounds and Shame Shadows impact relational dynamics and triggers in couples and families.
- » Use the "Three Questions of Peace" to increase emotional attunement and connection between partners.
- » Apply trauma-informed, attachment-centered interventions to guide clients toward repairing ruptures and strengthening secure bonds.

From Crisis to Collective Care: A 5-Step Framework for School-Based Crisis Response and Educator Empowerment

LIESL FRESSOLA, M.ED.

Teachers Unify Crisis Intervention and Support Team Founding Member



1.25 CE Hours

CONTENT LEVEL

Intermediate

INTENDED AUDIENCE

Special Education Staff

Mental Health Professionals

Case Workers

Community Leaders

Non-Profit Leaders

School Administrators

Educators

UPDATED SESSION DESCRIPTION:

When schools experience crises, the ripple effects touch students, staff, families, and entire communities. Helping professionals are often called upon to lead or support crisis teams, yet too often the weight of response is carried alone, leaving practitioners depleted and systems unchanged. This experiential workshop introduces a 5-Step systemic method for crisis assessment, intervention, and postvention in schools. Participants will engage in practical, team-oriented exercises that model how to respond to trauma while sustaining wellness and resilience.

Beyond skills and strategies, this session also invites attendees to see themselves as part of a growing national movement of educators raising their voices to prevent gun violence and promote equity. We will discuss the work of Teachers Unify to End Gun Violence, current data on the crisis facing schools, and concrete opportunities for helping professionals to lead, not only in supporting students and colleagues during crises, but also in advocating for systemic change in their districts, communities, and at the ballot box. Together, we will explore how to integrate professional skills with personal authenticity, moving from “me to we.” Participants will leave with practical tools, case-based strategies, advocacy resources, and a renewed sense of empowerment to protect student and educator well-being while contributing to collective healing and change.

LUNCH BREAK

A BOXED LUNCH WILL BE PROVIDED FOR YOU!

We fuel the learning, you fuel up with something delicious!

THANKS FOR CHECKING OUT OUR HOMETOWN OF QUINCY!

HERE ARE SOME OF OUR FAVORITE LOCAL SPOTS

KELLY'S TAVERN

THE ABBEY

RIVERSIDE SMOKEHOUSE

THE PATIO RESTAURANT & LOUNGE

THE RANGE AT KC

FATBACKS BBQ

MI JALAPENO MEXICAN RESTAURANT

CASA LEON MEXICAN RESTAURANT

EL RANCHERITO

TOWER OF PIZZA

GEM CITY PIZZERIA & MEXICAN

CHICK'S ON THE RIVER

PLATT DADDY BBQ

VILLAGE INN

TIRAMISU

MAESTRO'S

QDOBA

8TE OPEN

CARTER'S COFFEE BAR
(BROADWAY ST & MAINE ST LOCATION)

BAILEY'S COFFEE HOUSE

WINK'S DRINKS

THE MERCANTILE SWEETS & GOODS

ELECTRIC FOUNTAIN BREWING
COFFEE BAR

STARBUCK'S COFFEE

DUNKIN' DONUTS

CALFTOWN CAFE

KRAZY CAKE'S CAFE

HEBREWS XI COFFEE

CC'S COFFEE BAR

THE POUR HAUS

ROOST COFFEE CO

DTAP® Concepts Made Easy: Teaching Caregivers How To Support Their Child

CAELAN SOMA, PSYD, LMSW
Clinical Psychologist



1.25 CE Hours

CONTENT LEVEL
Intermediate

INTENDED AUDIENCE
Mental Health Professionals
Social Workers
Clinicians
Therapists
Counselors

In this workshop, participants will learn how to teach caregivers effective interaction techniques using DTAP® concepts. Practical ways to discuss children from a developmental perspective with caregivers, along with strategies aligned with functioning, will be shared. As practitioners, we know caring for children is both rewarding and challenging. Caregivers often struggle with difficulties meeting a child's developmental needs, managing behavior, a lack of knowledge or skills related to parenting neurodiverse children, family stress, and adverse experiences. For each component of the DTAP® model, concepts related to the back brain, midbrain, and cortex will be presented. Concepts, such as felt safety, window of tolerance, balancing structure and nurture, natural and logical consequences, are each supported by lessons for practitioners to use with parents and caregivers. Lessons include a script for teaching, an activity, a case example, tips and tools, and more!

OBJECTIVES:

- » Identify specific examples of providing an experience of felt safety for their child.
- » Identify the three main components of the window of tolerance.
- » Describe the concept "sitting in the yuck".

Understanding Big Behaviors: Brain-Based Strategies for Emotional Regulation and Learning Across Home, School, and Care Systems

CHAKA BATLEY, DNP, FPA-APRN, PMHNP-BC, CRHCP, MBA
Psychiatric Mental Health Nurse Practitioner



1.25 CE Hours

CONTENT LEVEL
Intermediate

INTENDED AUDIENCE
Teachers
Special Education Staff
School Social Workers
Counselors
School Administrators

This session is designed for educators, clinicians, social workers, and child-and family-serving professionals who support children with significant emotional and behavioral challenges related to trauma and chronic stress. Using a brain-based, trauma-informed framework, the presentation will explore how emotional dysregulation and conditions such as Disruptive Mood Dysregulation Disorder (DMDD) affect behavior, learning, and relationships across home, school, and treatment settings.

From a medical perspective, participants will gain an understanding of how neurobiological factors influence regulation and why behavioral strategies alone may be insufficient for some children. The session will address the role of medication as one component of care—supporting brain regulation and capacity for learning—while emphasizing that medication is not a standalone solution. Effective outcomes depend on coordinated behavioral supports, relational safety, and consistent responses across systems.

The presentation will translate neuroscience into practical strategies for educators and care providers, helping participants recognize dysregulation rather than defiance, reduce escalation, and respond in ways that promote emotional regulation, engagement, and learning. Through real-world examples, the session will highlight collaborative approaches between families, schools, and healthcare providers that improve consistency, communication, and long-term outcomes for children with complex needs.

Participants will leave with a shared framework for understanding “big behaviors,” practical tools that can be applied across settings, and a clearer understanding of how medical, behavioral, and relational supports work together to support healing and learning.

OBJECTIVES:

- » Explain how emotional regulation and associated disorders affect learning, behavior and relationships across various settings.
- » Examine the role of medication when caring for, and responding to, children and youth with significant emotional and behavioral challenges.
- » Use practical strategies to assist them in reframing behavior using brain-based and trauma-informed language.

Integrating Evidence-Based Psychology and Neuroscience into Trauma-Informed Care

SARA AGUILA CEREB, LMSW, LCSW CANDIDATE, PHD CANDIDATE

Clinical Social Worker and Biomedical Researcher/Scientist, Touro University & Virginia Commonwealth University Medical Center



1.25 CE Hours

CONTENT LEVEL

Intermediate

INTENDED AUDIENCE

School Social Workers

Counselors

Case Workers

Social Workers

Clinicians

Community Leaders

Non-Profit Leaders

The session will span the neuroscience behind trauma, and the physical effects this has on the brain and neurons (both short-term and long-term). Chronic stress and trauma can lead to biological processes in the brain and body. While some stress is beneficial and is a normal occurring hormone reaction in the body, high levels of cortisol and epinephrine which are linked to trauma often contribute to long-term mental and physical consequences. When patients and clinicians are aware of the actual science behind these mechanisms, they know that these experiences are real and based in facts.

Integration of neurotechnology and neurofeedback empowers patients with the knowledge of the processes in the brain, and this is a validating experience for them to realize that their emotions and experiences are real. Mental health is a very personalized experience, with patients experiencing different reactions to stressful situations and having different coping skills that work for them. When patients and clinicians learn their own emotional regulation strategies which are based in science, they feel more in control and resilient to deal with their trauma and stress symptoms.

OBJECTIVES:

- » Explain 3 neurobiological processes of the brain during trauma
- » Identify 5 long-term physical consequences of stress
- » Identify 3 neurotechnology innovations and their efficacy in clinical trials involving patients and healthy adults.

SESSION UNAVAILABLE

Resilience Reframed: Healing Minds, Restoring Identity, and Rewriting the Future

JANA' CARTER, CERTIFIED MENTAL HEALTH SPECIALIST
Program Director/ Motivational Speaker



1.25 CE Hours

CONTENT LEVEL
Intermediate

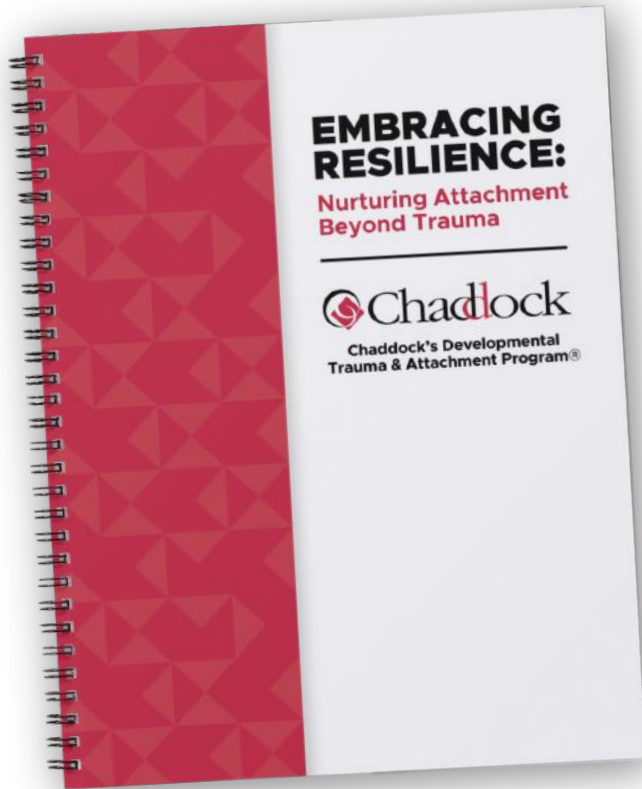
INTENDED AUDIENCE
Early Childhood Professionals
Educators
Caseworkers
Social Workers
Counselors
Clinicians
Administrators

In this dynamic, trauma-informed presentation, C. Jana' Carter examines the powerful intersection between trauma, identity, and resilient healing. Participants will explore how early and chronic adversity shapes beliefs, emotional responses, and behavioral patterns and how providers and communities can support survivors in reclaiming control of their narratives. Through real-world examples, motivational insight, and practical, strengths-based tools, this session will demonstrate how individuals can: Heal without reliving their trauma Build emotional boundaries with confidence and safety Access resilience as a lived experience rather than a survival skill Attendees will leave with actionable strategies that support empowerment, reduce re-traumatization, and promote authentic recovery shifting clients from “trying to survive what happened” to embracing who they were meant to become.

OBJECTIVES:

- » Reframe behavior with a trauma-informed lens
- » Understand how identity, safety, and community nurture resilience
- » Utilize practical tools for emotional regulation and safe coping
- » Use strength-based communication that honors lived experience
- » Integrate healing without forcing painful disclosure

EXPAND YOUR IMPACT WITH THIS RESEARCH-INFORMED TRAINING



GET CERTIFIED!

Chaddock is proud to launch its Developmental Trauma and Attachment Program (DTAP®) Certification Program, an exclusive opportunity designed for professionals who want to make a greater impact in the lives of children and families.

This program is based on Chaddock's comprehensive DTAP® Manual, *Embracing Resilience: Nurturing Attachment Beyond Trauma*. We're seeking professionals who want to experience this advanced training.



JOIN THE 2026 COHORT

Applications are open **NOW** through **MARCH 30th**

This exclusive opportunity includes:



**2 Virtual
Training Days**



**2 In-person
Training Days**



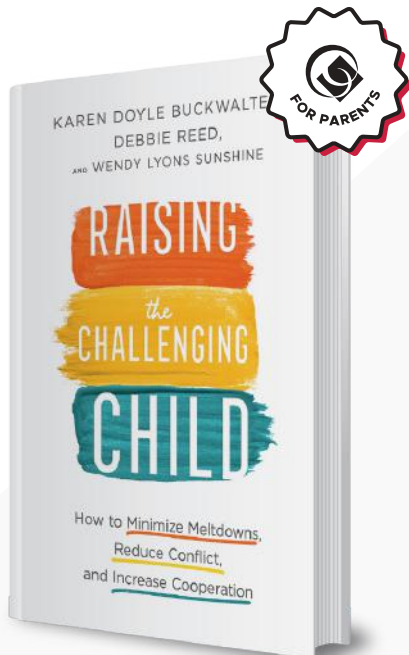
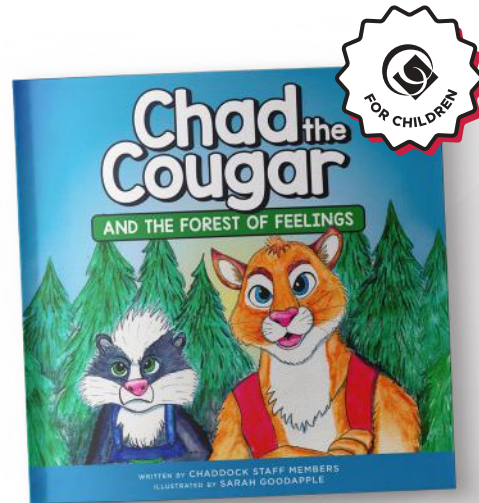
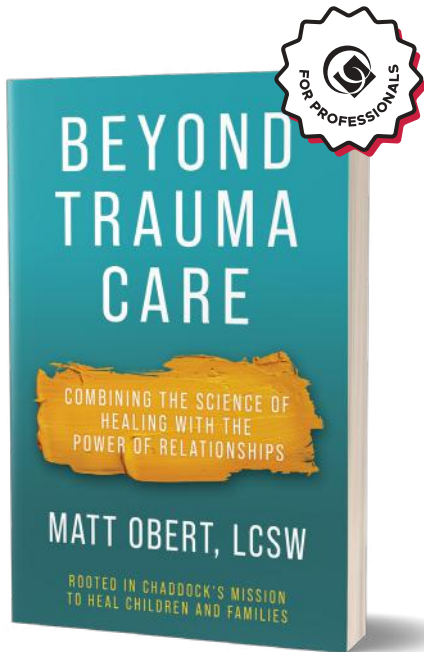
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Visit www.chaddock.org/dtap-certification to apply!

Chaddock *Books*



Resources for professionals, parents, and kids alike, each publication offers insight, practical tools, and hope for healing.

visit [Chaddock.org/Books](https://www.chaddock.org/Books)

COURSE COMPLETION & CONTINUING EDUCATION INFORMATION:

Participants must attend each session for the entire session to receive credit. Partial credit will not be issued. Participants will need to also complete the digital self-attestation and evaluation for each keynote and breakout session attended and must also complete the overall conference evaluation to earn CE credit. Certificates of credit will be emailed within 30 business days of completion.

CE credit is offered for social workers and counselors only.

Participants from other disciplines are welcome and may request a certificate of attendance for their records.

SOCIAL WORKERS

Chaddock Attachment and Trauma Services, #1825, formerly The Knowledge Center at Chaddock, is approved as an ACE provider to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Regulatory boards are the final authority on courses accepted for continuing education credit. ACE provider approval period: 07/28/2023 – 07/28/2026. Social workers participating in this conference can receive up to 8.5 continuing education credits.

All sessions are offered for ACE credit.

COUNSELORS

Chaddock Attachment and Trauma Services has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 7252. Programs that do not qualify for NBCC credit are clearly identified. Chaddock Attachment and Trauma Services is solely responsible for all aspects of the programs.

Up to 8.5 CE credit hours are available for this conference for Professional Counselors.

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.

BIBLIOGRAPHY - Available for each session upon request.

FOR QUESTIONS, CONCERNS OR TO REQUEST SPECIAL ACCOMMODATIONS

Chaddock Trauma & Attachment Services | 205 S. 24th Street, Quincy, IL 62301
217-222-0034 | kgreen@chaddock.org | www.chaddock.org

Chaddock Attachment and Trauma Services will respond to grievances in a reasonable, ethical and timely manner. Grievances may be submitted by course participants to kgreen@chaddock.org. For our complete Grievance procedure email kgreen@chaddock.org.

REFUNDS AND CANCELLATIONS

For a full refund, cancellations must be received 30 business days prior to the start date of the training. Cancellations received 14 business days prior to the start date of the training are entitled to a 50% refund. Cancellations received less than 7 business days prior to the start date are not entitled to a refund. If a training/event is canceled by Chaddock Attachment and Trauma Services, a full refund will be provided.

We reserve the right to cancel any training course, virtual or live, for any reason. We reserve the right to cancel any training course, virtual or live, for any reason. Notice will be provided with the option to reschedule for a future course date if available or to receive a full refund of registration fees if Chaddock Attachment and Trauma Services cancels a training program. Chaddock Attachment and Trauma Services is not responsible for any expenses (including travel) incurred by registrants if a training program is canceled or you are otherwise unable to attend.

To request a cancellation contact Kelly Green, Data & Outcomes Manager, Chaddock Attachment and Trauma Services, 205 S. 24th St, Quincy, IL 62301; email: kgreen@chaddock.org; phone: 217-222-0034 ext. 477.

