



# MACMH's 2005

## Child & Adolescent Mental Health Conference

A statewide conference designed to give parents, caregivers, and professionals a forum to share new information, state-of-the-art techniques, and strategies that have been proven to be successful when working with children who have mental health needs and their families.

April 10, 11, and 12, 2005 • Duluth Entertainment Convention Center • DECC

**Minnesota Association for Children's Mental Health**

165 Western Avenue North, Suite 2, Saint Paul, MN 55102-4613 • [www.macmh.org](http://www.macmh.org) • 800-528-4511 (MN only)

# Sunday Evening Opening Event

April 10  
4:30 – 8:30 pm

Harborside  
Ballroom at the  
DECC

Everyone  
Welcome!

Poster Sessions

Featured Speaker—David G. Fassler, M.D.

Early Conference Registration

Children's Mental Health Poster Contest  
Award Presentation

Hors-d'Oeuvres

Networking

Join us Sunday evening for this dynamic,  
exciting prelude to the conference.

4:30 – 7:30 pm

## Early Registration

No waiting in line Monday morning! (On-site conference registration available, space permitting.)

5:00 – 6:15 pm

## Speaker – David G. Fassler, M.D.

Dr. Fassler, author of *Help Me, I'm Sad: Recognizing, Treating, and Preventing Childhood and Adolescent Depression*, will present on his book at the Sunday Evening Opening Event. (See back page for more on Dr. Fassler.)

6:15 – 6:30 pm

## Children's Mental Health Poster Contest Awards

2005 winning posters will be displayed and awards will be presented to the 4<sup>th</sup> – 8<sup>th</sup> grade artists!

6:30 – 8:30 pm

## Poster Sessions & Hors-d'Oeuvres

A unique opportunity to speak one-to-one with presenters, gather materials and information, and connect with other conference attendees. See the adjoining page for poster sessions scheduled to-date.

## Children's Mental Health Poster Contest Awards

Sunday, April 10 • 6:15 – 6:30 pm

2005 winning posters will be displayed and awards will be presented to the 4<sup>th</sup> – 8<sup>th</sup> grade artists!

<b>Allison Dols</b>	<b>Haley Hoium</b>	<b>Jenna Juergensen</b>	<b>Brooke Montpetit</b>	<b>Stina Ostlie</b>
<i>Express Your Feelings In A Good Way</i>	<i>Be A Caring Friend</i>	<i>Troubling Times For Teens</i>	<i>Don't Explode . . . Share Your Feelings</i>	<i>Good Mental Health is NOT a Puzzle</i>
New London-Spicer	Madison Marietta Nassau Elementary	Hutchinson Middle	New London-Spicer	Ramsey Elementary

# Poster Sessions Sunday 6:30 – 8:30 pm

## 1 When Your Child Is Arrested at School

*Lili Garfinkel, Juvenile Justice Proj. Coord. – PACER Ctr.*

Information to prepare yourself and your child in the event that he/she is arrested at school because of behaviors related to your child's disability.

## 2 Suicide Prevention 101: Building Partners for Success

*Denise Dumas, SAVE staff & Kelsie Powers, Yellow Ribbon staff – MN Dept. of Health, Technical Assistance Team (TA TEAM)*

History of the progress of prevention efforts, how to replicate what works, how to work with partners in the community, and resources available through the TA TEAM.

## 3 Using Technology to Improve the Lives of Children: The Children's Mental Health Database

*Nicholas Leonard, Graduate Research Asst. & Cari Michaels, MA, Coord. – Ctr. of Excellence in Children's Mental Health; & Catherine Jordan, PHD, LP, Dir. – Children, Youth & Family Consortium*

The new Children's Mental Health Database, an online tool designed to promote networking and information sharing across Minnesota.

## 4 How CABHS Bridges the Gap between In-Patient Hospitalization and Community Services

*Dawn Witthaus, MSW, LICSW, Social Work Servs. Clinical Lead, Charlene Worm, LMFT, Continuing Care Worker, & Priscilla Brown, MA, Continuing Care Worker – Child and Adolescent Behavioral Health Servs. (CABHS)*  
CABHS uses its new Continuing Care program to help clients and families with the often difficult transition when moving from in-patient psychiatric hospitalization into a community setting.

## 5 Understanding Tourette Syndrome (TS): It's Not Just the Tics

*Mindy Thompson Sipe, Resource and Education Specialist & Lori Bakker, Parent – Tourette Syndrome Assoc. of MN*

Information about the nature of TS, the effect of associated disorders, how a diagnosis is made, management strategies, and resources.

## 6 Parent Teaming: An Introduction to a Training for Mental Health Behavioral Aides (MHBA)

*Megan Vanyo, Children's Servs. Dir. & Shawna Croaker, Children's Mental Health Coord. – Access of the Red River Valley*

Mental Health Behavioral Aides work to increase the quality of life for children with special needs and the families with whom they live; Parent Teaming is designed to help MHBAs do their jobs efficiently and effectively.

## 7 The Power of the Circle: Therapeutic Play with Groups and Families

*Joan Najbar, MSW, LICSW, Dir. – Small Circle Consulting*

Therapeutic play with cloth circles that are used to address therapeutic content and develop group cooperation with a variety of age groups and in a variety of settings.

## 8 The Boy Who Has a Good Life: Telling My Story

*Kenneth Moore, Author*

A teen with emotional, behavioral, and learning difficulties who wrote his autobiography to fight stigma and to encourage other youth—and what's happened since.

## 9 Shared Care Psychiatry

*Don Janes, MS, LP, Spvsr., David Graham, Children's Mental Health Case Manager – Becker Co. Human Servs.*

One area's answer to the shortage of psychiatrists, Shared Care is a 5-agency effort that bases a psychiatrist in primary care clinics and shares records and care with the family physician.

## 10 Minnesota Parent Leadership Network (MPLN)

*Carolie Collins, Region 7 Representative & Diane Draper, Region 5 Representative – MPLN*

The MPLN is committed to connecting and supporting our network of parent leaders who are making a difference in the lives of Minnesota families with children who have mental health needs. Find out how to get connected in your region and meet regional representatives.

## 11 Minnesota Kinship Caregiver's Association: Raising Relative's Children

*Sharon Durken, Statewide Outreach Dir. – MN Kinship Caregivers Assoc.*  
Information on issues, challenges, and resources from a statewide non-profit agency dedicated exclusively to improving the lives of grandparents, relatives, and the children they're raising.

## 12 Families All Matter (FAM) Book Project: A Tool for Connectedness, Violence Prevention, and Academic Success

*Mary Ann Bradley, BS, MSW, MS, Exec. Dir. & Lyn Mitchell, BSN, PHN, Education and Outreach Coord. – aMaze*

A project that uses children's literature to explore diversity in elementary settings to promote knowledge and skills for academic, social, and emotional success for every student.

## 13 Great Start Minnesota/ABCD II Project: Early Childhood Mental Health

*Antonia Apolinário-Wilcoxon, MIM – DHS, Children's Mental Health Unit*  
Overview and update on activities, partnerships, and trainings that provide primary care and mental health professionals tools for identification, treatment, and referral.

## 14 How Vision Disorders Impact Everyday Life

*Jeri Leatherdale, Vision Therapist & Gerri Struss, COTV, Vision Therapist – MN Vision Therapy Ctr.*

There is more to vision than 20/20 eyesight—delays in visual development can cause struggles with learning, self-esteem, and behavior.

## 15 Who Pays? Taking the Maze Out of Funding

*Nadine Taylor, MN, PHN – Public Health Nurse Consultant & Joan Lee, PHN – Public Health Nurse Advisor Sr. – Minnesota Children with Special Health Needs (MCSHN), MN Dept. of Health*

Information on five major funding programs (MinnesotaCare, MA, TEFRA, Waivers, and SSI), other possible funding options, and how to identify the appropriate funding for families.

## 16 Title IV-E Foster Care

*Lynn Olund, System Trainer – U of M School of Social Work*

Requirements that social service agencies need to meet to qualify for federal Title IV-E foster care reimbursements for children in out-of-home placement, and the Eligibility Determination Training System that can help staff to understand and meet those requirements.

## 17 AD/HD: A Personal Perspective on a Life-Changing Disorder

*Linda Checky, BSN, RN, MBA, Asst. Prog. Mgr. – Twin Cities Health Professionals Education Consortium; Brianna Branham & Melissa Checky, High School Students and Girl Scout Gold Award Candidates*

Two Girl Scouts present their research and personal experiences growing up with AD/HD (the topic of their Girl Scout Gold Award Project) to educate, inform, and inspire parents and professionals.

## 18 What We Want You to Know about Our Children

*Brenda Caya, MS, Children's Mental Health Family Advocate, Coord. and Facilitator & Nancy Christian, Parent – Arc Northland Extreme Parenting Prog.*  
Bugged by people not understanding? Tired of explaining the same things over and over again? Share your ideas and comments; we're compiling a booklet to share with the "world."

## Introducing

# MACMH Training Services

MACMH Training Services (MTS)—a newly created division of MACMH—is now offering timely and relevant trainings to parents, educators, and other professionals who work with children and adolescents who have mental health disorders. These fee-for-service trainings are being offered on a variety of mental health issues. For example, our first MTS seminars are designed to meet the requirements for teachers who are renewing their continuing license and are now required to have training in the area of early-onset mental health disorders. Future offerings will include disorder-specific workshop series for social workers and psychologists.

## MACMH Training Services Presents Recognizing Early-Onset Mental Health Disorders: Key Warning Signs and Next Steps for Educators

As of January 1, 2005, the State of Minnesota and the Minnesota Board of Teaching are requiring all teachers who are renewing their continuing license to have training in the area of early-onset mental health disorders. This MACMH training satisfies the new requirement.

MACMH Training Services presents this 4-hour comprehensive child and adolescent mental health training for educators. The training will provide educators with the ability to:

- Describe the continuum of mental health
- Identify key warning signs of mental health disorders
- Identify the impact a mental health problem has on a child's ability to learn
- Carry out the next steps for a child that exhibits key warning signs
- Follow confidentiality and privacy policies

Each participant will receive MACMH's publication  
A Teacher's Guide to Children's Mental Health.

**Saturday, April 23rd • Moorhead, MN**

**Saturday, May 7th • Virginia, MN**

**Saturday, June 11th • Marshall, MN**

**Visit our website for additional dates and locations or to  
download a registration form • [www.macmh.org](http://www.macmh.org)**

If you have any questions, call 651-644-7333 or 1-800-528-4511 (MN only).

**Space is limited, so register early.**

This training satisfies the NEW Minnesota requirement for  
teachers who are renewing their continuing license.



# Things To Do

## Parent Hospitality Room

**Sunday, April 10 • 8:00 – 11:00 pm**

**Monday, April 11 • 7:00 – 11:00 pm**

Join other parents from across the state at the Holiday Inn, Duluth Room #515, for fun, food, and great conversation.

## Parent Night

**Monday, April 11 • 5:30 – 7:30 pm**

The **Minnesota Parent Leadership Network (MPLN)** is hosting and sponsoring this event at the ARC offices in the Ordean Building, 424 West Superior Street (connected by skywalk to the DECC). This is a great time to network with other parents, enjoy delicious food, and win door prizes!

## Exhibits

**Monday, April 11 • 10:30 am – 3:15 pm**

**Tuesday, April 12 • 8:00 am – 2:00 pm**

Don't miss the wide variety of exciting exhibits we have this year in the Edmund Fitzgerald Exhibit Hall! Please note extended break periods in the schedule for extra exhibit viewing time.

## Raffle & 50-50

Win great prizes and help support MACMH's mission.

- Buy a raffle ticket any time during the conference—you could win a fabulous gift basket.
- Buy a 50-50 ticket for \$1 and the winner will split the pot with MACMH.

# Things To Know

## Continuing Education Units (CEUs)

This conference is designed to provide CEUs for many disciplines. We have certificates for psychology, social work, education, education administration, nursing, and marriage and family therapy as well as certificates to document participation. Pick up CEUs at the registration area after the last session on Tuesday.

## Meals

Continental breakfast (Monday–DECC lobby & Tuesday–Edmund Fitzgerald Exhibit Hall) and lunch (Lake Superior Ballroom) are provided Monday and Tuesday to registered conference attendees at no additional charge. Dinner is on your own. If you checked the “vegetarian lunch required” box, your lunch tickets will be with your name tag when you register.

## Message Board

A public message board will be available again this year in the registration area for you to leave messages or retrieve them.

## Reminder!!

Please make a point of arriving at the Lake Superior Ballroom immediately following workshops 49 – 60 at 12:15 pm. This will ensure that everyone is served by 12:45 pm, which will allow plenty of time for the keynote address (lunch service will stop at 12:45 pm).

## Book Signing

Barbara Strauch will be selling and signing her book *The Primal Teen* in the Lake Superior Ballroom following her Tuesday lunch keynote presentation.

## Questions?

For information regarding room locations or other facility-specific questions, see a DECC staff at the front-lobby kiosk. For conference-specific questions, see a MACMH staff at the conference registration area.

### The following acronyms are used throughout this brochure:

- EBD = Emotional or Behavioral Disorder
- DHS = MN Department of Human Services
- MDE = MN Department of Education

Portions of this conference were funded with federal funds awarded to Minnesota Department of Education through the grant entitled, Special Education—Grants to States, CFDA 84.027A

Key	Technical Levels		Target Audience	
	<input type="checkbox"/> Introductory . . . . . No previous knowledge of the subject needed <input checked="" type="checkbox"/> Intermediate . . . . . Some previous knowledge of the subject needed <input checked="" type="checkbox"/> Advanced . . . . . Extensive knowledge of the subject needed		<input checked="" type="checkbox"/> PRO . . . . . Professional <input checked="" type="checkbox"/> PAR . . . . . Parent <input checked="" type="checkbox"/> ALL . . . . . All	
Schedule	<b>Monday, April 11</b> 8:30 – 9:20.....Registration/Breakfast 9:20 – 9:30.....Announcements 9:30 – 10:30 .....Keynote 10:30 – 10:45 .....Break/Exhibits 10:45 – 12:30 .....Workshops 1 – 12 12:30 – 1:30 .....Lunch/Exhibits 1:30 – 2:45 .....Workshops 13 – 24 2:45 – 3:15 .....Extended Break/Exhibits 3:15 – 4:45 .....Workshops 25 – 36		<b>Tuesday, April 12</b> 8:00 – 8:30 .....Registration/Breakfast/Exhibits 8:30 – 10:30 .....Workshops 37 – 48 10:30 – 11:00 .....Extended Break/Exhibits 11:00 – 12:15 .....Workshops 49 – 60 12:15 – 1:45 .....Lunch/Keynote 1:45 – 2:00 .....Break/Book Signing/Exhibits 2:00 – 3:30 .....Workshops 61 – 72	

# Monday, April 11, 2005

8:30 - 9:20	Registration/Continental Breakfast	DECC Lobby
9:20 - 9:30	Announcements	Lake Superior
<b>Keynote Speaker</b> <b>9:30 - 10:30 Kenneth V. Hardy, Ph.D.</b>		
10:30 - 10:45	Break/Exhibits	Fitzgerald Hall
<b>10:45 - 12:30 Concurrent Workshops 1 - 12</b>		
1	Clinical Management Protocol for Depression in Children and Adolescents • <i>Sutik</i>	Room 303
2	Autism, Asperger's, or Attachment? Practical Assessment Strategies • <i>Selden</i>	Room 204-205
3	Hermes' Web: Increasing Responsibility in Difficult Youth • <i>Fjerkenstad</i>	Room 203
4	What Were You Thinking!? New Research on Teen Brain Development and Behavior • <i>Stevenson &amp; Carter</i>	Room 304-305
5	Understanding the Abused Child: A Survivor's Perspective • <i>Thibault &amp; Olson</i>	Room 302
6	Raising Relative's Children: Issues, Challenges, Resources • <i>Durken, Mehle, McKibbin, Benrud, &amp; Chapman</i>	Gooseberry 3
7	Group Facilitation: Guidelines for Success • <i>Schoepf, Janson, &amp; Niefeldt</i>	St Louis
8	Identity Development of Immigrant Youth • <i>Yiu Cho Lee</i>	Split Rock 1
9	Intergenerational Issues Come to Preschool: Parent, Teacher, Child • <i>Koplow</i>	Split Rock 2
10	East Metro Mobile Crisis Response: Changing Systems of Care for Kids in Crisis • <i>Heller, Young, Edvall, McGlenn, Thorpe, &amp; Gregerson</i>	Gooseberry 1
11	Violence Prevention 101: Creating Learning Environments Where All Students Experience Belonging • <i>Bradley &amp; Mitchell</i>	Gooseberry 2
12	Classroom Strategies for Students with ADD/ADHD • <i>Kurtzman</i>	French River
<b>12:30 - 1:30 Lunch/Exhibits</b>		
<b>1:30 - 2:45 Concurrent Workshops 13 - 24</b>		
13	Autism Spectrum Disorders • <i>Azeem</i>	Room 302
14	Bi-Identity Therapy: Helping Detached Children Create Internal Standards of Behavior • <i>Johnson</i>	Room 204-205
15	Reintegration ABC's • <i>Garfunkel</i>	Split Rock 1

# Tuesday, April 12, 2005

8:00 - 8:30	Registration/Continental Breakfast	Fitzgerald Hall
<b>8:30 - 10:30 Concurrent Workshops 37 - 48</b>		
37	ADHD Update: Misdiagnosed, Mistreated, and Misunderstood • <i>Johnson &amp; Samson</i>	Room 304-305
38	De-Mystifying Fetal Alcohol Spectrum Disorders (FASD): Screening and Diagnosis • <i>Carpenter &amp; Lang</i>	St. Louis
39	The Brain in Childhood and Adolescence through Young Adulthood: Primed with Potential, Loaded with Liabilities • <i>Collins &amp; Myklebust</i>	Room 302
40	Beyond Rewards and Consequences • <i>Merzer</i>	French River
41	Enhancing Adolescent Sex Offender Treatment by Utilizing Experiential Learning • <i>Hauser &amp; Hopkins</i>	Split Rock 1
42	Chemical Trends in Adolescent Risk Groups • <i>McGinnis</i>	Room 204-205
43	Children's Therapeutic Services and Supports (CTSS): The Big Picture • <i>Udoig &amp; Edvall</i>	Gooseberry 1
44	Infant Observation: A Training Mechanism for Mental Health Professionals • <i>Christofferson</i>	Gooseberry 2
45	First Signs Autism Project in Mankato, MN • <i>Westre &amp; Olson</i>	Split Rock 2
46	Searching for a New Paradigm: Working with Difficult and At-Risk Children • <i>Gearity</i>	Room 303
47	Working Effectively with Parents of Children with Behavioral and Developmental Disorders • <i>Pederson &amp; Frederick</i>	Room 203
48	Parent Participation: The Key to Unlocking IDEA • <i>Avery, Pierce, &amp; Freeberg</i>	Gooseberry 3
<b>10:30 - 11:00 Refreshments/Extended Break/Exhibits</b>		
<b>11:00 - 12:15 Concurrent Workshops 49 - 60</b>		
49	"I'll Help You Do It Yourself": A Developmental Overview of Strategies to Support Self-Regulation in Children with an Autism Spectrum Disorder • <i>Pulice &amp; Gardner</i>	French River
50	Dealing with Defiant and Difficult Behaviors • <i>Haugrud &amp; Goerger-Sandahl</i>	Room 304-305
51	Effective Programs for Females with EBD: An Issue of Cultural Competence • <i>Ries, Salk, &amp; Ryan</i>	Split Rock 2
52	Counseling Children with Obesity • <i>Dansinger</i>	Gooseberry 1
53	The Resilient Practitioner: Hardiness Skills and Strategies • <i>Skeoholt, Udipi, &amp; Kao</i>	Gooseberry 2
54	If Momma Ain't Happy... • <i>Campion</i>	Split Rock 1

16	Self-Injurious Behavior in Adolescents: Review of Etiology and Treatment • <i>Larson</i>	Room 304-305
17	Journey Towards Hope • <i>Oachs &amp; Oachs</i>	Room 303
18	Cultural Competency for African Immigrant Population • <i>Onyencho, Oni, &amp; Renfro</i>	Split Rock 2
19	Gay, Lesbian, Bisexual, Transgender (GLBT) Issues in the K-12 Classroom • <i>Horowitz</i>	Gooseberry 1
20	Parent Group: An Intensive Group Psychotherapy Intervention for Parents of Children Age 0 - 5 • <i>Threisen</i>	Gooseberry 2
21	Meeting the Needs of Our Most Challenging SED Children and Adolescents through Intensive Treatment Homes and Services • <i>Packer, Monson, &amp; Engels</i>	Gooseberry 3
22	Introduction to Children's Mental Health: An Overview of Anxiety, Depression, Attention, and Behavior Disorders Training • <i>Sheelin-Woodcock &amp; Sulik</i>	Room 203
23	Assuming School Success: The Role of Student Support Services • <i>McInerney, Baas, Lindberg, Fogo, &amp; Zurn</i>	St. Louis
24	Students with Mental Health Disabilities: Bound for College or Unemployment? • <i>Fields</i>	French River
2:45 - 3:15 Refreshments/Extended Break		Fitzgerald Hall
3:15 - 4:45 Concurrent Workshops 25 - 36		
25	Accurately Recognizing All Co-Occurring Disorders as Key to Improving Treatment Outcomes • <i>Dubovsky</i>	Room 302
26	De-Escalating Techniques for Children and Adolescents • <i>Wendt</i>	Room 304-305
27	Toxic Light, Healing Light • <i>Dikel</i>	French River
28	Child Sexual Abuse Treatment: A Comprehensive Approach • <i>Stillman</i>	Room 303
29	Adoption Is Different: What Mental Health Practitioners Need to Know • <i>Brynjulfsen</i>	Gooseberry 1
30	Teen Talk: Youth Share Their Ideas on Self-Advocacy and Having a Mental Health Disability • <i>Rocco &amp; Members</i>	St. Louis
31	Professionals Helping Parents Adjust to a New Diagnosis • <i>Auger</i>	Gooseberry 3
32	Cross-Cultural Psychology: The Hispanic Population • <i>Figueroa</i>	Split Rock 2
33	Social Skills Groups: Helping Preschool Children with Higher-Level Autism/Asperger's Build Confidence • <i>Liddle</i>	Room 203
34	Using Social Marketing to Define and Drive Initiatives Case Example: Public School Violence • <i>Quessnell</i>	Split Rock 1
35	Developing Positive Behavioral Supports (PBS) for Children with Mental Health Disorders • <i>Ryan</i>	Room 204-205
36	Transition: A Time for Teamwork. Strategies and Guidelines • <i>Johnson</i>	Gooseberry 2

Key City Side Rooms Harbor Side Rooms


55	Working with Diverse Populations • <i>Collins</i>	St. Louis
56	Early Identification of Children (Birth to 5) with Social Emotional Issues Using the Ages and Stages Questionnaire (ASQ-SE) Screening Tool • <i>Jahnke</i>	Room 204-205
57	Extreme Parenting: A Model for Success • <i>Engstrom &amp; Cayla</i>	Room 203
58	Strategies to Navigate the Overwhelming Issue of Children's Mental Health in Schools and Communities • <i>Bienfang &amp; Kerbaugh</i>	Room 302
59	Applying Functional Behavior Assessment (FBA) to Daily Practice • <i>Gibney</i>	Room 303
60	Reducing Seclusion with Staff Training in an EBD Program • <i>Tetreault &amp; van der Hagen</i>	Gooseberry 3
Lunch (served 12:15 - 12:45)		
Keynote Speaker 12:45 - 1:45 <b>Barbara Strauch</b>		
1:45 - 2:00 Book Signing		Lake Superior Ballroom
1:45 - 2:00 Refreshments/Break/Exhibits		Fitzgerald Hall
2:00 - 3:30 Concurrent Workshops 61 - 72		
61	Going Deeper: Exploring the Invisible Disability of Fetal Alcohol Spectrum Disorders (FASD) • <i>Tervey &amp; Messelt</i>	Room 204-205
62	Update from the University of Minnesota Adolescent Studies of Schizophrenia and ADHD • <i>White &amp; Guimaraes</i>	Room 304-305
63	Building Youth Capacity for Suicide Prevention • <i>Reed &amp; Schott</i>	Gooseberry 1
64	The Primary Prevention of Child Sexual Abuse: How to Keep Everyone Safe • <i>Lindstrom</i>	Split Rock 1
65	Freud, Your Family, and Freedom • <i>Dubie</i>	Room 302
66	Parents as Partners: Making a Team That Works • <i>Straud &amp; Enjady Mitchell</i>	Gooseberry 2
67	Cultural Competency Guidelines for Treating American Indian Families • <i>Durkin, Gibbs, &amp; Smith</i>	Gooseberry 3
68	When the Bough Breaks: Recognizing and Mediating Attachment Disorders in Young Children • <i>Marchel</i>	French River
69	Youth Partial Hospitalization: An Intensive Program That Offers an Alternative to In-Patient Hospitalization • <i>Hood, Thurber, &amp; Oswood</i>	Split Rock 2
70	Understanding the Impact of Inter-Agency Collaboration on Truancy Intervention Efforts • <i>Patek Schmeka &amp; Johnson</i>	St. Louis
71	Successful Transitions • <i>Nelson &amp; Watts</i>	Room 203
72	The Olweus Bullying Program: A School and Public Health Approach to Reduce Bullying among Students • <i>Stahl &amp; Friedman</i>	Room 303

Key City Side Rooms Harbor Side Rooms

**Keynote Speaker • 9:30 – 10:30**  
**Kenneth V. Hardy, Ph.D.**


**Monday 10:45 – 12:30**  
**Concurrent Workshops 1 – 12**

**1 Clinical Management Protocol for Depression in Children and Adolescents**

 **L. Read Sulik, MD, FAAP, Medical Dir. – Child and Adolescent Psychiatry, St. Cloud Hosp. Behavioral Health Servs.**


This session will be an intensive, advanced review of sample protocols that can be implemented in the primary care and mental health setting for treating and managing depression in children and adolescents. Medication informed consent letters, medication monitoring visit protocols, telephone contact protocols, and communication protocols between therapists and prescribing physicians will be discussed.

**2 Autism, Asperger's, or Attachment? Practical Assessment Strategies**


 **John W. Selden, PHD, LP, – Range Mental Health Ctr.**

This workshop will discuss practical assessment approaches for pervasive development disorders and reactive attachment disorder in children. How to differentiate and diagnose these difficult cases with overlapping problems using history, school data, rating scales, and psychological tests, will be discussed.

**3 Hermes' Web: Increasing Responsivity in Difficult Youth**


 **Jerry Ejerkenstad, MA, LP, Founder – Hermes' Web**  
 Difficult youth are a challenge to reach. To successfully communicate with them, professionals need a creative language that breaks through barriers, bypasses learning disabilities, and facilitates core-level change. Through lecture, interactive exercises, and group Q & A, learn how Hermes' Web helps professionals speak this language and increase responsivity to treatment.

**4 What Were You Thinking!? New Research on Teen Brain Development and Behavior**

 **David X. Swenson, PHD, LP, Assoc. Professor – The College of St. Scholastica; & Elizabeth Carver, PSYD, LP, Psychologist/Clinical Dir. – Northwood Children's Servs.**


Recent research on brain development has dramatically revised our understanding of how the brain affects the behavior of teens. This workshop will describe how changes in the developing teen brain relate to changes in behavior and the implications of this for parenting, learning, and treatment.

**5 Understanding the Abused Child: A Survivor's Perspective**

 **Sandy Thibault, Transformational Life Coach, Owner & Kenneth P. Olson, MD, Family Physician – Selma's Spirit**


This workshop will help you understand the physical, emotional, and spiritual impact of child abuse. Caring professionals in schools and communities can help abused children imagine healthy possibilities for their lives. Participants will leave with practical tools for demonstrating acceptance and care, encouraging hope, and honoring the intrinsic worth of the abused and vulnerable child.

**6 Raising Relative's Children: Issues, Challenges, Resources**

 **Sharon Durken, Statewide Outreach Dir. – MN Kinship Caregivers Assoc.; Marcia Mehle, St. Louis Co. Coord. on Aging; Shirley McKibbin, Rock Prog. Mentor – AEOA Rock Prog.; Jan Benrud – Barnum Kinship Support Group Facilitator; & Kathleen Chapman**


Why does MN have the 6th fastest growing population of relatives raising children? What are the issues involved? Hear about the challenges of parenting a relative's children from a panel of caregivers. Learn about partnerships and collaborations that offer support across the state.

**7 Group Facilitation: Guidelines for Success**

 **Sara Schoepf, MN Technical Assistance for Family Support (MN\*TAFS) Coord., Beth Jansen, MN\*TAFS Team, & Deb Niedfeldt, MN\*TAFS Team – Metro Educational Cooperative Serv. Unit (ECSU)**


Groups generally can accomplish more than individuals. But have you ever been frustrated working with an ineffective group? Come to this session and learn the basics of successfully facilitating a group or team meeting.

**8 Identity Development of Immigrant Youth**

 **Joseph Yiu Cho Lee, LP, Dir. and Founder – Eastern Psychological Servs.**


Identity development is the core of self-esteem; self-esteem is the core of mental health. Immigrant youth face additional challenges in defining their identity in cross-cultural environments. The presenter will talk about cross-cultural counseling/interactions and the impact of acculturation on self-identity.

**9 Intergenerational Issues Come to Preschool: Parent, Teacher, Child**


 **Lesley Koplou, CSW, Dir. – Ctr. for Emotionally Responsive Practice, Bank Street College, New York City**

This presentation will focus on how classroom dynamics are influenced by the personal histories of parents, children, and teachers. Recognizing and working with intergenerational issues in the early childhood environment often enables teachers and clinicians to be effective in ways that affect children and families long after they leave the classroom.

**10 East Metro Mobile Crisis Response: Changing Systems of Care for Kids in Crisis**


 **Joel Hetler, Mgr. of Children's Mental Health Servs. & Kimberly Young, Clinical Spvsr. – Ramsey Co. Human Servs.; Glenace Edwall, Dir. of Children's Mental Health – DHS; Brian McGlenn, Spvsr. – Dakota Co. Soc. Servs.; Heather Thorpe, Mobile Crisis Response Team Spvsr. – Human Services, Inc.; & Kathy Gregerson, Dir. of Behavioral Health – Blue Cross Blue Shield**  
 The East Metro Children's Crisis Service (EMCCS) partnership, serving publicly and privately insured kids, was formed to work across systems to implement an enhanced children's mental health mobile crisis response. The goal of this multi-system partnership is to provide the appropriate level of care at the appropriate time to reduce the inappropriate use of in-patient facilities.






**11 Violence Prevention 101: Creating Learning Environments Where All Students Experience Belonging**

 **Mary Ann Bradley, BS, MSW, MS, Exec. Dir. & Lyn Mitchell, BSN, PHN, Education and Outreach Coord. – aMaze**

This interactive workshop will address issues that often underlie bullying in schools. The presentation will share strategies to promote knowledge and skills for tolerance, respect, cooperation and compassion across differences with the goal of creating inclusive, affirming, and respectful learning environments for all elementary students and their families.

**12 Classroom Strategies for Students with ADD/ADHD**

 **Nancy Kurtzman, MED – Centennial Dist. #12**  
 Learn practical strategies and real hands-on tips for working with students with ADD/ADHD and other disabilities to help them be successful in the classroom.

Key	Technical Levels (see criteria on pg 5)	Target Audience
	Introductory .....	
Intermediate .....		Parent..... 
Advanced .....		All..... 

## Monday 1:30 – 2:45 Concurrent Workshops 13 – 24

### 13 Autism Spectrum Disorders

**PRO** **Muhammad Waqar Azeem, MD, Clinical Dir. – Child & Adolescent Behavioral Health Servs., Brainerd Regional Human Servs. Ctr.**  
This presentation will discuss the history, epidemiology, etiology, diagnosis, assessment, and management of Autism. Pharmacological and behavioral strategies focusing on target symptoms including aggression/self-injury, hyperactivity/inattention, and ritualistic behavior will be presented. Other pervasive developmental disorders will be discussed briefly.

### 14 Bi-Identity Therapy: Helping Detached Children Create Internal Standards of Behavior

**PRO** **Paul Johnson, MA, Family Therapist – ReMember Institute**  
Bi-Identity therapy is a novel modality that addresses the challenges children present when they struggle with detachment disorders. There is a growing population of children in our community best described as “detached,” and this successful therapy approach allows them control over their struggles.

### 15 Reintegration ABC's

**ALL** **Lili Garfinkel, Juvenile Justice Proj Coord. – PACER Ctr.**  
New research in the past year has focused on the needs of youth with disabilities who are reintegrating back into their communities after being incarcerated. In this session, participants will learn about the barriers that exist for youth and their families and the strategies that they both need to ensure a successful process.

### 16 Self-Injurious Behavior in Adolescents: Review of Etiology and Treatment

**ALL** **Nicole Larson, MA, RN, PMH-MP Intern – Abbott Northwestern Hosp.**  
Adolescent years pose many difficulties and challenges for teens—they are increasingly engaging in self-injurious behaviors as a way of coping with their complex feelings. This workshop will review history, etiology, accompanying diagnoses, common forms of self-injury, and various treatment options available to address this negative coping skill.

### 17 Journey Towards Hope

**ALL** **Rebecca Oachs, Experiential Speaker & Lezlie Oachs, Mother**  
College student Rebecca Oachs, who lives with anxiety and depression, offers her account of the challenges of mental illness. Rebecca's mother, Lezlie, co-presents and shares a parent's perspective of how best to support a child mental illness during times of struggle. This presentation will demonstrate how families can journey towards health and hope.

### 18 Cultural Competency for African Immigrant Population

**ALL** **Dr. Kate Onyeneho, African Parents Support Group Site Coord. (TAPS Group) – Ctr. for Africans New to America: TAPS, Richard Oni, PHD, Dir. of Servs. and Training – Progressive Individual Resources, Inc., & Suzanne Renfro, Consultant & Parent Advocate for Children with Mental Health Issues**  
There are many essential and unique components that must be known when educating, working with, and/or providing mental health services to African immigrants and African-American families. This presentation will provide cultural competency guidelines for the mental health treatment of African immigrant and African-American families.

### 19 Gay, Lesbian, Bisexual, Transgender (GLBT) Issues in the K-12 Classroom

**PRO** **Alan Horowitz, MS, Out for Equity Coord. – St. Paul Public Schools**  
Homophobic name-calling, such as “that’s so gay” is an increasing problem in American schools. Concurrently, more GLBT families are attending our schools and more GLBT role models are present in the news and entertainment media. This workshop will address strategies and age-appropriate ways to discuss these issues in the K – 12 classroom.

### 20 Parent Group: An Intensive Group Psychotherapy Intervention for Parents of Children Age 0 – 5

**PRO** **Jim Theisen, PHD, LP, Psychologist – Hamm Clinic**  
This presentation describes an innovative intervention that provides an intensive group psychotherapy experience for parents of young children. This intervention is unique because its based on a selective integration of principles from parent-infant psychotherapy, which have typically been applied only within the context of the infant-parent dyad.

### 21 Meeting the Needs of Our Most Challenging SED Children and Adolescents Through Intensive Treatment Homes and Services

**ALL** **Cynthia Packer, MSW, LICSW, CABHS Community Servs. Coord., Jaime Monson, MS, Community Therapist, & Colleen Engels, Foster Care Recruiter/Trainer – Child and Adolescent Behavioral Health Servs. (CABHS)**  
CABHS is currently implementing an array of community-based services to meet the needs of SED children and adolescents who have the most challenging behaviors. These youth often struggle to stay in the community. Learn specifics about this important addition to our system of care.

### 22 Introduction to Children's Mental Health: An Overview of Anxiety, Depression, Attention, and Behavior Disorders Training

**ALL** **Cindy Shevlin-Woodcock, MA, Interagency/Mental Health Specialist – MDE; & L. Read Sulik, MD, FAAP, Medical Dir. – Child and Adolescent Psychiatry, St. Cloud Hosp. Behavioral Health Servs.**  
The presenters will preview portions of a new video developed by MDE, designed as a training tool to introduce the three most prevalent children's mental health disorders: anxiety, depression, and attention disorders. Participants will learn how to access the video and training materials, and how to volunteer to become a training facilitator for this new tool.

### 23 Assuming School Success: The Role of Student Support Services

**ALL** **Anne McInerney, MSW, LICSW, School Social Worker – St. Paul Public Schools; Sally Baas, MS, School Psychologist – Concordia Univ.; Ann Lindberg, LADC, International CADC – MN Assoc. of Resources for Recovery and Chemical Health-School Section, Henry Sibley High School; Sandi Fogo, Licensed School Counselor – MN School Counselor Assoc.; & Jayne Zurn, School Nurse – Cambridge Public Schools & School Nurses Organization of MN**  
Every school should have adequate student support services staff to meet the needs of students—including their mental health needs. This panel will discuss how student support services staff work to provide comprehensive, integrated services that address a wide range of students needs, particularly needs that effect a student's ability to learn, grow, and develop.

### 24 Students with Mental Health Disabilities: Bound for College or Unemployment?

**ALL** **Marsha J. Fields, ED.D – St. Croix Psychology and Assessment**  
The presenter will explain how to navigate the post-secondary education system for students with mental health disorders, including college preparation while still in high school, and obtaining accommodations on college entrance exams and at college.


## Monday 3:15 – 4:45 Concurrent Workshops 25 – 36

### 25 Accurately Recognizing All Co-Occurring Disorders as Key to Improving Treatment Outcomes


 **Dan Dubovsky, MSW, LICSW, Fetal Alcohol Spectrum Disorders (FASD) Specialist – SAMHSA FASD Ctr. of Excellence**

Some individuals do not respond to traditional approaches and are often identified as non-compliant or unmotivated. In individuals with mental illness, and/or substance use disorders, an FASD may well be the reason for these “treatment failures.” This session examines how accurately recognizing an FASD as a co-occurring disorder can result in improved treatment outcomes.


### 26 De-Escalating Techniques for Children and Adolescents

 **Karen Wendt, RN – Abbott Northwestern Hosp.**  
This presenter will discuss 4 stages of behavioral escalations in children and adolescents: anxiety, agitation, acting out, and remorse. She will include an overview of successful techniques used during each of these stages, including validation, successful limit setting, and the use of negotiation during high-risk episodes.


### 27 Toxic Light, Healing Light

 **William Dikel, MD – Independent Consulting Child and Adolescent Psychiatrist**  
This workshop will review environmental alterations that reduce toxic effects and maximize beneficial effects of lighting. Severe toxic effects of fluorescent lighting on children with pervasive developmental disorders and beneficial effects of light for seasonal affective disorder will be described.


### 28 Child Sexual Abuse Treatment: A Comprehensive Approach

 **John R. Stillman, LICSW – Kenwood Therapy Ctr.**  
This workshop will combine current research with practical tools in treating those affected by child sexual abuse. Social workers, therapists, and other providers will learn how to effectively work with all parties—including the child, their family, and the person who perpetrated the abuse and their family—to help reduce the effects of sexual abuse.


### 29 Adoption Is Different: What Mental Health Practitioners Need to Know

 **Linda M. Brynjulfson, LICSW, LMFT, Counselor and Consultant – Children’s Home Society and Family Servs.**  
Families created by adoption are different than families created by birth. What are these differences? And how can an understanding of these differences help mental health practitioners to be more effective in their work with adoptive families? This session will answer these questions and review common counseling themes of adoptive families.


### 30 Teen Talk: Youth Share Their Ideas on Self-Advocacy and Having a Mental Health Disability

 **Debra Rocco, MA, Youth Board Facilitator & Members of Youth Advisory Board – MN Statewide Family Network (MSFN)**  
This interactive workshop is presented by a group of youth with mental health disabilities who talk about their personal experiences in school and in the community. They will discuss their work on Minnesota Statewide Family Network’s Youth Advisory Board and their plans for future leadership.


### 31 Professionals Helping Parents Adjust to a New Diagnosis

 **Rick Auger, PHD, Associate Professor – Dept. of Counseling and Student Personnel, MN State Univ., Mankato**  
Receiving the news that their child has a mental health diagnosis or disability can be extremely distressing for parents. This session will provide mental health professionals and educators with the skills and attitudes needed to most effectively share information with parents about initial diagnoses.


### 32 Cross-Cultural Psychology: The Hispanic Population

 **Caromyr Figueroa, MD, Child, Adolescent, and Adult Psychiatrist – Private Practice**  
Using a case study as reference, this session will discuss the characteristics of the Hispanic population in the United States, providing an outline for a cultural formulation designed to assist mental health providers in evaluating clients, while taking into account the impact of the individual’s cultural context.


### 33 Social Skills Groups: Helping Preschool Children with Higher-Level Autism/Asperger’s Build Confidence

 **Lorene Liddle, MA, CCC-SLP, Clinical Dir. of Rehabilitation Therapies – St. David’s Child Development & Family Servs.**  
Children with higher-level autism or Asperger’s disorder are often able to be academically successful in school. However, they are typically “clueless” about how to make friends and interact socially. This presentation will highlight the success of a preschool Social Skills Group and include a discussion of goals addressed and methods used.


### 34 Using Social Marketing to Define and Drive Initiatives Case Example: Public School Violence




 **Michael D. Quesnell, PHD – Safe Schools/Healthy Schools Proj. Coord. – St. Cloud Partnership**  
You’ve got a great idea, remarkable staff, and genuine passion for your cause. Is it enough? The mechanisms of communication and social marketing may provide the tipping point that turns your initiative from unknown to renowned. Attendees will be given a template and strategies that will support them as they define and drive their own initiatives.

### 35 Developing Positive Behavioral Supports (PBS) for Children with Mental Health Disorders

 **Charlotte Ryan, PHD, LP, Asst. Professor – St. Cloud State Univ.**  
This presentation will demonstrate the application of PBS with children who experience mental health disorders. The presenter will discuss the essential components of PBS when used at the school-wide and individual levels. Case examples will illustrate the application of these practices to children with specific mental health disorders.

### 36 Transition: A Time for Teamwork. Strategies and Guidelines

 **Kathy Johnson, MS, Work Experience/Career Education Coord. – Dist. 77 Mankato Schools**  
Transition planning is a partnership that involves the student, parents, school, community services, employers, and post-secondary training programs. This session will assist participants in identifying opportunities and experiences that will provide students with the foundational tools to prepare for life.

Key	Technical Levels (see criteria on pg 5)	Target Audience
	Introductory .....	
Intermediate .....		Parent .....
Advanced .....		All .....
		PRO
		PAR
		ALL

## Tuesday 8:30 – 10:30 Concurrent Workshops 37 – 48

### 37 ADHD Update: Misdiagnosed, Mistreated, and Misunderstood

**ALL** Gary G. Johnson, PHD, LP, LMFT, Clinical Dir. & Deby Samson, Education Coord. – Loring Family Clinic, Clinic for Attention Learning and Memory (CALM)

This workshop will cover recent research and the most current knowledge of the advanced treatment of ADHD and complicating co-morbid disorders. Exciting developments in the treatment area of social skills and the toxic effects of stress, as well as how to develop comprehensive and individualized treatment plans, will be discussed.

### 38 De-Mystifying Fetal Alcohol Spectrum Disorders (FASD): Screening and Diagnosis

**ALL** Mary Carpenter, MSED, LP, Behavior Analyst – Range Mental Health Ctr.; & Jeannette Lang, Dir. – Fetal Alcohol Diagnostic Prog.

This presentation will help de-mystify FASD. The areas of central nervous system assessment needed to determine the likelihood of brain damage linked to FASD will be defined. Diagnostic criteria will also be presented, concentrating on evidence-based information necessary to write good recommendations for interventions.

### 39 The Brain in Childhood and Adolescence through Young Adulthood: Primed with Potential, Loaded with Liabilities

**ALL** Gretchen C. Collins, MA, LP, Spvsr. Epsilon Education Prog. – Hennepin Co. Home School; & Charlene K. Myklebust, PSYD., Mental Health Spvsr. – Intermediate Dist. 287

This multimedia, highly interactive session will explore the work of neuroscientists such as Amen, Sapolsky, Giedd, Nelson, and Chugani. Classroom intervention protocols will be discussed, as well as strategies utilizing brain-based interventions and educational techniques to address the myriad of mental health disorders experienced by children and adolescents.

### 40 Beyond Rewards and Consequences

**ALL** Sheila Merzer, MA, LP, Psychologist – Private Practice

This powerpoint and video illustrated workshop will broaden participants' awareness of the multiple factors that can contribute to challenging behaviors in children who have a wide range of mental health and developmental/behavioral related issues. Strategies for management and teaching will be discussed; audience participation will be encouraged during parts of the session if time allows.

### 41 Enhancing Adolescent Sex Offender Treatment by Utilizing Experiential Learning

**PRO** Nicole Hauser, Clinical Spvsr. & Angela Hopkins, Case Mgr. – Mille Lacs Academy

Integration of experiential therapy can be key in the therapy process for adolescents who are unable to verbalize their trauma or complete other traditional therapy as easily as others can. This workshop will introduce a number of experiential techniques and how to properly implement them into any treatment program. The audience will have the opportunity to engage in some of the techniques.

### 42 Chemical Trends in Adolescent Risk Groups

**ALL** Michael McGinnis, LADC, Dir. of ARCHER Servs. – Addiction Recovery Technologies, Inc.

The presenter will provide information on chemical trends in the Minnesota adolescent population. Levels of risk associated with substance use, current drugs of choice, signs and symptoms of use, and impact on adolescent functioning in relationships and responsibility will be covered. He will conclude with community interventions and resiliency skills building.

### 43 Children's Therapeutic Services and Supports (CTSS): The Big Picture

**PRO** Karry Udvig, CTSS Coord. & Glenace Edwall, PHD, Dir. – DHS, Children's Mental Health Division

This workshop will describe the expanded continuum of mental health care created under CTSS. It will explain how the arduous CTSS provider certification process will improve the quality of care and the lives of children.

### 44 Infant Observation: A Training Mechanism for Mental Health Professionals

**PRO** Sandi C. Christofferson, LICSW, Infant Mental Health Specialist – Christofferson Consulting

This session will include the observation story of one particular infant from age zero to three. The presenter will share this learning journey utilizing media to present insights into this very intense and useful experience. A model for training child mental health professionals utilizing this method of observation will also be discussed.

### 45 First Signs Autism Project in Mankato, MN

**ALL** Michelle Westre, Early Childhood Education Teacher & Liz Olson, Early Childhood Education Teacher – ISD #77 Mankato

Presenters will share information on early warning signs and identification of autism and other developmental delays in young children. Use of developmental screeners in clinic settings will be discussed, citing a model that is being used in clinics in Mankato. Information on the replication of this model into other communities will be included.

### 46 Searching for a New Paradigm: Working with Difficult and At-Risk Children

**PRO** Anne R. Gearity, PHD, Clinical Consultant & Tom Steinmetz, Dir. of Prog. Management- Washburn Child Guidance Ctr.

This session examines a day treatment model for young children (ages 3 to 3<sup>rd</sup> grade) identified in the community as aggressive and disruptive. The focus of intervention is on repair of self-regulation, an early and foundational developmental capacity necessary for subsequent social and cognitive learning. Evaluation efficacy and applications for older populations will also be examined.

### 47 Working Effectively with Parents of Children with Behavioral and Developmental Disorders

**PRO** Sue Pederson, MS, LP, Psychologist & Brigitte N. Frederick, PHD, LP, Psychology Fellow – Fraser Child & Family Ctr

Mental health clinicians working with children need to have an understanding of family factors and be prepared to work with families and parents from a variety of backgrounds and experiences. This presentation will offer strategies and guidelines to professionals who work with parents of children with behavioral and developmental disorders.

### 48 Parent Participation: The Key to Unlocking IDEA

**PAR** Kris Avery, Grace Pierce, & Susan Freeberg – Special Ed Consultants

Learn about rights and responsibilities under the Individuals with Disabilities Education Act (IDEA) and how to be an effective partner with the school. This workshop will provide an interactive discussion on parent participation with a roadmap to help you navigate your way.

**Tuesday 11:00 – 12:15**  
**Concurrent Workshops 49 – 60**

**49** “I’ll Help You Do It Yourself”: A Developmental Overview of Strategies to Support Self-Regulation in Children with an Autism Spectrum Disorder

ALL *Pat Pulice, MA, LP, Psychologist & Rachel Gardner, MA, Mental Health Practitioner – Fraser Child and Family Ctr.*

This presentation will provide a theoretical framework for understanding disordered development and the role self-regulation plays in the success or failure of interventions. Tools and strategies to apply in a variety of settings will be demonstrated.

**50** Dealing with Defiant and Difficult Behaviors

ALL *Jan Haugrud, MSW, LICSW & Stephanie Goerger-Sandahl, MA – Lutheran Social Servs. of MN*

Whatever words we use to describe them—defiant, oppositional, strong-willed or explosive—these are the children and adolescents who are particularly draining for parents, educators, and therapists. This session will offer effective strategies to maximize cooperation and avoid stalemates and negative outcomes.

**51** Effective Programs for Females with EBD: An Issue of Cultural Competence

ALL *Melissa Ries, MS, Teacher – Osseo Public Schools; Janet Salk, Associate Professor & Char Ryan, Asst. Professor – St. Cloud State Univ.*

This workshop will offer a view of effective practices for females by examining the perspective of gender and cultural competence. The presenters will discuss the unique challenges faced by females and their service providers, and will cover components of female responsive service.

**52** Counseling Children with Obesity

ALL *Stuart Dansinger, MA, EDS, LP – Private Practice*

The number of children with obesity has increased at an alarming rate, worrying parents, educators, and other health professionals particularly because of related physical and mental health factors. Counseling is effective when collaborating with other professionals—assessment and treatment techniques will be discussed.

**53** The Resilient Practitioner: Hardiness Skills and Strategies

PRO *Thomas Skovholt, Professor, Sharanya Udipi, MS, Doctoral Student, & Juihsien H. Kao, MA, Doctoral Student – U of M*

Burnout is an ever-increasing possibility in our work as practitioners. Being resilient as practitioners requires us to consciously make choices that help sustain the work we do. This workshop will discuss the complex process of burnout prevention.

**54** If Momma Ain’t Happy...

ALL *Maureen Champion, MS, LP, Psychologist – MN Valley Psychologists*

Tales from both sides of the couch. Mom can and should be the strongest member of a child’s treatment team; find out what we, as parents or professionals, can do to make sure that this happens. This presenter offers unique insight from the perspective of both a mother and a psychologist.

**55** Working with Diverse Populations

PRO *Curtis Collins, Cultural Resource Representative – Fairview Univ. Medical Ctr.*

The face of Minnesota has changed, and how we provide services must also change. When working with people from diverse populations, we need to evaluate what we view as the norm in reference to cultural faux pas and other cultural influences. Participants will gain valuable insight into understanding the many dynamics that have influenced our thinking.

**56** Early Identification of Children (Birth to 5) with Social Emotional Issues Using the Ages and Stages Questionnaire (ASQ-SE) Screening Tool

PRO *Lola Jahnke, MSW, Public Health Social Worker – MN Dept of Health*

This session will discuss the use of ASQ-SE (Ages and Stages Questionnaire-Social Emotional); a tool developed to screen for social emotional problems in children. Participants will learn to use this tools in their practice, school, childcare setting, and/or clinic, to screen children for social emotional issue.

**57** Extreme Parenting: A Model for Success

PRO *Reenie Engstrom, RN, Dir. of Family Servs. & Brenda Caya, MS, Children’s Mental Health Family Advocate – ARC Northland*

ARC Northland’s Extreme Parenting has been hugely successful in the Duluth area. Parents receive support and education, learn about resources, and gain advocacy skills to improve quality of family life and to prevent or reduce out of home placement. This session will outline the steps needed to replicate the Extreme Parenting model in other areas.

**58** Strategies to Navigate the Overwhelming Issue of Children’s Mental Health in Schools and Communities

ALL *Wyatt L. Bienfang, School Resource Officer/Glencoe Police Officer – Glencoe-Silver Lake School/Glencoe Police Dept.; & Scot Kerbaugh, High School Principal – Glencoe-Silver Lake Schools*

Need a blueprint for dealing with mental health issues in schools? There is none! This workshop will walk you through the program that has shown signs of success at Glencoe-Silver Lake. From staff training to early identification to follow-up activities, each step in the process is vitally important.

**59** Applying Functional Behavior Assessment (FBA) to Daily Practice

ALL *Tom Potterton, Special Education Dir. – Cooperative Educational Serv. Agency #12*

This session will demonstrate the application of FBA information to intervention planning for students with disabilities. Discussions will target instructional interventions focused on teaching alternate behaviors identified through the FBA and addressing context issues in large groups. A comprehensive handout with practical information will be provided.

**60** Reducing Seclusion with Staff Training in an EBD Program

PRO *George Tetreault, EDS, LP, Psychologist – MN Learning Ctr., Brainerd Public Schools*

The use of seclusion in treatment and educational programs has become controversial. In a current study, staff training in verbal de-escalation resulted in a 33 percent reduction in the use of seclusion. Two years of data from this study on the use of seclusion with SED students will be discussed.

Key	Technical Levels (see criteria on pg 5)	Target Audience
	Introductory ..... <input type="checkbox"/>	Professional..... <input checked="" type="checkbox"/> PRO
	Intermediate ..... <input type="checkbox"/>	Parent..... <input checked="" type="checkbox"/> PAR
	Advanced ..... <input checked="" type="checkbox"/>	All..... <input checked="" type="checkbox"/> ALL

Luncheon Keynote Speaker • 12:45 – 1:45  
**Barbara Strauch**

Tuesday 2:00 – 3:30  
Concurrent Workshops 61 – 72

**61** Going Deeper: Exploring the Invisible Disability of Fetal Alcohol Spectrum Disorders (FASD)

ALL *Sue Terwey, MS, Family Support Specialist & Sara Messelt, FASD Statewide Initiative Prog. Dir. – MN Organization on Fetal Alcohol Syndrome (MOFAS)*

Individuals who struggle with FASD often do not “look” disabled. This session will focus on how prenatal alcohol exposure can affect the brain domains in a variety of ways. Hands-on, common sense strategies for helping individuals with FASD cope and thrive in everyday life, FASD as a co-occurring disorder, and information on the statewide FASD initiative will also be discussed.

**62** Update from the University of Minnesota Adolescent Studies of Schizophrenia and ADHD

ALL *Tonya White, MD, Asst. Professor & Angie Guimaraes, Research Coord. – U of M, Division of Child and Adolescent Psychiatry*

Researchers at the University of Minnesota present their recent findings in the areas of adolescent schizophrenia and ADHD. Information regarding early development—including motor, social, language and cognitive development—will be discussed. In addition, they will present results from their cognitive testing and brain imaging research.

**63** Building Youth Capacity for Suicide Prevention

ALL *Darren Reed, Youth/Community Proj. Coord. & Rachel Schott, Exec. Dir. – Yellow Ribbon Suicide Prevention Prog.*

We can prevent suicide, and there are ways to involve our youth so they can spread this message and help save lives. Youth are a tremendous and often under-recognized resource in community efforts for prevention. Learn how to inject youth energy into your local prevention efforts by giving them appropriate education and task responsibilities.

**64** The Primary Prevention of Child Sexual Abuse: How to Keep Everyone Safe

ALL *Ann Lindstrom, Outreach and Education Coord. – Stop It Now! Minnesota*

This workshop will highlight what adults and communities can do to prevent child sexual abuse before a child is harmed and before an adult or adolescent acts in a sexually harmful way. Tools that are available to aid in prevention efforts will also be discussed.

**65** Freud, Your Family, and Freedom

ALL *George Dubie, MS, Psychologist/Dir. – Greater MN Family Servs.*

This is NOT for “pop” psychology folks who believe wounds from the past can simply be ignored or fixed with three goals. See how profoundly our childhood years shape our personality.

**66** Parents as Partners: Making a Team That Works

ALL *Carolyn Strnad, Board Chair/Region 2 Representative & Sharon Enjady Mitchell, Native American Representative – MN Parent Leadership Network (MPLN)*

A family-driven system of care requires both parents and professionals to work together. Parent leaders and professionals will learn strategies to assist them in forming cohesive, respectful, and diverse work groups.

**67** Cultural Competency Guidelines for Treating American Indian Families

PRO *Ellen Durkin, MSW, LICSW, Behavioral Health Coord. & Les Gibbs, MSE, Psychotherapist – Fond du Lac Reservation; & Rick Smith, MSE, Dir. – American Indian Learning Resource Ctr., U of M Duluth*

This session will assist human service providers, especially mental health professionals, who work with American Indian clients in rural/reservation or urban settings. The presenters, who are American Indian mental health professionals, will review Cultural Competency Guidelines and provide clinical considerations for treating American Indian families.

**68** When the Bough Breaks: Recognizing and Mediating Attachment Disorders in Young Children

ALL *Mary Ann Marchel, PhD, Asst. Professor – Early Childhood Studies, U of M Duluth*

Understanding attachment disorders in young children will be the focus of this workshop. A look at the impact of early relationships on the success of later social/emotional skills and potential ways to mediate disrupted bonding and attachment processes will be shared.

**69** Youth Partial Hospitalization: An Intensive Program That Offers an Alternative to In-Patient Hospitalization

ALL *Nancy Hood, RNC, Unit Dir. of Youth Services, Steven Thurber, PhD, LP, Psychologist, & Karen Oswood, Mental Health Practitioner – Woodland Ctrs.*

Youth Partial Hospitalization is an integral part of a “local system of care.” Learn about a Youth Partial program in a rural setting that provides intensive, active, and less-restrictive treatment in the community as an alternative to in-patient or residential treatment.

**70** Understanding the Impact of Inter-Agency Collaboration on Truancy Intervention Efforts

ALL *Margit Pavek Schmelka, LSW, Truancy Intervention Prog. Coord. & Heather Johnson, LSW, Truancy Intervention Prog. Family Advocate – Clay Co. Joint Powers Collaborative*

Directed toward school, social service, juvenile justice, and court personnel, this session will show how a county-wide collaborative approach can increase student attendance. Agency collaboration ensures that students and families are provided the most appropriate services, covering all areas of need while helping to eliminate duplication of services.

**71** Successful Transitions

ALL *Renelle Nelson, Parent Advocate and EBD Proj. Coord. & Paula Watts, Parent Advocate and Parent Partnership Proj. for Children's Mental Health Coord. – PACER Ctr.*

This workshop focuses on transition issues of youth aged 14 to 21, who have emotional, behavioral, and/or mental health disorders and who are currently receiving special education services. Transition areas addressed are: from school to adulthood, and to and from separate sites.

**72** The Olweus Bullying Program: A School and Public Health Approach to Reduce Bullying among Students

ALL *Cathy Stahl, MPH, Senior Planning Analyst – Hennepin Co. Human Servs. and Public Health Dept.; & Alana Friedman, MA, Olweus Trainer – Safe Harbor*

This presentation will highlight the partnership between the Hennepin County Human Services and the Public Health Department, local school districts, and staff from the Olweus program, to implement this program in 11 schools within Hennepin County. Data from student surveys and the approach used to work with school partners for implementation will be included.



# Minnesota Association for Children's Mental Health

Providing Education and Advocacy for Families and Professionals

## Advocacy

### Parent Advocacy

MACMH's advocates help parents and caregivers choose and access resource options that best address the needs of their child and family. Our advocates provide:

#### Information about

- mental health assessments and evaluations
- childhood mental health conditions and diagnoses
- accessing services
- insurance and health care issues
- rights and responsibilities in the educational system
- special education, IEPs, and section 504

#### Referrals to

- local, state, and national mental health and disability organizations
- state and federal agencies
- support groups and parent liaisons throughout Minnesota

## Education

### Parent & Professional Education & Support

MACMH has a solid reputation as a reliable source for quality mental health education and support.

#### The Parent-to-Parent Program

Parents of children with mental health disorders receive support and encouragement from parents who have had similar experiences. Through education and one-to-one mentoring, parents gain the knowledge and skills they need to become advocates for their children and to help other parents in their communities. We are currently offering programs in Hispanic, Somali, and West African communities.

#### Professional Support

MACMH provides referrals and information to any professional working with children and families.

#### Workshops

MACMH offers parents and professionals across the state a clear and complete understanding of children's mental health. Some standard topics are:

- Navigating the Mental Health System
- Parent Advocacy and Leadership Skills
- Advocacy in the School
- A Teacher's Guide to Mental Health
- other topics as requested

#### MACMH Training Services

See page 4 for more about this new program.

#### Annual Child & Adolescent Mental Health Conference

This conference, the largest of its kind in the nation, includes more than 70 breakout sessions and features nationally recognized keynote speakers.

### Publications

Our publications provide families and professionals information to improve their understanding of children's mental health.

- *A Survival Manual: For Parents of Children with Emotional or Behavioral Disorders*
- *A Teacher's Guide to Children's Mental Health*
- *Classroom Activities for Children's Mental Health – Volume II*
- *SuperMe: A Campaign to End Hurtful Teasing*
- *Health Care Guides: Understanding Minnesota's Health Care System*

### Children's Mental Health Education & Intervention

The following programs teach children how to deal with their own emotions and to respond appropriately to the emotions and behaviors of others, as well as raise awareness to reduce the stigma of mental illness.

#### The Continuum of Mental Health

This research-based, outcome-oriented program seeks to significantly improve the day-to-day experiences of children with mental health needs. The program provides classroom support materials, teacher trainings, and parent supports all designed to reduce the stigma that children with mental health disorders face, improve their interactions with others, and create an environment for success in the classroom.

#### Children's Mental Health Poster Contest

This is a great hands-on way for teachers to bring mental health lessons into the classroom, and it offers a fun learning opportunity for students in grades 4-8. Children express on posters what they have learned about mental health then enter their posters in our contest. The winning images are reproduced and distributed, making children instrumental in helping to raise public awareness and reduce the stigma of mental illness.

#### SuperMe: A Campaign to End Hurtful Teasing

This project aims to reduce bullying and hurtful teasing among early elementary school children, primarily those in kindergarten through 3<sup>rd</sup> grade. Our *SuperMe* booklet gives teachers and other school personnel lessons and worksheets to help children learn how to truly understand the power of language.

## What's New in 2005

### Guide to Early Childhood Mental Health • Due out in 2005

Our new Guide will offer parents and early childhood professionals a development-based perspective for the preschool-aged child.

### Family and Community Guide to Children's Mental Health • Due out in 2005

This book will be developed specifically to provide an introduction to the continuum of mental health for family members and everyone in the community who works with youth. Related trainings will be offered for family members and leaders of youth groups.

### Parent to Parent Program

We are working to expand this highly valued and needed program to Hmong and African American communities. The program has been described by parents from different cultures as a critical element in raising a child with a mental health disorder.

## Stop the Cycle of Sexual Abuse

Located north of the Twin Cities in Onamia, Minnesota, Mille Lacs Academy provides specialized residential care to male children and adolescents who have engaged in harmful sexual behaviors, including a specialized treatment program for developmentally cognitively delayed adolescent males who are between the ages of 13 and 17 and a group home for residents between the ages of 13 and 17 who have progressed through residential treatment at Mille Lacs Academy.

Social service, mental health and juvenile justice professionals rely on Mille Lacs Academy to provide quality treatment for young men—victims and perpetrators—10 to 18 years old.

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- Is Title IV-E eligible



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Minnesota Association for  
Children's Mental Health  
165 Western Avenue North, Suite 2  
Saint Paul, MN 55102-4613

651-644-7333  
800-528-4511 (MN only)  
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www.macmh.org  
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## MACMH's 2005 Keynotes



**David G. Fassler, M.D.**, will speak at the Sunday Evening Opening Event on the topic of his book *Help Me, I'm Sad: Recognizing, Treating, and Preventing Childhood and Adolescent Depression*. Dr. Fassler, a graduate of Yale University School of Medicine, is a Board Certified child and adolescent psychiatrist, and he serves as the clinical director of a multidisciplinary group practice that provides comprehensive mental health and substance abuse treatment and consultation services for children, adults, and families. He also currently serves on the Board of the Federation of Families for Children's Mental Health. Dr. Fassler is the author of numerous other books and articles for children, parents, and mental health professionals.



**Kenneth V. Hardy, Ph.D.**, is a Professor of Marriage and Family Therapy at Syracuse University, and Director of the Eikenberg Institute for Relationships in New York. Dr. Hardy's work with children and families has earned him considerable public acclaim, including appearances on the *Oprah Winfrey Show*, *ABC's 20/20*, *Dateline NBC*, and PBS. In his keynote address, "Dying to be Saved: Strategies for Addressing Adolescents and Violence," Dr. Hardy will outline a model for understanding violence in the lives of young children. Both as victims and perpetrators, more and more young children have observed, endured, and inflicted acts of aggression and violence resulting in deep and traumatic physical, emotional, and psychological scars. Dr. Hardy will focus on identifying and examining the mental health related factors underlying this violence and present ideas about how therapists and other mental health practitioners can address the violence that plagues our young people who are "dying to be saved."



**Barbara Strauch**, a graduate of the University of California at Berkeley, is the medical science and health editor of *The New York Times*. She previously covered science and medical issues in Boston and Houston, directed Pulitzer Prize-winning coverage at *Newsday*, and has appeared on the *Today* show. Strauch is the author of *The Primal Teen: What the New Discoveries about the Teenage Brain Tell Us about Our Kids*, the topic of her luncheon keynote presentation on Tuesday. While many members of the scientific community have long held that the growing pains of adolescence are primarily psychological, Strauch highlights the physical nature of the transformation—she draws upon the latest scientific discoveries to make the case that the changes the brain goes through during adolescence are as dramatic and crucial as those that take place in the first two years of life—offering parents and professionals a new perspective on erratic teenage behavior. She lives in Westchester County, outside New York City, with her husband and two teenage daughters.

## Minnesota Association for Children's Mental Health

165 Western Avenue North, Suite 2, Saint Paul, MN 55102-4613 • www.macmh.org • 800-528-4511 (MN only)