



## **The Power of Deep Listening to Heal, Connect and Transform: Insights from DDP and Beyond**

9.5.19

### **Monday, September 9, 2019, Preconference Workshops (choose one)**

#### **Healing relational trauma through Dyadic Developmental Psychotherapy: An Introduction to DDP, Dan Hughes**

8:30 am – 4:30 pm

#### **Workshop Outline:**

1. Trust and Mistrust: Attachment and Developmental Trauma
2. Principles of DDP: Intersubjectivity, Conversations, and Stories along with PACE
3. Interventions of DDP: Holding Safety while resolving trauma and co-creating new narratives within attachment-based individual and family therapy
4. Attachment-based principles and Interventions for providing care

#### **Educational Objectives:**

Upon the completion of this live presentation, participants will be able to:

1. Describe the effects of developmental trauma and attachment disorganization.
2. Discuss the developmental effects of a secure attachment
3. Identify the basic principles of Dyadic Developmental Psychotherapy
4. Recognize the basic interventions of Dyadic Developmental Psychotherapy
5. Explain the basic principles of caregiving for developing attachment

#### **References:**

- Baylin, J. & Hughes, D. (2016). The Neurobiology of attachment-focused therapy. New York: W.W.Norton.
- Golding, K. & Hughes, D. (2012). Creating Loving Attachments. London: Jessica Kingsley.
- Hughes, D. & Baylin, J. (2012). Brain-based parenting: the neuroscience of caregiving for healthy attachment. New York: W.W.Norton.
- Hughes, D. (2017). Building the bonds of attachment 3rd Ed. Northvale, NJ: Jason Aronson.
- Hughes, D., Golding, K, & Hudson, J. (2019) Healing relational trauma with attachment-focused interventions: Dyadic Developmental Psychotherapy with children and families. New York: W.W.Norton.

#### **Engaging the Rhythm of Regulation: A Polyvagal Theory Guide to Safety and Connection, Deb Dana**

8:30 am – 4:30 pm

The autonomic nervous system is at the heart of daily living, powerfully shaping our experiences of safety and influencing our capacity for connection. How we move through the world—turning

toward, backing away, sometimes connecting and other times isolating—is guided by this system. When we learn to listen to the story the autonomic nervous system is telling, we can begin the journey to reshape the system and rewrite the trauma stories that are carried in our autonomic pathways.

### Educational Objectives:

*Participants will be able to:*

1. describe the autonomic hierarchy
2. describe the function of the vagal brake
3. explain the process of neuroception
4. explain the autonomic need for co-regulation
5. summarize common body responses, behaviors, and beliefs for each autonomic state

### References:

- Dana, D. (2018). *The polyvagal theory in therapy: Engaging the rhythm of regulation*. New York: W.W. Norton.
- Geller, S.M. & Porges, S. W. (2014). Therapeutic presence: Neurophysiological mechanisms mediating feeling safe in therapeutic relationships. *Journal of Psychotherapy Integration*. 24(3), 178-192. <http://dx.doi.org/10.1037/a0037511>
- Kok, B.E., Coffey, K.A., Cohn, M.A., Catalino, L.I., Vacharkulksemsuk, T., Algoe, S.B., ... Fredrickson, B.L. (2013). How positive emotions build physical health: Perceived positive social connections account for the upward spiral between positive emotions and vagal tone. *Psychological Science*. 24(7),1123-32. doi:10.1177/0956797612470827
- Porges, S.W. (2015). Making the world safe for our children: Down-regulating defence and up- regulating social engagement to ‘optimise’ the human experience. *Children Australia*. 00(00), 1-9. doi:10.1017/cha.2015.12
- Porges, S.W. (2015). Play as a neural exercise: Insights from the polyvagal theory. In: D. Pearce- McCall (Ed.) *The Power of Play for Mind Brain Health*, 3-7. Available from: [http:// mindgains.org/](http://mindgains.org/)

**The Song and Story in Your Heart and Mine**, Caryn Mirriam-Goldberg and Kelley Hunt  
8:30 am – 4:30 pm

Come explore how unearthing more of our innate voice -- in writing and in song -- can help us better listen to our life’s most vital lessons, daring challenges, and truest work. Through innovative and welcoming writing and singing prompts (no one will be asked to sing alone), we’ll explore both what we’re hearing in our own stories and how to better tune into and better witness the stories of others, including our community, friends, clients and colleagues. We’ll also investigate and experience the power of writing our truths and singing together as pathways to greater self-care and community-building. All who want to write or sing -- regardless of experience -- are welcome! (please bring a journal or pad and something to write with).

### Schedule for "The Song and Story in Your Heart and Mine"

- 8:00-8:30 am Registration
- 8:30- 10:00 Session 1 -- Welcome, introductions, and writing processes and prompts to help unlock our guiding stories and free our voice to write some of those stories.

- 10:00-10:30 Break
- 10:30-12:00 Session 2 -- Singing together to empower our individual and collective voices in singing, recovering more of ourselves, and connecting us to our innate power
- 12:00-1:00 Lunch
- 1:00-2:30 Session 3 -- Writing prompts to further discover how we can access language and our original voice in writing for what we have to say to ourselves and others.
- 2:30-3:00 Break
- 3:00-4:30 Session 4 -- Singing together to further strengthen our individual and collective voices.

### Objectives:

Participants will learn about the following:

1. Practices, processes, and techniques for accessing our truest stories through writing;
2. Singing techniques and approaches for singing in community;
3. Experiential narrative therapy and transformative language arts approaches for re-visioning some of the stories that reinforce identities and habits that no longer serve us;
4. The confluence of writing and singing as a pathway to help us better recover our innate abilities to use language and voice for health and well-being; and
5. Writing and singing approaches and practices that can be applied to various populations and communities for community-building, health and well-being, and creative enrichment.

### References:

- Caryn Mirriam-Goldberg, Ph.D is the author of 23 books, including, most recently, *Miriam's Well*, a novel; *Following the Curve* and *Chasing Weather* (with photographer Stephen Locke), collections of poetry; and *Everyday Magic* (creative non-fiction).
- Kelley Hunt has released six critically-acclaimed CDs of her music, most recently including *The Beautiful Bones*, *Gravity Loves You*, and *Mercy*.
- Good resources that pertain to singing / health benefits / children
  - <https://www.singupfoundation.org/> -
  - *The Ultimate Guide To Singing* by Greg Barker and Kathy Alexander
  - *The Vocal Athlete* by Wendy D. Leborgne & Marci Rosenberg
- Songwriting / writing resources
  - *The Artist's Way* by Julia Cameron
  - *Tunesmith: Inside the Art of Songwriting* by Jimmy Webb
  - *Songwriters on Songwriting: Revised and Expanded* by Paul Zollo

**A Day in the Life: Residential DDP Treatment from Breakfast to Bedtime**, Brandon Mock and Kelly English  
8:30 am – 4:30 pm

This onsite workshop within KidsTLC's residential Phoenix Program will offer participants the unique opportunity to walk through a "day in the life" of our program through first-hand experience of the children, parents, and staff. Participants will also learn how our DDP culture

drives leadership, program design, education, direct care, therapeutic programming, and emotional & physical containment.

### Workshop Outline for Residential Program Design:

How and why we designed a program that promotes a culture of PACE to help children and families heal from the effects of developmental trauma.

1. Program description
  - a. The Phoenix Residential Program at KidsTLC provides treatment to children ages 6-18 and their families. The majority of these children have experienced developmental trauma and have learned to mistrust caregivers. From this deep sense of mistrust the children resort to destructive behaviors that are at a level of severity that they cannot benefit from community-based services.
  - b. The Phoenix program promotes a culture of Playfulness, Acceptance, Curiosity, and Empathy (PACE). The PACE attitude is promoted by the therapy approach, Dyadic Developmental Psychotherapy (DDP) developed by Daniel Hughes, PhD., helps treat the effects of developmental trauma and teaches children how to feel safe, receive care, reduce shame, form healthy relationships, and self-regulate so that they can engage in community-based services.
2. Program Design
  - a. The Phoenix Program has relationships at its heart and is designed to model relational dynamics of a healthy family and community.
  - b. Every part of the program is intentionally designed to prioritize “connection before correction.”
  - c. KidsTLC has written a “Constitution” that outlines guiding principles for how children and families not only heal from the effects of developmental trauma but how they can thrive when engaged in meaningful relationships.
3. KidsTLC CARES Parent Program
  - a. Because we believe that healing happens within trusting relationships, KidsTLC has developed unique ways to engage parents so that they can continue to help their children trust their parenting after they leave the program.

### Educational Objectives:

Upon the completion of this live presentation, physicians (and other participants) will be able to:

1. Identify aspects of residential program design.
2. Describe experiences related to KidsTLC’s residential culture.
3. List practical ideas for implementing DDP principles in a residential setting.
4. Explain how physical safety intervention and “proximal safety containment” are utilized.
5. Discuss how DDP culture drives leadership, program design, education, direct care, therapeutic programming, and physical containment.

### References:

- Baylin, J., & Hughes, D. A. (2016). *The Neurobiology of Attachment-Focused Therapy*. WW Norton & Company.
- Hughes, Daniel. (2011). *Attachment-Focused Family Therapy Workbook*. New York: WW Norton & Company.



## **Tuesday, Sept. 10, 2019, Conference Day 1**

**To Fully Listen is to Fully Respond to the Other: Moment to Moment**, Dan Hughes  
8:45 – 9:45 am

### Session Outline:

1. Reciprocal Conversations involving the nonverbal synchronization of our minds and bodies
2. Fully Listening leads to being invited into the minds and hearts of the other
3. Fully Listening enables the minds and hearts of the other to affect us deeply—and so affect the other deeply

### Educational Objectives:

Upon the completion of this live presentation, participants will be able to:

1. Discuss the crucial importance of synchronized nonverbal communications for developing trust and understanding
2. Report how developing trust leads to the co-creation of unique new meanings
3. Explain how fully listening leads to the development of resilience and hope

### References:

- Baylin, J. & Hughes, D. (2016). The Neurobiology of attachment-focused therapy. New York: W.W.Norton.
- Golding, K. & Hughes, D. (2012). Creating Loving Attachments. London: Jessica Kingsley.
- Hughes, D. & Baylin, J. (2012). Brain-based parenting: the neuroscience of caregiving for healthy attachment. New York: W.W.Norton.
- Hughes, D. (2017). Building the bonds of attachment 3rd Ed. Northvale, NJ: Jason Aronson.
- Hughes, D., Golding, K., & Hudson, J. (2019) Healing relational trauma with attachment-focused interventions: Dyadic Developmental Psychotherapy with children and families. New York: W.W.Norton.

**Listening Through the Lens of Polyvagal Theory: Hearing the Embodied Story**, Deb Dana  
10:00-11:00 am

The autonomic nervous system is the foundation for our lived experience. What begins with our biology becomes the story that shapes our days. Polyvagal Theory gives us a roadmap to listen with curiosity and compassion to our emerging autonomic states and answer the essential question, “What does my nervous system need in this moment to find safety in connection?”

### Educational Objectives:

*Participants will be able to:*

1. describe the organizing principles of Polyvagal Theory
2. recognize habitual response patterns

3. describe emergent behaviors of autonomic states

#### References:

- Dana, D. (2018). *The polyvagal theory in therapy: Engaging the rhythm of regulation*. New York: W.W. Norton.
- Geller, S.M. & Porges, S. W. (2014). Therapeutic presence: Neurophysiological mechanisms mediating feeling safe in therapeutic relationships. *Journal of Psychotherapy Integration*. 24(3), 178-192. <http://dx.doi.org/10.1037/a0037511>
- Kok, B.E., Coffey, K.A., Cohn, M.A., Catalino, L.I., Vacharkulksemsuk, T., Algoe, S.B., ... Fredrickson, B.L. (2013). How positive emotions build physical health: Perceived positive social connections account for the upward spiral between positive emotions and vagal tone. *Psychological Science*. 24(7),1123-32. doi:10.1177/0956797612470827
- Porges, S.W. (2015). Making the world safe for our children: Down-regulating defence and up- regulating social engagement to ‘optimise’ the human experience. *Children Australia*. 00(00), 1-9. doi:10.1017/cha.2015.12
- Porges, S.W. (2015). Play as a neural exercise: Insights from the polyvagal theory. In: D. Pearce- McCall (Ed.) *The Power of Play for Mind Brain Health*, 3-7. Available from: [http:// mindgains.org/](http://mindgains.org/)

### **Creating Safe Space for Deep Listening and Mindful Speech with the Five Mindfulness Trainings of the Plum Village Tradition, Bethany Klug, DO**

11:30-12:15 pm

The Plum Village tradition is named after the first practice center established by Zen master Thich Nhat Hanh. Mindfulness, the moment-to-moment awareness of everyday activities, such as walking, eating, speaking and listening grounded in the ethic of the Five Mindfulness Trainings are hallmarks of this tradition. Dr. Klug will share how the practice of the trainings create a safe container for transformation and healing. The fourth mindfulness training addresses “loving speech and deep listening,” and the tradition has many practices to cultivate and deepen this important practice.

#### Educational Objectives

*Participants will be able to:*

1. Discuss how the Five Mindfulness Trainings create a safe place for transformation and healing by creating an ethical foundation for mindfulness practice.
2. Summarize the practice of deep listening and mindful speech in the Plum Village tradition of Thich Nhat Hanh.

#### References:

- Nhat Hanh, Thich. Happiness: Essential Mindful Practices, Parallax Press, 2009
- Nhat Hanh, Thich. The Blooming of a Lotus, Guided Meditation for Achieving the Miracle of Mindfulness, Beacon Press, 1993

### **Lunch**

12:15-1:15 pm

## **Listening with the parents. Developing group work programmes to help families parenting children with developmental trauma experience. Kim Golding**

1:15-2:45 pm

In this presentation Kim will talk about the development and running of the Nurturing Attachments and Foundations for Attachment programmes. She will explore how these programmes developed collaboratively in partnership with foster carers and adopters. She will focus on how the groups can be facilitated using the DDP principles, allowing deep listening to the parents and helping them to develop in how they listen to their children.

### Objectives:

Upon the completion of this live presentation, physicians and other participants will be able to:

1. Discuss the development of the Nurturing Attachments and Foundations for Attachment groupwork programmes for parents parenting children with developmental traumas.
2. Explain the importance of listening to the parents, both in the development of, and in the delivery of the programmes.
3. Identify how the DDP principles can support the delivery of the programmes.

### References:

- Golding K. S. (2008) Nurturing Attachments. Supporting Children who are Fostered or Adopted London: Jessica Kingsley Publishers.
- Golding K. S. (2014) Nurturing Attachments Training Resource Running Parenting Groups for Adoptive Parents and Foster or Kinship Carers London Jessica Kingsley Publishers
- Golding K. S. (2017) Foundations for attachment training resource. The six-session programme for parents of traumatized children.
- Golding K. S. (2017) Everyday parenting with security and love. Using PACE to provide Foundations for Attachment. London: Jessica Kingsley Publishers.

## **Creating a village of deep listening: A lived experience of PACE**

Brandon Mock, LCMFT; Dan Hughes, PhD; panel

2:45-3:45 pm

It is fairly easy to describe the attitude of PACE – being Playful, Accepting, Curious and Empathic. But getting to the point where one can use this attitude in the face of a child whose momentary goal is to make the caregiver feel angry, anxious, inadequate or like giving up is anything but easy. It takes courage, determination and faith to keep oneself (relatively) emotionally regulated and to keep using the attitude over the months it can take to see the impact of one's efforts. Months of maintaining the vision of a child who can discover that they are a good person who is a source of delight. Months before the child is able to reflect on their experiences, put them into words, and share them with a loving adult.

In this session, Dan Hughes will interview a mother who has used the PACE model with her son for a number of years, along with the providers who have formed a village to support the transformation of traumatic experiences into hopeful futures full of valor, warmth, and joy. A video interview of the boy will also be presented. By exploring the experiences of this family and their village, this session aspires to give conference participants a deeper understanding of the challenges that all families face as they do the work of healing developmental trauma, along with the deep joy and satisfaction that this transformation can bring.

Outline:

- I. Introduction: Brandon Mock, LCMFT
  - a. Presentation of the boy’s early childhood trauma, diagnostic considerations and treatment history
  - b. Introduction of the audio recording of the mom “doing PACE” with him, i.e., what to listen for
  - c. Play the audio recording of the mom doing PACE
- II. Interviews about lived experience
  - a. Dan Hughes, PhD interviews the group
  - b. The mother answers question about her experiences of treatment/healing: initial impressions, challenges, surprises, and successes and joys
  - c. Play a video interview of the boy, talking about his experiences of this treatment process
  - d. Interview providers about their experiences: George Thompson MD, Rebecca Kline Toy, LCMFT, Jan Moore RN, Mary Eibes LPC, Donetta Bell
- III. Questions from the audience
  - a. Dan Hughes, PhD, moderator

Objectives:

Upon the completion of this live presentation, physicians and other participants will be able to:

1. Summarize the challenges that patient, family and providers face in doing DDP treatment
2. Describe the pace and sequence that a DDP treatment process can take

References:

- Hughes, D. A. (2017). *Building the bonds of attachment: Awakening love in deeply traumatized children*. Rowman & Littlefield.
- Hughes, D. A., Golding, K. S., & Hudson, J. (2019). *Healing relational trauma with attachment-focused interventions: Dyadic developmental psychotherapy with children and families*. WW Norton & Company.

**The Miracle of Deep Listening, Kelley Hunt and Caryn Mirriam-Goldberg**

Come hear international touring artist Kelley Hunt and acclaimed poet Caryn Mirriam-Goldberg weave original music and poetry into a stirring performance and illuminating conversation about the power of speaking and listening to our truest stories. This healing unfolding of music and words speaks to the miracles we can witness and cultivate through the power of deep listening.

### Objectives:

Participants will learn about the following:

1. Practices, processes, and techniques for accessing our truest stories through writing;
2. Singing techniques and approaches for singing in community;
3. Experiential narrative therapy and transformative language arts approaches for re-visioning some of the stories that reinforce identities and habits that no longer serve us;
4. The confluence of writing and singing as a pathway to help us better recover our innate abilities to use language and voice for health and well-being; and
5. Writing and singing approaches and practices that can be applied to various populations and communities for community-building, health and well-being, and creative enrichment.

### Short Bibliography:

- Caryn Mirriam-Goldberg, Ph.D is the author of 23 books, including, most recently, *Miriam's Well*, a novel; *Following the Curve* and *Chasing Weather* (with photographer Stephen Locke), collections of poetry; and *Everyday Magic* (creative non-fiction).
- Kelley Hunt has released six critically-acclaimed CDs of her music, most recently including *The Beautiful Bones*, *Gravity Loves You*, and *Mercy*.



## Wednesday, Sept. 11, Conference Day 2

**Welcome and Update from the DDP Institute**, Betty Brouwer, Chair, DDPI Board  
8:30-9:00 am

**Self on the Brain: The Default Mode Network and DDP**, Jon Baylin  
9:00-10:00 am

The Default Mode Network or DMN is the brain circuit we use to think about ourselves, reflect on our experiences, and integrate new and old information about ourselves to “update” our versions of ourselves, our stories of who we are. The DMN develops with age and experience and is suppressed in its development by early life stress. This developmental suppression of the DMN constrains the ability to create new stories about self and relationships. I will present a model of how DDP could foster the development and the functioning of the DMN to help kids (and adults) change their minds about themselves based on new “enriched” relational experiences.

### Objectives:

Upon the completion of this live presentation, physicians will be able to:

1. Review the self system and how DDP can promote the process of helping kids revise old negative stories.
2. Summarize the “BAR” model and three core processes for promoting positive change in DDP.

### References:

- Baylin, J. and Hughes, D. (2016) The neurobiology of attachment-focused therapy. New York: Norton.
- Tottenham, N., Shapiro, M., Telzer, E.H., & Humphreys, K.L. (2012). Amygdala response to mother. *Developmental Science*, 15, 307-319. doi:10.1111/j1467.2011.01128.x
- Gee, D.G., Gabard-Durnam, L., Telzer, E.H., Humphreys, L., Goff, B., Shapiro, M., Flannery, J., Lumian, D.S., Fareri, D.S., Caldera, C., & Tottenham, N. (2014). Maternal buffering of human amygdala-prefrontal circuitry during childhood but not during adolescence. doi:10.1177/095679767614550878.
- Daniels, J.K., Frewen, P., McKinnon, M.C., and Lanius, R.A. (2011). Default mode alterations in posttraumatic stress disorder related to early-life trauma: a developmental perspective, *Journal of Psychiatry and Neuroscience*, 36, 56-59. Doi:10.1503/jpn.100050

**Holding On and Hanging In: Two Case Presentations**, Alison Keith, PhD and Vicky Sutton, PhD  
10:30-11:30 am  
11:30-12:30 pm

Alison and Vicky made a decision to stick by some of the families they were working with for the long journey to recovery; rather than working with more families but for briefer interventions. The cases they are presenting aim to illustrate how “trusting in the process” over time can take you places you never thought possible!

Vicky has been working with an adoptive mother and adolescent for five years. In the beginning, most communication was non-verbal and deep listening required noticing, attuning to and making sense of the powerful messages communicated without language. Over time, the young person was more and more able to find words to describe her experience. Beneath her defences, her mother and I discovered a world rich in meaning, where alongside the pain, hope and love co-existed.

While with the British National Health Service, Alison worked with an 11-year-old boy just placed in foster care, offering DDP sessions to him and his long term foster carer. These sessions continued until he was approximately 13 years old. The foster carer contacted Alison in her private practice when the boy was 16. Social services agreed to fund some DDP sessions due to the difficulties the boy was experiencing in the placement. The relationship Alison had built with the boy and his foster carer years previously enabled her to use the sessions to listen at a deeper level and make sense of the difficulties they were facing. This led to a powerful and meaningful ending of the placement when the boy was 18, but a relationship that would be long lasting.

The presentations, though different, aim to highlight how long term relationships with DDP therapists can provide families with the safety needed to enable them to hold on to these important relationships and hang in their during tough times and see them through to adulthood.

#### Educational Objectives:

Upon the completion of this live presentation, physicians and other participants will be able to:

1. Trust in the therapeutic process
2. Describe the benefits of longer term work
3. Explain the core components of DDP in practice.

#### References:

- The Pocket Guide to the Polyvagal Theory: The Transformative Power of Feeling Safe (Norton Series on Interpersonal Neurobiology) by Stephen Porges | 5 Sep 2017
- Healing Relational Trauma with Attachment-Focused Interventions: Dyadic Developmental Psychotherapy with Children and Families Hardcover – 25 Jan 2019 by Daniel A. Hughes, Kim S. Golding and Julie Hudson

#### **Lunch**

12:30 -1:30 pm

#### **Creating Space Within for Listening: Developing the DDP State of Mind, George Thompson MD**

1:30-2:30 pm

### Description:

In *The Neurobiology of Attachment-Focused Therapy*, Jon Baylin and Dan Hughes inform us that to support children and their parents with DDP, therapists need to relate with others from an open, engaged, compassionate and reflective state of mind. They call this state of mind Therapeutic Presence. They describe ways for therapists to develop the qualities and capacities of this optimal state of mind: for example, through safe supervisory and team relationships in which vulnerabilities can be explored and capacities strengthened. They also talk about ways that DDP work will inevitably trigger therapists' vulnerabilities to emotional dysregulation, and what to do about that as well.

This talk explores the challenges participants face in listening deeply to children who have experienced trauma. We will look at the role that compassion and attention play in our ability to listen deeply. We will also engage in exercises designed to increase compassion and attention and reflect on the benefit that such exercises provide in doing dyadic developmental psychotherapy and practice. Finally, we will explore the relationship between listening deeply and the resilience of the therapist, parent and others.

### Objectives:

Upon the completion of this live presentation, physicians and other participants will be able to:

1. List the four ways that traumatized children try to make adults feel, in order to avoid the pain of rejection
2. Describe the role that compassion and attention play in our ability to listen deeply
3. Discuss how engaging in exercises designed to increase compassion and attention enhance our ability to employ the principles of dyadic developmental psychotherapy and practice

### References:

- Baylin, J., & Hughes, D. A. (2016). *The Neurobiology of Attachment-Focused Therapy: Enhancing Connection & Trust in the Treatment of Children & Adolescents* (Norton Series on Interpersonal Neurobiology). WW Norton & Company.
- Moore, A. W., Gruber, T., Derose, J., & Malinowski, P. (2012). Regular, brief mindfulness meditation practice improves electrophysiological markers of attentional control. *Frontiers in human neuroscience*, 6, 18.
- Palmer, H. (2008). *ReSurfacing®: Techniques for exploring consciousness*. Altamonte Springs, FL: Star's Edge International.
- Thompson, G. Brain Empowered Collaborators: Polyvagal Perspectives on the Doctor-Patient Relationship, in Porges, S. & Dana, D. (Eds.), Clinical Applications of the Polyvagal Theory: The Emergence of Polyvagal-Informed Therapies, W.W. Norton & Co., Inc., 2018.  
(online at <http://www.georgethompsonmd.com/brainempowered-collaborators>)
- Thompson, G. (2007). Virtuous Doctoring and the Avatar Path. *The Avatar Journal*, 21 (3). (online at <https://avatarjournal.com/other-articles1/2067-virtuous-doctoring-and-the-avatar-path.html>)

**Funding a community-wide DDP initiative in St. Louis, Nickie Steinhoff**  
2:45 -3:15 pm

This presentation will tell the story of the Coalitions journey to provide better mental health care to foster/adopt youth and families. First, it is important to understand that the Coalition does not provide therapy – instead, our partner agencies do. As a Coalition, our role is to fill gaps in foster/adoption programming for our member agencies (both public and private). An investment in the Coalition is amplified 26 times because our programs serve children and families on the caseloads of our member agencies. We heard from these agencies, and hundreds of local foster/adopt parents, that mental health professionals needed a deeper understanding of the ongoing issues related to trauma and attachment. Hear how our local community has enthusiastically embraced DDP.

Objectives:

*Participants will be able to:*

1. Discuss how a non-profit agency leveraged their collaborative reputation to bring DDP practice to their region.
2. List how to connect innovative practice directly to economic impact.

Presentation Outline

The “need”..... (photo) – Why our journey started

**Who we are:**

Mission/brief history

The role of the Foster & Adoptive Care Coalition is to fill gaps in the foster/adoption programming for our member agencies (both public and private). Our partner agencies, families and other service systems unanimously stated the need for mental health professionals needed a deeper understanding of the ongoing issues related to trauma and attachment.

2012 – Spring

- Surveyed current MH providers asking if there is a need for adoption competency certification for MH professionals

2013 – March

- TAC – named 7<sup>th</sup> (of now 18 TAC sites across the country)
  - 5 Attachment Based Interventions – DDP highlighted as most relevant
    - Key components of DDP
    - Describe DDP and apply the principles of intersubjectivity and PACE
    - Principles derived from attachment theory and research that also incorporates aspects of treatment principles that address trauma
      - Video of Dan and an audience of clinicians at the Ackerman Institute in NYC
      - “co-creating” the story

2013 – April

- A number of Coalition staff attended a conference where Dan was the Keynote speaker; completed a “PACE”/DDP workshop

2016 – September

- ATTACH Conference

2016 – November

- Initiate contact with DDPI, Courtney Rennie

2017 – August

- Submit funding request for DDP – MFFH
  - Funding source (community mental health board – explanation, funding stream)
    - Utilization of community partnerships to achieve regional need

2017 – December

- Request granted!

2018 – March “Kick-off”

- Dan Hughes presents to 198 child welfare/mental health professionals and 176 foster/adopt parents

2019 – June

- TAC program recognized by California Evidenced-Based Clearinghouse for Child Welfare

2019 – September

- To-date:
  - 121 trained in Level 1
  - 45 trained in Level 2
  - 30 practicum application
- How local community has embraced DDP

Future plans, results of collaboration.

### **Therapeutic school transformation: Collaboration between KidsTLC and the Olathe School District**

Mark Siegmund, LCPC, John Laffoon, PhD

3:15-4:15 pm

This session will describe the collaborative process between KidsTLC and Olathe Public Schools to create a learning environment that integrates DDP and other therapeutic principals and practice into the culture of the school. We will explore the development of the program, the academic outcomes that it created, and the movement it has inspired to bring trauma-informed and trauma-responsive practices into buildings across the district.

#### Objectives:

*Participants will be able to:*

1. Distinguish the philosophical and functional variances between an “alternative school” and a “therapeutic” school.
2. Identify the specific DDP principles that were infused into the traditional alternative school setting that produced an “attachment focused therapeutic school.”
3. Describe the successes and difficulties that occurred in the collaboration process between KidsTLC and the Olathe Public Schools.
4. Recognize the relational and academic outcomes of our therapeutic school.

5. Discuss the movement of our DDP therapeutic school model into several parts of the larger Olathe Public Schools.

References:

- Hughes, Dan (2018). *Building the Bonds of Attachment*. Rowman and Littlefield.
- *The National Traumatic Stress Network- A Trauma Toolkit for Educators*
- *The Safe Start Initiative – The Toolkit for Schools*

**Wrap-up**, George Thompson MD, conference chair & Betty Brouwer, Chair, DDPI Board  
4:15-4:30 pm

## Conference Speakers



### **Dan Hughes Ph.D., Founder of DDP Certified DDP Practitioner, Consultant and Trainer**

Contact: [dhughes202@gmail.com](mailto:dhughes202@gmail.com)

Dan Hughes, Ph.D. is a clinical psychologist who founded and developed Dyadic Developmental Psychotherapy (DDP), the treatment of children who have experienced abuse and neglect and demonstrate ongoing problems related to attachment and trauma. This treatment occurs in a family setting and the treatment model has expanded to become a general model of family treatment.

Dan has conducted seminars, workshops, and spoken at conferences throughout the US, Europe, Canada, and Australia for the past 20 years. He is also engaged in extensive training and supervision in the certification of therapists in his treatment model, along with ongoing consultation to various agencies and professionals. He is the founder of DDPI a training Institute which is responsible for the certification of professionals in DDP. Information about DDPI can be found on [ddpnetwork.org](http://ddpnetwork.org)

Dan is the author of many books and articles. These include “Building the Bonds of Attachment,” 3rd Ed. (2017), “Attachment-Focused Family Therapy Workbook” (2011) and, with Jon Baylin, “Brain-Based Parenting” (2012) and “The Neurobiology of Attachment-Focused Therapy” (2016). Along with Kim Golding and Julie Hudson, Dan has recently had published “Healing relational trauma with attachment-focused interventions: Dyadic Developmental Psychotherapy with children and families” (W.W. Norton, 2018). Dan has a limited practice in South Portland, Maine, USA. His website can be found at [www.danielhughes.org](http://www.danielhughes.org).

### **Deb Dana LCSW**

Contact: [deborahadanalcsw@gmail.com](mailto:deborahadanalcsw@gmail.com)

Deb specializes in working with complex traumatic stress and lectures internationally on the ways Polyvagal Theory informs clinical interactions with trauma survivors. She is the Coordinator of the Traumatic Stress Research Consortium in the Kinsey Institute at Indiana University and the developer of the Rhythm of Regulation clinical training series. She is trained in Internal Family Systems and Sensorimotor Psychotherapy and completed the Certificate Program in Traumatic Stress Studies at the Trauma Center. Deb is the author of “The Polyvagal Theory in Therapy” (Norton, 2018), “Polyvagal Exercises for Safety and Connection” (forthcoming from Norton) and co-editor with Stephen Porges, of “Clinical Applications of the Polyvagal Theory” (Norton, 2018).

### **Caryn Mirriam-Goldberg Ph.D., Kansas Poet Laureate Emerita Founder, Transformative Language Arts**

Contact: [www.CarynMirriamGoldberg.com](http://www.CarynMirriamGoldberg.com)

Caryn is the 2009-13 Kansas Poet Laureate is the author of two dozen books, and a beloved teacher and mentor as well as the founder of Transformative Language Arts (<http://tlnetwork.org>) at Goddard College and at large. (TLA), an emerging field and calling focused on social and personal transformation through the written, spoken, and sung word. Related to TLA, Caryn offers workshops, trainings, coaching, and consulting on creating the work we love, discovering and celebrating individual and communal voices and visions, and unearthing healing and resilience through our deepest stories and most compelling images. With singer Kelley Hunt, Caryn offers Brave Voice (<http://bravevoice.com/>).

Caryn's books include "Miriam's Well," a novel; "Following the Curve," poetry; "Needle in the Bone," a non-fiction book on the Holocaust; "The Sky Begins At Your Feet," a bioregional memoir; and "Chasing Weather," poetry with photography from Stephen Locke. Her highly-read blog, "Everyday Magic," explores living with greater meaning and vitality, and her new Patreon blog includes writing, podcasts, and more on cultivating greater creativity.

Born hard-wired to make something (in art, music, and especially writing), Caryn's long-time callings include writing as a spiritual and ecological path, yoga, cultivating a loving marriage, family, and community, and helping herself and others make and take leaps into the miraculous work of their lives.

**Kelley Hunt singer, songwriter, multi-instrumentalist, recording artist**

Contact: [www.kelleyhunt.com](http://www.kelleyhunt.com)

Singer-songwriter and international touring, recording artist Kelley Hunt's career comprises over 1,800 live performances. These include some of the most significant festival stages in North America and Europe, airplay on five continents, six acclaimed commercial releases and hundreds of thousands of indie units sold and downloaded. Her music crosses roots music boundaries organically referencing soul, roots R&B, gospel, folk, funk and Americana forms and the piano vernaculars of Kansas City, New Orleans and St. Louis - all places where she and her family have roots. Her music is also known for taking on social observations and political commentary and for messages of hope and uplift. It's all delivered with passion and superior skills as a singer, keyboardist/guitarist and writer.

In addition to touring and recording, Kelley maintains a robust schedule of teaching and vocal coaching. She is also a skilled workshop presenter at all levels - from grade schools to the Berklee College of Music in Boston - on subjects covering various facets of songwriting, piano and vocal performance, specific workshops for choral groups and even interactive programs for elementary school-age kids. For 14 years she has co-hosted the "Brave Voice Writing and Singing For Your Life" retreat and workshops with poet/author and former Kansas Poet Laureate Caryn Mirriam Goldberg which attracts participants from all over North America. She has been a guest artist and presenter at The Power of Words and Circle of Music Conferences.

Kelley is currently at work on her seventh album which is expected to street the second half of 2019.

**Kelly English, LPC, VP of Clinical Operations, KidsTLC**

Contact: [Kenglish@kidstlc.org](mailto:Kenglish@kidstlc.org)

Kelly English is a licensed professional counselor, with more than nine years of successful experience in both residential and outpatient clinical therapy settings. Additionally, Kelly has four years of experience with program development and administrative work. Kelly received her undergraduate degree from St. Louis University in Psychology with a minor in Education, and her Master's Degree from the University of Kansas in Counseling Psychology.

Kelly began her career working with one of the state contract agencies in 2010, as a Therapeutic Case Manager. In this role, she worked with youth in the foster care system who were attempting to reintegrate with their families. In 2012, Kelly accepted a position at KidsTLC for a dual role as a case coordinator and therapist for one of the residential units, that specialized in treating adolescents. After about 6 months of working in both roles, Kelly was promoted to the Lead Therapist on the residential unit. After about a year of leading the residential units and working directly with youth and their families, Kelly moved into a Director position at KidsTLC. In this role, she opened up two new programs; Sanctuary and IOP. These programs were designed to fill the gaps in servicing of those with mental health disorders and to meet the needs of the community in the Kansas City area. One of these programs was a Group Home, Crisis Stabilization, and Respite Center with twelve beds; and the other was an Intensive Outpatient Program that runs four days a week in the evenings. Kelly directed and supervised all direct care staff, case coordinators and therapists within these programs.

Towards the end of 2013, Sanctuary and IOP were fully operation and running successfully. At this time, Kelly was promoted into her most current role as the Associate Vice President of Phoenix Connections. Currently, Kelly oversees half of the Psychiatric Residential Treatment Facility, as well as the Sanctuary and Intensive Outpatient Program at KidsTLC. Within these programs, Kelly provides support and consultation to the therapists and program managers, as well as direct care staff. In addition to overseeing psychiatric programs, she provides individual, family and group therapy to adolescents with severe mental health and attachment issues through the outpatient program.

**Brandon Mock, ATR-BC, LPC, LCMFT, Vice President of Clinical Programming, KidsTLC**

Contact: [BMock@kidstlc.org](mailto:BMock@kidstlc.org)

Over the past 20 years, Brandon has provided individual, family, and group therapy as well as supervision, consultation, education, and training for parents and mental health professionals in the treatment of youth who suffer from the effects of childhood trauma and attachment problems. Brandon received training and certification through the Dyadic Developmental Psychotherapy Institute (DDPI) as a practitioner, consultant, and trainer. He is also an active DDPI board member.

**Bethany Klug, DO, Founder Heartland Community of Mindful Living, physician specializing in Holistic and Functional Medicine**

Contact: [Drklug@HealthSpanKC.com](mailto:Drklug@HealthSpanKC.com)

Dr. Klug learned about Zen Master, peace activist and poet Thich Nhat Hanh from a reading list offered at a course on another method of meditation. The gentleness and concreteness of his teachings touched her deeply. She visited Plum Village, his practice center in France in 1996, where for the first time she experienced a people intent on happiness. She founded the Heartland Community of Mindful Living (HCML), a practice community called a sangha, in Kansas City in 1997. HCML continues to offer weekly mindfulness practice, days of mindfulness and weekend retreats in the Plum Village Tradition of Thich Nhat Hanh, [www.mindfulnessKC.org](http://www.mindfulnessKC.org)

Dr. Klug completed her medical education at what is now Kansas City University in 1999. She completed a residency in Family Medicine at Truman Medical Center-Lakewood. She was inspired to practice holistic and functional medicine by a physician who used homeopathy, nutrition and lifestyle to help her recover from an autoimmune disease that remains in remission today. Mindfulness practice was, and still is a key part of her approach to health.

Dr. Klug practices holistic and functional medicine at HealthSpan in the Kansas City suburb of Prairie Village, KS, [www.HealthSpanKC.com](http://www.HealthSpanKC.com).

**Kim S. Golding BSc, MSc, D. Clin. Psy. AFBPsS, Certified DDP Practitioner, Consultant and Trainer DDPI Board Member & DDP Connects UK Director**

Contact: [kimgolding@btinternet.com](mailto:kimgolding@btinternet.com)

Kim is a clinical psychologist who worked with children and families within the NHS in England for over 30 years. She now works independently through her company Kim S Golding Ltd. Kim has always been interested in parenting and collaborating with parents or carers to develop their parenting skills tailored to the particular needs of the children they are caring for.

Kim is author of several books written for parents, educational staff and practitioners supporting children with experience of developmental trauma. She has developed two DDP-informed programmes, *The Nurturing Attachments Training Resource* and *Foundations for Attachment Training Resource*. Two books, *Nurturing Attachments* and *Everyday Parenting with Love and Security* have been written to accompany these programmes. She most recently co-authored **Healing Relational Trauma with Attachment-Focused Interventions. Dyadic Developmental Psychotherapy with children and Families** with Dan Hughes and Julie Hudson.

Kim is a Consultant and Trainer in DDP. She sits on the board of DDPI and is a director of DDP Connects UK.

**Jonathan Baylin Ph.D. and coauthor with Dan Hughes, The Neurobiology of Attachment-focused Therapy, Norton 2106**

Contact: [jbaylin@verizon.net](mailto:jbaylin@verizon.net)

Dr. Baylin received his doctorate in clinical psychology from Peabody College of Vanderbilt University in 1981. For the past twenty years, while continuing his clinical practice, he has immersed himself in the study of neuroscience and in teaching mental health practitioners about the brain. He has given numerous workshops for mental health professionals on “Putting the Brain in Therapy” and has delivered keynote addresses internationally and nationally at conferences on childhood trauma and attachment.

Several years ago, Dr. Baylin began a collaborative relationship with Daniel Hughes, a leader in the field of attachment-focused therapy. Their first book, “Brain Based Parenting,” was released by Norton Press in the spring of 2012 as part of the Norton series on Interpersonal Neurobiology. In August, 2016, their second book, “The Neurobiology of Attachment-focused Therapy,” was released by Norton.

**Alison Keith Ph.D., Play Therapist and DDP Practitioner, Consultant and Trainer, DDP Connects UK Director**

Contact: [alisonkeith07@yahoo.co.uk](mailto:alisonkeith07@yahoo.co.uk)

Alison worked for a number of years as a Residential Social Worker and in a woman’s refuge and family center. After training to be a Play Therapist she began working with children in the care system and adopted children and their families in the British National Health Service. Alison was first trained by Dan Hughes in 2001 and is a certified Practitioner, Consultant and Trainer in DDP. Alison now practices independently offering consultation, training, therapy and supervision to adoptive and foster families as well as their professional networks. Since meeting Dan in 2001 Alison has been passionate about DDP and is honoured to be a Director of DDP connects UK.

**Vicky Sutton BSc (Hons), PsychD, CPsychol**

Contact: [vicky@drvickysutton.co.uk](mailto:vicky@drvickysutton.co.uk)

Dr. Vicky Sutton is a Chartered Clinical Psychologist who is also registered with the Health Professionals Council (HPC). Since qualifying in 2005, she has specialised in working with traumatised children, their families and professional networks. Since April 2012, Dr. Sutton has worked exclusively in the private sector providing psychological assessments of children’s needs (including attachment/impact of trauma); expert witness assessments and reports for Court; therapeutic interventions; consultation (parents, carers, residential workers, social workers); training and supervision. Vicky is a certified DDP Practitioner, Consultant and Trainer and has presented at DDP Conferences both in the UK and USA. Vicky currently sits on the DDPI Board and is also a Director for DDP Connects UK.

**George S. Thompson, MD, FAPA, Chief Medical Officer, KidsTLC, Inc., Treasurer, DDPI Board of Directors, Conference Chair**

Contact: [gthompson@kidstlc.org](mailto:gthompson@kidstlc.org)

Dr. George, as the staff and kids call him, is a board-certified child and adolescent psychiatrist with a long history of successful treatment of children with complex mental illnesses. He earned his medical degree from the University of Texas, Southwestern Medical School in Dallas, and studied child, adolescent and adult psychiatry at the Karl Menninger School of Psychiatry in Topeka. He was the Director of Residency Training at Menninger when the clinic moved to Texas. He is an associate professor of psychiatry and medical education at the UMKC School of Medicine, where he teaches medical communication skills to future doctors. He is also Clinical Associate Professor on the Clinical Track, Dept. of Psychiatry, KU School of Medicine. He teaches the KU Child Psychiatry Fellows residential care using the Dyadic Developmental Psychotherapy model.

Dr. George is an innovator when it comes to guiding adolescents and children to exploring their own behaviors and giving them and their families the tools to modify the behaviors they want to change. As Chief Medical Officer at KidsTLC, Inc., George led a multiyear organizational transformation and culture change process leading to recognition as a Certified DDP Organization by the Dyadic Developmental Psychotherapy Institute in May 2019.

As an instructor of the worldwide Avatar course, George teaches tools for personal and societal transformation. Since 2009, he has participated in the Avatar Compassion Project, the goal of which is to raise the compassion index on the planet by teaching the Avatar Compassion.

George's mission is to work with like-minded colleagues to creating a world based on respect, trust, understanding, and compassion, where people are inspired and empowered to work together to create their hearts' desires without resorting to fear, shame or force.

### **Nickie Steinhoff**

Contact: [nickiesteinhoff@foster-adopt.org](mailto:nickiesteinhoff@foster-adopt.org)

Nickie is the Chief Strategy Officer at the Foster & Adoptive Care Coalition in St. Louis, MO. She brings over 20 years of experience in child welfare, including investigation and assessment, program development and implementation and supporting family well-being. Nickie is a member of the Missouri Foster Care and Adoption Board, the Child and Family Services Review Advisory Committee and the Healthcare Oversight for Children in Foster Care Committee. She is a certified "TAC" (Training for Adoption Competency) Q/A specialist and trainer and is recognized as an experienced trauma trainer by the NCTSN (National Child Traumatic Stress Network). Most recently, Nickie has led the effort to infuse DDP principles and practice into all Coalition programs. Nickie and her husband are the proud parents of two, one of whom is adopted.

### **Mark Siegmund MA, LPC, LCPC, Chief Clinical Operations Officer, KidsTLC, Inc.**

Contact: [msiegmund@kidstlc.org](mailto:msiegmund@kidstlc.org)

Mark Siegmund has been a counselor for more than 35 years in Missouri, New Hampshire, and Kansas working extensively with children, adolescents and families. Mark has presented locally

and nationally on Trauma Focused Care, Youth with Sexual Behavior Problems and other topics such as Peaceful Parenting and Adolescent Development and Sexuality. Mark has worked with foster families and in residential care for over 20 years. He has formulated KidsTLC Autism Program which opened in 2012, and continues to work with a variety of distinguished experts in the field throughout the country.

**John Laffoon, Ed.D, MSW**

Contact: [jrlaffoon@olatheschools.org](mailto:jrlaffoon@olatheschools.org)

John has dedicated his career to working with children and families both in the fields of education and mental health for the past 20 years. Throughout his career, John has served in a variety of different roles working as a teacher, outpatient clinician, emergency mental health screener, special education teacher, writer, trainer, public speaker, and alternative education administrator. John currently serves as the Director of Special Services for Olathe Public Schools.

John became a strong advocate for DDP and trainer for trauma-informed care in the summer of 2011 while working in collaboration with KidsTLC, a Kansas Psychiatric Residential Treatment Facility in Olathe, KS. The collaborative efforts led to the creation of a highly successful educational environment on campus, Claire Learning Center, that fully infused therapeutic concepts and models of care into the culture and operational system of the school.

John currently provides leadership in bringing trauma informed models of care into the public-school system through leadership efforts, presenting, and training.

## **Conference Planning Committee**

**George S. Thompson, MD, FAPA, Chief Medical Officer, KidsTLC, Inc., Treasurer, DDPI Board of Directors, Conference Chair**

Contact: [gthompson@kidstlc.org](mailto:gthompson@kidstlc.org)

(see above)

**Erin Dugan, PhD, President & CEO, KidsTLC, Inc.**

Dr. Erin Dugan joined KidsTLC in May of 2018, after serving as Assistant Superintendent for General Administration for the Olathe Public Schools where she played a key district-wide leadership role. During her career, she has consistently focused on serving students with disabilities, facilitating specialized services for students with autism and supporting children and families struggling with mental health challenges. Among many civic leadership positions, Erin served on KidsTLC's Board of Directors and Executive Committee. She holds a Bachelor's Degree from the University of Vermont, as well as, a Master's Degree in Child Psychology and PH.D. in Educational Leadership and Policy Studies from the University of Kansas. Prior to joining KidsTLC, Erin spent 26 years with Olathe Public Schools, also serving as Executive Director of Special Services during her tenure.

**Shannon Wickliffe, Chief Development Officer, KidsTLC, Inc.**

Shannon joined KidsTLC as Chief Development Officer after 16 years with First National Bank of Omaha where he led the Treasury Services team in the KC Metro market. He is currently President of the Olathe Public Schools Board of Education and serves on numerous community boards. Shannon enjoys running, cycling, cooking and all things Jayhawks.