



MACMH's 2007

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 29, 30, and May 1, 2007 • Duluth Entertainment Convention Center • DECC

Keynotes



JONAH EDELMAN, co-founder and Executive Director of Stand for Children, is among the most influential and inspiring leaders in his generation and one of the country's leading voices for children. In just 10 years, Stand for Children has become one of the nation's groundbreaking child advocacy organizations. Of the organization Edelman says, "Stand for Children exists because children don't vote, they don't lobby, and they don't make political campaign contributions. By giving people who value children a vehicle to stand together, we are leveling the playing field and making children a higher political priority."

Edelman graduated from Yale University and attended Oxford University on a Rhodes Scholarship where he earned a PhD in politics. While at Yale, Edelman ran a teen pregnancy prevention speakers' bureau, founded a mentorship program for middle school students, and served as an administrator of an enrichment program for children living in public housing. Edelman's keynote address is titled, "Building a Society That Taps the Potential of ALL Children."



PETER S. JENSEN, MD, is the Director of the Center for the Advancement of Children's Mental Health and Ruane Professor of Child Psychiatry at Columbia University College of Physicians and Surgeons. Jensen's major areas of work and research include the integration of research findings into clinical settings, effectiveness and dissemination research, and studies of optimal approaches to facilitate the adoption of evidence-based mental health approaches by practitioners and parents on behalf of children with mental disorders. Before working at Columbia University, Dr. Jensen was the Associate Director of Child and Adolescent Research at the National Institute of Mental Health (NIMH). Dr. Jensen serves on many editorial and scientific advisory boards, is the author of over 200 scientific articles and book chapters, and has written or co-edited 12 books on children's mental health. Dr. Jensen's new book and topic of his keynote is "Toward a New Diagnostic System for Child Psychopathology, Moving beyond the DSM-V."

Minnesota Association for Children's Mental Health

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

Things To Know

Continuing Education

Our conference is designed to meet continuing education requirements. Continuing Medical Education certificates (CMEs) for Sunday 1A participants are available anytime at the registration table. Continuing Education Hour certificates (CEHs) for the boards of psychology, social work, education, nursing, marriage and family therapy, behavioral health and therapy, and school administrators, as well as for general attendance will be available to pick up at the registration table on Tuesday.

Meals

Continental breakfast (Fitzgerald Exhibit Hall) and lunch (Lake Superior Ballroom) are provided Monday and Tuesday to registered conference attendees. If you checked the "vegetarian lunch required" box, your lunch tickets are with your name tag. Dinner is on your own.

Message Board

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

Tuesday Lunch Keynote

Please make a point of arriving at the Lake Superior Ballroom immediately following workshops 52 – 64 at 12:30 pm for lunch. This will ensure that everyone is served by 1:00 and allow plenty of time for the keynote address. Lunch service ends at 1:00.

Schedule Changes

MACMH reserves the right to substitute presenters and/or reschedule due to unforeseen circumstances.

Handouts Online

Presenters have been invited to post their handouts on our website. Go to www.macmh.org for available handouts.

Questions?

For 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.

Exhibits

Monday, April 30 • 8:00 am – 3:00 pm

Tuesday, May 1 • 8:30 am – 2:15 pm

Please note extended break periods in the schedule for extra exhibit viewing time.

Ask the Advocate

Ask the Advocate: Sign up for personal time with an advocate that specializes in your area of need. **SEE PAGE 5 FOR DETAILS.**

Minnesota Town Hall Meeting on Infant and Early Childhood Mental Health

Monday, April 30th, 5:00 pm
Harbor Side Ballroom

This event will spotlight some of the latest statewide activities focused on increasing knowledge and skills among those with day-to-day opportunities to promote the social and emotional health of babies and very young children.

This meeting is co-sponsored and presented by the **Bush Foundation**, the **Harris Programs at CEED (Center for Early Education and Development) U of M**, the **Minnesota Initiative Foundations**, and the **Minnesota Association for Infant and Early Childhood Mental Health**.

The following acronyms are used throughout this brochure:

- EBD = Emotional or Behavioral Disorder
- DHS = Department of Human Services
- MDE = Minnesota Department of Education
- MDH = Minnesota Department of Health

Key	Technical Levels		Target Audience	
	□	■	PRO	PAR
	Introductory	No previous knowledge of the subject needed	Professional	
	Intermediate	Some previous knowledge of the subject needed	Parent	
	Advanced	Extensive knowledge of the subject needed	All	
			EC	Early Childhood
Schedule	Monday, April 30		Tuesday, May 1	
	8:00	Registration/Breakfast	8:30	Registration/Breakfast
	8:50 – 9:00	Announcements	9:00 – 10:45	Workshops 39 – 51
	9:00 – 10:00	Keynote	10:45 – 11:15	Extended Break/Exhibits
	10:00 – 10:15	Exhibits/Break	11:15 – 12:30	Workshops 52 – 64
	10:15 – 12:15	Workshops 1 – 13	12:30 – 2:00	Lunch/Keynote
	12:15 – 1:15	Lunch	2:00 – 2:15	Exhibits/Break
	1:15 – 2:30	Workshops 14 – 26	2:15 – 3:45	Workshops 65 – 77
	2:30 – 3:00	Extended Break/Exhibits		
	3:00 – 4:30	Workshops 27 – 38		
	5:00 – 6:30	Town Hall Meeting		

This conference is partially funded with federal funds awarded to Minnesota Department of Education through the grant entitled, Special Education—Grants to States, CFDA 84.027A

Monday 10:15 – 12:15 • Concurrent Workshops 1 – 13

1 ABC Meets Mad, Sad, Glad: Intentional Interactions Support Learning in All Domains

Balancing varied developmental needs of children is a challenge faced by teachers and those who support teachers; intentional interactions are the key to balancing these needs. Participants will define intentional interactions and problem-solve coaching and teaching situations, as well as identify ways to integrate strategies that support multiple domains.

Christopher Watson, Director of Professional Development & **Vicki Hawley**, MS, Early Literacy Coord.—Ctr. for Early Education and Development (CEED), U of MN **ROOM 203**

2 Emotional Needs of Infant and Young Foster Children: Evidence-Based Best Practice in Addressing Needs

A clinically robust approach tailored to addressing the underlying attachment, bio-behavioral, and emotional issues for foster children will be presented. Using case examples and video clips, the presenters will demonstrate in concrete ways of how to implement this approach when working with foster parents.

June Pirie, RN, MN, Child and Family Specialist & **Evelyn Wotherspoon**, MSW, Social Worker—Collaborative Mental Health Care, Calgary Health Region, Canada **GOOSEBERRY 3**

3 Brain Imaging, Clinical Characteristics, and CBT Group Therapy in Children and Adolescents with Schizophrenia: Update from the U of MN

The University of Minnesota has an ever-growing program to study the causes and treatments for children and adolescents who develop psychotic disorders. The presenters will share recent research findings from their work with brain imaging and their experiences running social skills CBT therapy group for adolescents with schizophrenia. The session will end with a discussion of future research directions.

Tonya White, MD, Assist. Professor—U of MN, Division of Child and Adolescent Psychiatry **GOOSEBERRY 2**

4 Potpourri of Strategies for Working with Children with Autism Spectrum Disorders

The incidence of children and adolescents diagnosed with a disorder on the Autism Spectrum has been rising dramatically over the course of the past decade. The presenters will first identify some of the core deficits of individuals diagnosed along the spectrum, then illustrate a wide range of strategies for remediating the identified deficits and supporting developmental progress.

Sheila Merzer, MA, LP, Licensed Psychologist—Sheila Merzer, MA, LP & **Janet Oliver**, MA, Neurodevelopmental Specialist—Plan for Learning **ROOM 204-205**

5 Helping Children with Anger: A 3 Level Approach

Children who struggle with anger may not respond to traditional behavioral approaches. The presenters will describe why and offer an alternative holistic approach. This interactive workshop will allow parents and caregivers to practice skills and discuss specific examples.

Elizabeth “Libby” Bergman, LICSW, Exec. Director—Ctr. for Child Abuse Prevention and Treatment & **Amy Moeller**, LICSW, Clinical Social Worker—TAMS—Children’s Hospitals and Clinics **ST. LOUIS**

6 The Dramarific Teenager: Definition, Development, and Deterrence

Adolescents who use emotional and behavioral drama to their advantage are some of the most frustrating and misunderstood kids seen in clinical practices. Via an interactive and dynamic presentation, this workshop will explain what drama truly represents and describe how it develops. Fun and useful clinical strategies will be discussed.

Jennifer Dynes, PSYD, LP, Clinical Psychologist & **Martha Aby**, MSW, LICSW, Clinical Social Worker—Ramsey Co. Project Assist **FRENCH RIVER**

7 A Systems Perspective on the Mental Health Issues of Children at Risk for Chronic Juvenile Delinquency

Children under 10 who commit acts that would be chargeable offenses typically have mental health issues linked to several areas of functioning. This workshop presents a systems perspective on elements that influence children’s mental health such as the contributions made by children’s individual attributes; by children’s parents, siblings, extended family; and by other members of the children’s and families’ social networks.

Jane Gilgun, PHD, LICSW, Professor—U of MN **GOOSEBERRY 1**

8 Group Therapy for Childhood Sexual Behavior Problems

Group therapy for offenders offers advantages over individual therapy to facilitate change in many areas. Therapists will learn or reinforce skills to facilitate group process and discover specific techniques to enhance their group work.

Amanda Voight, PHD, LMFT, Program Mgr. & **Jon Walsers-Kuntz**, MS, LP, Psychologist—The Storefront Group **SPLITROCK 2**

9 Calming the Emotionally Reactive Brain

This session will explain the neuroscience of how the brain works and how that knowledge helps us select and use more effective strategies when interacting with children and teens that are hyperactive, impulsive, oppositional/defiant, moody, irritable, angry, and/or otherwise highly emotionally reactive.

A. W. (Buddy) Atkinson, MD, FAAP, Developmental-Behavioral Pediatrician—Bluestem Ctr. for Child & Family Development **ROOM 304-305**

10 Using Magic to Teach Rational Thinking and Problem-Solving to Students

Magic helps to focus motivation and attention and can be seen to emulate the principles of rational thinking. Participants will see concepts of rational thinking put into practice and learn how to perform magic tricks to train rational thinking and problem-solving with students. Self-talk, looking for realistic proof, and repetition of rational thoughts will also be discussed.

Gerald Bortz, LPC, LSSP, LPA—Tomball ISD and Private Practice, TX **SPLITROCK 1**

11 Child and Adolescent Behavioral Health Services (CABHS) Program and Dialectical Behavior Therapy (DBT)

This presentation will provide a brief review of DBT concepts and more advanced applications such as case formulation, the role of the consultation team, skill coaching, and more. A panel comprised of DBT Consultation Team members from CABHS will outline their various roles in treatment and related specific DBT applications. A discussion allowing questions from the audience will follow.

Mark Holub, MD, Child and Adolescent Psychiatrist, **Julie Eggers Huber**, PSYD, LP, Clinical Psychologist, **Kimberly Christensen**, MA, LPP, Psychologist, **Patricia Gorman**, MS, LSW, LPC, Case Coord. and Therapist, **Gage Riddoch**, MSW, Psychology Intern, **Jennifer Holdredge**, MA, LMFT, Continuing Care Therapist, & **Tommie Nuesse**, Behavior Analyst II—CABHS **ROOM 303**

12 Essential Components for Successful School Mental Health Programs

This presentation will outline the organizational framework and collaborative relationships developed for the Minneapolis Public Schools Pilot Expanded School Mental Health Program. The presenters will discuss in detail the essential components and partners in the program, as well as outline important procedures and policies.

Jamie Halpern, M.ED, Area Mgr. Children’s Mental Health—Hennepin Co.; **James Johnson**, LICSW, Lead Social Worker & **Tom Hegranes**, M.ED, Director of Special Education—Mpls. Public Schools; & **Mark Sander**, PSYD, LP, Sr. Clinical Psychologist—Hennepin Co., and Mental Health Coord.—Mpls. Public Schools **ROOM 302**

13 Special Education Basics: What Do Families Need to Know?

This interactive session will cover information about special education basics including eligibility, evaluations, IEP meetings, and the development of IEP’s. It will also focus on strategies for parents to use when advocating for their son or daughter.

Linda Bonney, Legal Advocate—MN Disability Law Ctr. **ROOM 202**

14 An Unplanned Journey: Parenting a Medically Fragile Infant



This presentation will focus on clinical issues parents face raising a medically fragile infant. Utilizing attachment theory as a framework for intervention, this presentation will offer strategies and a prevention model. The intent of the model is to improve the parent/child relationship and reduce the risks associated with child maltreatment.

Mary Quinlan, MS, Child Abuse Prevention and Intervention Mgr.—Mary Bridge Children's Hospital, WA & Ctr. for Early Education and Development (CEED), U of MN **GOOSEBERRY 1**

15 Resources and Supports for Inclusive Child Care



This workshop will present tools for helping early childhood professionals and school-age care providers better serve children with special needs. Tools include technical assistance, consultation, and many online resources including self-study modules, fact sheets and forms, and a comprehensive resource network. Participants will leave with several concrete resources.

Cindy Croft, M.ED, Director—Ctr. for Inclusive Child Care & Chris Bentley, Director—The Fraser Institute **GOOSEBERRY 3**

16 Pediatric Bipolar Disorder: Phenomenology and Pharmacotherapy



This session will provide an clinical overview of the diagnosis and treatment of pediatric bipolar disorder, including age-specific symptoms suggestive of bipolarity. The 2007 AACAP Practice Parameter for the Assessment and Treatment of Children and Adolescents with Bipolar Disorder will be reviewed and time will be available for questions and discussion

Joel V. Oberstar, MD, Assist. Professor of Psychiatry & Kathryn R. Cullen, MD, Child and Adolescent Psychiatry Fellow—U of MN Medical School **ROOM 304-305**

17 FASD—Preparing for Adulthood, Co-Piloting for Solo Flight



Preparing a young person with Fetal Alcohol Spectrum Disorders (FASDs) for adulthood is a journey that needs to begin early. The presenters will share the ups and downs and strategies of teaching these youth to spread their wings, helping them to learn to fly, and accessing the services to get them up in a soar for success.

Jodee Kulp, Exec. Director & April Kulp—Better Endings New Beginnings **GOOSEBERRY 2**

18 Adolescent Suicide and Sexual Identity: Implications for Practitioners



Suicide is the third leading cause of death among 15-19 year olds and 1/3 of those have sexual identity issues. In this workshop, professionals will gain knowledge of the risk factors lesbian, gay, bisexual, and transgender (LGBT) youth face; intervention strategies and referral sources; and concrete ways they can be more open to issues related to sexual orientation in their work with youth and families.

Cindy Markison, LCSW, Mental Health Therapist & Inez Bersie-Mize, LMFT, Clinical Spvsr.—U of MN Day Community **ROOM 303**

19 Adolescent Girls: Raising Confidence, Developing Character, and Inspiring Purpose



This workshop will present an interactive educational approach to addressing the developmental needs of adolescent girls. The use of positive role models to inspire purpose and direction will be presented within the development of two projects: A Girls Conference and a Women's Herstory project. Theoretical assumptions, steps for implementation, and participant feedback will be discussed.

Sandra Lawrence, MS, LP, Licensed Psychologist—Midwest EAP Solutions & Jayne Greeney, MS, CSC, Program Coord.—District #742 **ROOM 204-205**

20 (Canceled) Is the "Bird Flu" of Childhood and...

20 Hey, Don't Leave me Out! Helping Hard-of-Hearing Children Fit In **REPLACEMENT**



Hearing loss impacts up to one-third of children on any given day—it effects their communication, social interactions, learning, and attentiveness at home and at school. The presenters will focus on needs of hard-of-hearing children in the family system as well as their needs in a school setting related to sense of worth, ability to pick up language, social relationships, and adjustment to mainstream classrooms.

Jaime Monson, MSW, LCSW, Mental Health Therapist & Rebecca Goffman, MS, ED, Mental Health Therapist—Volunteers of America of MN Mental Health Clinic **ST. LOUIS**

21 Charting Your Child's Progress toward Recovery



Keeping a record of your child's symptoms can be significant for achieving an accurate diagnosis and effective treatment. This interactive workshop will teach the skills of selecting symptoms to record and charting them in a useful way -- a process that should take less than five minutes per day. A range of examples will be shown.

Susan C. Jenkins, MD, Child and Adolescent Psychiatrist—Bluestem Ctr. for Child and Family Development **SPLITROCK 1**

22 The Movie Making Process



Learn about this method and see a documentary film, The Movie Making Process; any parent can learn this process of filming. The process of making the movie is a learning tool for children with alternative learning styles or atypical behavior, the finished movie is a teaching tool. Based upon developmental skills, clay lessons, and the cutting edge power of "paying attention," your child stars in and learns from his/her own movies.

Linda Flanders, CEO/Producer, Filmmaker—Taproot, Inc. **ROOM 202**

23 Ready to Manage Your Own Mental Health Care? Youth Having a Voice and Making a Difference! Nothing About Us, Without Us!



High school youth can take care of their own mental health conditions or disabilities in a variety of ways. Join this incredible presentation by the MSFN Youth Advisory Board who will share their personal journeys through the mental health system of care, and how they are developing their leadership skills.

Michelle Ulfers, Parent Trainer and Advocate, Michael D. Carr, Parent Trainer and Advocate, & Youth Advisory Board Members—MN Statewide Family Network (MSFN) **SPLITROCK 2**

24 What Are You Thinking? How Are You Breathing?



Come and visually see that the words you use produce energy/movement. Participate in a breathing meditation and experience the healing power of breath. Restore energy to your body and promote peace and harmony within. This session will provide ideas for self-care and ideas to share with others in your life.

DeeAnn Gieseke, Spring Forest Qigong Practitioner & Julie Fassbender, Assistant—Integrative Health **ROOM 203**

25 Hot Topics in Special Education: A View from a Parent and Student Advocacy Perspective



This presentation will discuss special education issues and problems that parent and student advocates commonly experience when working with families, what tends to trigger these issues, and strategies that may effectively address the problems.

Dan Stewart, MA, JD, Supervising Attorney & Jaynie Leung, JD, Attorney—MN Disability Law Ctr. **ROOM 302**

26 New Directions in the Coordination of Interagency Planning Processes (IIIP)



This session will update key stakeholders (including professionals and parents) about changes with state direction in the development of the coordinated, interagency system. The presenters will specifically address questions related to school/county governance agreements and the implementation of a standardized written plan/IIIP.

Sue Benolken, State Program Coord.—DHS; Loraine Jensen, MPA, Interagency Coordination Specialist—MDE, & Lola Jahnke, MSW, Public Health Social Work Specialist—MDH **FRENCH RIVER**

	Technical Levels (see criteria on pg 4)	Target Audience
Key	Introductory..... <input type="checkbox"/>	Professional.....
	Intermediate..... <input type="checkbox"/>	Parent.....
	Advanced..... <input checked="" type="checkbox"/>	All.....
	Early Childhood Specific..... <input type="checkbox"/>

27 **Bridging Education and Mental Health (BEAM): Proactive, Positive, and Predictable Environments**

PRO **EC** This presentation will provide an overview of the BEAM model, with specific focus on strategies to develop proactive, positive, and predictable environments. Presenters will discuss interventions for using picture schedules, planning transitions, and setting a positive tone.

Shelley Neilsen Gatti, PhD, Assist. Professor in Special Ed.—Univ. of St. Thomas; Leah Hjelseth, MA, Graduate Research Assist.—Ctr. for Early Education and Development (CEED), U of MN; & Lillian Duran, MA, Assist. Professor in Early Childhood—MN State Univ.—Mankato **ROOM 304-305**

28 **Strategies for Dealing with Your Child with AD/HD**

PAR This session is for parents that understand AD/HD and behaviors associated with it; the focus will be on strategies to use when dealing with these behaviors. Medication issues and some problems associated with AD/HD will also be addressed. If a specific request is submitted in writing just prior to the session, the presenter will try to include it in the presentation.

Susan P. Brokaw, LICSW, LMFT, AD/HD Specialist, Psychotherapist, Trainer, and Speaker—Private Practice **GOOSEBERRY 1**

29 **Advanced AD/HD Practice: Comorbids and Treatment Tracking**

PRO This workshop will address two of the key components in delivering effective AD/HD care—thorough initial assessment and systematic treatment monitoring. Information and recommendations will be drawn from published professional AD/HD assessment and treatment guidelines, findings from the NIMH MTA study, and the presenter's clinical experience in AD/HD specialty practice.

Joseph J. House, Ed.D., Licensed Psychologist—Private Practice and MnHealthLink LCC **ROOM 203**

30 **Asperger's Disorder from Early Childhood to Young Adulthood**

ALL This presentation will review the signs of Asperger's disorder beginning in early childhood, and the changes observed as the child matures to young adulthood. The presenter will focus on key problem areas and suggested remedies.

Susan C. Jenkins, MD, Child and Adolescent Psychiatrist—Bluestem Ctr. for Child and Family Development **ROOM 204-205**

31 **Youth Cycles of Violence**

ALL Participants of this session will gain insight from formal and experimental methods on how to identify and address adolescent cycles of violence. Content of this workshop will include: identifying triggers, limit setting, and addressing faulty thinking.

Victor "Coach" Nakumbe, PhD, CDC, Exec. Director—Status One Educational Services **ROOM 303**

32 **Transitions Home for High Risk Youth: Treatment Strategies to Prepare Children and Parents to Live Together Again Following Residential Treatment**

This session will illustrate Wilder Foundation's shifts in practice to better integrate family- and parent-centered therapy into its children's residential services and restructure its group living environment so "skills for family life" are practiced daily. Specific strategies for how to adapt narrative, experiential, and object relations family therapy will be demonstrated.

Krista Nelson, LICSW, LMFT, Project Coord.—Wilder Foundation Ctr. for Children with Reactive Attachment Disorder & Monica Seidel, LICSW, Residential Therapist—Bush Memorial Children's Ctr. **SPLITROCK 2**

33 **The Value of Art Therapy: How and Why It Works in a Clinical Setting with Children and Adolescents**

PRO Learn why art therapy is so valuable for assessing and understanding where a child is at emotionally. Right and left brain function will be discussed as well as a "how we do anything is how we do everything" approach to therapeutic interventions.

Katie Kinzer, MA, Art Therapist—Clara's House, Centracare Health System **FRENCH RIVER**

34 **Supporting Children in Times of Crisis: A Public Health Approach**

ALL This session will provide an overview for a better understanding of how crisis affects youth on individual, familial, school, and community levels. The presenters will focus on emergency preparedness and its behavioral health components. Participants will be introduced to aspects of planning to support youth in different environments.

Ann Gaasch, Suicide Prevention Coord. & Nancy Carlson, Behavioral Health Preparedness Coord.—MDH **SPLITROCK 1**

35 (Canceled) Advocacy: What It Is, Why You Need...

35 **Fetal Alcohol: A Unique Challenge** **REPLACEMENT**

PAR Individuals with Fetal Alcohol Spectrum Disorders (FASD) present us with unique challenges. This interactive and dynamic presentation will provide practical strategies for working with children who may have fetal alcohol damage, necessary and relevant information for anyone in social services, public health, law enforcement, or education, as well as parents and caregivers.

Lynne R. Frigaard, FASD Specialist - Arc Northland **ROOM 202**

36 **Survey of Social/Emotional Supports and Services in Minnesota Schools—Results and Direction**

ALL In this session the presenters will share the results of the 2006 Survey of Social/Emotional Supports and Services in Minnesota Schools. Findings from this study will provide valuable baseline information about the range of services in Minnesota schools that are being implemented to address the social/emotional development and learning of all students.

Cindy Shevlin-Woodcock, MA, Interagency/Mental Health Specialist—MDE; Nicholas Leonard, MA, Graduate Research Assist.—Ctr. of Excellence in Children's Mental Health, U of MN; & Mark Sander, PsyD, LP, Sr. Clinical Psychologist—Hennepin Co. and Mental Health Coord.—Mpls. Public Schools **GOOSEBERRY 2**

37 **Transition for Youth with Emotional, Behavioral, or Mental Health Needs: Strategies for Planning**

ALL A good transition plan provides the basic structure for preparing an individual to live, work, and play in the community as fully and independently as possible. This workshop will provide an overview of parent/youth rights under IDEA in transition planning, discuss what to look for in the transition IEP, and interactively create a transition plan for a youth with challenging behaviors or mental health needs.

Renelle Nelson, MA, Parent Advocate and Coord. of EBD Project—PACER Ctr. **ST. LOUIS**

38 **Poster Session & Ask the Advocate**

ALL Attendees can interact directly with presenters and gather information about programs, research projects, newly developed curricula, etc. Ask the advocate is available during this session (see #1 below).

LAKE SUPERIOR BALLROOM

Poster Session Descriptions

#1 Ask the Advocate

Sign-up for 15-minutes of personal time with an advocate.

- **Linda Bonney, Legal Advocate:** transition, early childhood, accessing mental health services, discipline, and school issues
- **Jaynie Leung, JD, Attorney:** county and school district issues
- **Dan Stewart, MA, JD, Supervising Attorney:** discipline, evaluation, procedural rights, systemic views, transition, and dispute resolution

#2 You've Heard of Consumer-Directed Community Supports (CDCS), So How Does a Fiscal Support Entity Work with Families to Make it Happen?

A new long-term care option based on the principal of self-direction that allows people to design and implement their own support systems—fiscal support entities help make this option a reality.

Sandy Kasprzak, MA, Exec. Director—Partners in Community Supports (PICS)

#3 Minnesota Parent Leadership Network

A parent-driven organization whose mission is to connect, educate, and support parent leaders, as well as offer assistance and trainings to professionals working with our leaders. Learn how to get support in your work to build a system of care that is responsive to the unique needs of children and families.

Carolyn Strnad, Board Chair & Carolie Collins, Board Vice Chair—MN Parent Leadership Network (MPLN)

#4 Transition Services through Vocational Rehabilitation

Services from Rehabilitation Services, a branch of DEED, available to youths with disabilities to aid in their transition from high school to life after graduating.

Michele R. Rydeen, MS, CRC, Senior Rehabilitation Counselor—MN Dept. of Employment & Economic Development Rehabilitation Services

Poster session continued

#5 Giving Voice to the Leader Within

A way to authentically work with young people with mental health challenges using four key dimensions (support, opportunities, space, and resources) that can inspire and engage these youth to express their leadership voice, as illustrated in the book "Giving Voice to the Leader Within."

Donna C. Gillen, Exec. Dir. - Youthrive; & **Erica Bormann**, Student

#6 Girls and Relational Aggression: What Can Families and Educators Do?

General information, practical solutions, and strategies for parents and educators to help girls become aware of relational aggression and its affect on their emotional health. This epidemic form of bullying can be defined as gossip, teasing, forming cliques, meanness, and harassment.

Melissa Ries, MS, Special Education Teacher—Osseo Area Schools & **Charlotte Ryan**, PHD, EBD Consultant—MDE

#7 Supporting People with Disabilities in the Community

How to access various state-wide services that are available to individuals with disabilities so they may live in the community, be independent and successful and find meaning in their lives.

Rebecca Slininger, MA & **Audrey Fischer**, State Program Administrator—DHS, Disability Division

#8 School-based Mental Health Services for Deaf, Hard of Hearing, and Deaf Blind Children, Adolescents, and Families

A program that provides school- and community-based mental health services to help strengthen the emotional, behavioral, and social functioning of deaf, hard of hearing, and deaf-blind children.

Jaime Monson, MSW, LICSW, Mental Health Therapist & **Rebecca Goffman**, MS, ED, Mental Health Therapist—Volunteers of America of MN Mental Health Clinic

#9 How Social-Emotional Health Contributes to School Readiness

Ready 4 K program policy agenda, fact sheets, current school readiness numbers, and state early childhood budget; learn how you can be active participants in getting our youngest Minnesotans ready for Kindergarten!

Vicki Thrasher Cronin, Director Of School Readiness Initiatives—Ready 4 K

#10 Ensuring Success for SLD Students in Reading and Spelling

A dynamic program that refocuses instructional efforts for students with a learning disability and guarantees every learner's success.

Bryon Strei, MS, Author, Consultant, and Teacher—AEA Publishing & **Sharon Davis**, Teacher—Rochester Public Schools

#11 The Starry Night Collective: Using the Arts to Help Students with EBD Shine

A nonprofit group with the specific goal of helping special education programs use the arts to improve the academic achievement and social skills of students with EBD.

Dan Przybylski, MA, President—The Starry Night Collective and Director—Zumbro Education District Futures/CHOICE & **Jess Frantzen**, Licensed EBD Teacher—Zumbro Education District Futures/CHOICE

#12 Promoting Children's Mental Health and Adjustment in the Elementary Setting Using Positive Strategies and Proactive Tools

Programming of creative strategies for promoting student connection in the elementary setting;

practical ideas and handout provided.

Jerry Hanson, MA, ED, Elementary School Principal, **Sara Jensen-Fritz**, MS, LP, School Psychologist, & **Paula Jones-Johnson**, MA, ED, School Social Worker—Roosevelt Elementary School

#13 Tourette Syndrome Association of MN: The Family Learning Program

A unique four-day residential camp for families that includes education and support opportunities for parents as well as exciting camp activities for children dealing with this often misunderstood neurological disorder.

Mindy Thompson Sipe, Education and Resource Specialist & **Karen Grotkin**, Volunteer—Tourette Syndrome Assoc. of MN

#14 Learning Through Social Scripts: Interactive Social Scripts on CD-ROM

A demonstration of social scripts as a teaching tool with CD-Roms entitled: "My Healthy Smile" and "Communicating in Social Situations;" this format is especially helpful for use with children and adolescents with autism or developmental disabilities.

Kimberly Bateman, PSYD, LP, Licensed Psychologist, **Katherine Quie**, PHD, LP, Licensed Psychologist, & **Rachel Gardner**, MA, LPP, Licensed Psychological Practitioner—Fraser Child and Family Ctr.

#15 Understand the Mental Health Issues Associated with Autism Spectrum Disorder (ASD)

How the characteristics of autism predispose individuals to high levels of mental health issues with comorbidity more likely to be the rule than the exception, and strategies to help individuals with autism that experience depression and anxiety.

Lynn Stansberry-Brusnahan, MS, Assist. Professor of Special Education—Univ. of St. Thomas

#16 Group Therapy with Older Adolescents and Young Adults with Asperger's Disorder

A structured model for group therapy to promote generalization of learned skills; it incorporates mental health issues to support improved interactions, adaptive functioning, and interpersonal relationships.

Sue Pederson, MS, LP, **Pat Pulice**, MA, LP, & **Brigitte King**, PHD, LP—Fraser Child & Family Ctr.

#17 Parents as Partners in Prevention: Teaching Sexual Abuse Prevention Skills to Parents

A child sexual abuse prevention curriculum to teach parents skills that will protect at-risk youth and empower families with communication skills, problem-solving strategies, and self-protection skills.

Elizabeth "Libby" Bergman, LICSW, Exec. Director—Ctr. for Child Abuse Prevention and Treatment & **Amy Moeller**, LICSW, Clinical Social Worker—TAMS—Children's Hospitals and Clinics

#18 Youth and Brain Injury

Brain injury issues including definitions, causes and consequences for youth and families, behavior and mental health implications, impact on future considerations, and strategies for assisting youth and families living with brain injury.

Anne Harnack, Associate Director of Services -- Brain Injury Association of Minnesota

#19 Miller-Dwan Medical Center— Child/Teen Partial Hospitalization

A daily outpatient program that helps children and teens in grades K-12 overcome emotional and behavioral problems that interfere with their ability to get along and be successful at school and home.

Sally Anderson, LICSW, Coord. of Child/Teen Partial Hospitalization, **Dan Theis**, RN, Teen Partial Hospitalization

Nurse, **Theresa Zylka**, LPN, Child Partial Hospitalization Nurse, & **Kim Pedersen**, Child Partial Hospitalization Behavioral Health Technician—Miller-Dwan Medical Ctr.

#20 Building Strengths for Youth and Families in Duluth

U of MN Duluth Psychology faculty share areas of interest in child and youth development and fostering mental health within families. To increase support for children and families through collaborations between community organizations and U of MN faculty, they ask attendees to share their knowledge of Duluth-area resources.

Kathy Dowell, PHD, Assist. Professor of Psychology, **Carol Kivi**, MA, Instructor, **Lara LaCaille**, PHD, Assist. Professor, & **Kristelle Miller**, PHD, Professor—U of MN Psychology Dept., Duluth

#21 Older Relatives Raising Adolescents: Does Age of Caregiver Matter in Delinquent Act Levels?

Data from Wave I of the National Longitudinal Study of Adolescent Health (AddHealth) which describes delinquency levels among youth raised by grandparents or other older relations as compared to youth raised by parents or other non-elderly caregivers.

Lynn Frederick, MSW, LISW, Assist. Professor—Texas A & M Univ.-Kingsville, TX

#22 Assessing Public Perceptions about Mental Health

Development and results of a 2006 Wilder Research Community Survey commissioned by the Mental Wellness Campaign for Anoka County that assessed attitudes and beliefs the general public has about mental health.

Donna McDonald, LSW, Violence Prevention Coord.—Anoka Co. Community Health and Environmental Services; **Christine Harnack**, MA, LP, LMFT, Mental Health Clinics Director—Volunteers of America; & **Bill Pinsonnault**, Social Services and Mental Health Director—Anoka Co. Human Services

#23 St. Louis County Shared Family Care

Foster care with a new dimension, providing recovering parents the ability to stay connected and bonded with their children while working their treatment plans, gaining employment and housing, and building healthy relationships.

John Nachtsheim, MSW, Social Worker & **Connie Vidmar**, RN, Public Health Nurse, and Drug Endangered Child (DEC) Co-Coord.—St. Louis Co. Public Health and Human Services

#24 Title IV E Foster Care Eligibility Determinations

Training and technical assistance for social service agency staff to clarify the policy and practice requirements related to federal financial support for children at risk of placement or in placement.

Lynn K. Olund, M, ED, NE Region Eligibility Determination Trainer—U of MN School of Social Work, Foster Care Eligibility Determination Training System

#25 Re-defining and Sustaining the Parent-Child Bond Using the Circle of Parents Model

Mutual self-help support groups that help nurture the parent-child relationship affected by mental health issues to promote safety, security, and attunement resulting in positive parenting and healthy families. Information on the role of early brain development on attachment will be available.

Trina S. Levin, MSW, LICSW, Family Support Services Director & **Sara Dahlquist**, Metro Program Coord. for Circle of Parents—Prevent Child Abuse MN

39 Asking Good Questions:
Assessing and Nurturing Emotional
Development in Young Children



This session will cover a preventive-intervention tool and methodology in early childhood emotional health assessment incorporating infant mental health principles toward better understanding of the young child in the context of the family. Emphasis will be placed on the parent-provider relationship in the assessment and intervention of the young child.

Jayne D. B. Marsh, MSN, MPA, Early Childhood Consultant—Developing Child and Assist. Professor—Univ. of Southern Maine, ME FRENCH RIVER

40 Child Welfare & Infant Mental Health:
Delivering Infant Mental Health
Services to High-Risk Children
and Their Families



A collaboration where infant mental health consultants, with the support of a multi-disciplinary team, work directly with child protection caseworkers will be described. Video and case examples will emphasize practical tools for front-line practitioners.

Evelyn Wotherspoon, MSW, Social Worker & June Pirie, RN, MN, Child and Family Specialist—Collaborative Mental Health Care, Calgary Health Region, Canada GOOSEBERRY 1

41 Depression in Children and
Adolescents: What Every
Parent Needs to Know



This presenter will provide an overview of the current understanding of depression and review evidenced-based approaches to evaluation, diagnosis, treatment, and prevention. Designed for parents to increase their understanding, the session will include ample opportunities for questions and dialogue.

L. Read Sulik, MD, FAAP, Medical Director—Child and Adolescent Psychiatry, St. Cloud Hospital Behavioral Health Services ST. LOUIS

42 Major Depressive Disorder
in Children and Adolescence



This workshop will review epidemiology, clinical features, and treatment options of depression in children and adolescents. The focus will be developmental aspects of the disorder as it presents in younger populations, including its underlying neurobiology in the developing brain. Current research at the U of MN will be reviewed, and participants will have opportunity for discussion.

Kathryn R. Cullen, MD, Child and Adolescent Psychiatry Fellow—U of MN Medical School ROOM 304-305

43 Using the Nurtured Heart Approach
with Children with Attachment Disorder



Working with children with attachment disorders or PTSD presents unique challenges. These children feel they need to be in control. They can undermine the most diligent parent and test experienced practitioners. The Nurtured Heart approach presents tools that put you in the driver's seat while enhancing a child's self-esteem, and can be easily implemented at home and in residential treatment programs.

Kathy Porter, MS, LP, Licensed Psychologist—Bluestem Ctr. for Child and Family Development ROOM 203

44 Separations, Losses, and Children



Children who experience separations from family because of divorce, work, military assignments, foster care, or death can be psychologically vulnerable. In this session, perspectives and tools useful in addressing grieving and trauma when working with children and families will be presented and applied.

Ted Bowman, Trainer & Educator ROOM 204-205

45 The ACE Study:
Understanding the Long Term Impact of
Adverse Childhood Experiences



The ACE Study gives a perspective of the long-term cumulative impact of abuse and/or neglect on children, and a tool for promoting prevention. Participants will learn about the ACE study and the implications for their work, and discuss the possibility of preventing damage to so many children and adults.

Connie Skillingstad, MBA, MSW, Executive Director—Prevent Child Abuse MN GOOSEBERRY 3

46 Is PCA the Right Service?



During this workshop, parents will develop an understanding of the Personal Care Assistance Program (PCA). The presenters will review the intent of the PCA program, information on the referral and assessment process, and the limits of PCA services. Case examples will be shared.

Audrey Fischer, State Program Administrator, Rebecca Slininger, MA & Connie Erlandson—DHS, Disability Division ROOM 202

47 Racial Identity Development and
Sociorace: Impact on Cultural
Competence in Counseling



This presentation discusses major aspects of a graduate course in counseling psychology that utilizes racial identity development as a theoretical base. The intersection of racial identity and sociorace will be discussed. The session culminates with interaction among participants.

Kerry D. Frank, PHD, Associate Professor—Univ. of St. Thomas, Graduate School of Professional Psychology SPLITROCK 2

48 Developing an Effective Support System



The support system developed by one family that utilizes several generations and supports a child from infancy to adulthood will be described. The presentation will include strategies for parents and professionals, navigating the mental health system, preventing burn out, advocating for families, and collaboration of support system anchors.

Kathy Taylor, Professional Parent, Advocate, and Educational Volunteer; Amy Bradshaw, Educator, Advocate, Volunteer, Adoptive Parent; & Brenda Berglund, Social Worker—Dakota Co. Social Services GOOSEBERRY 2

49 Reaching High Standards:
An Intentional Focus on Social-
Emotional Development



A district-wide Social-Emotional Task Force was established in Intermediate District #287 to research best practices and to make recommendations to district administrators regarding research-based curricula, and positive behavioral interventions and supports. The presenters will discuss this work that will lead to the adoption of social-emotional standards and benchmarks and will inform a regional EBD model.

Charlene Myklebust, PSYD, Director of Social Emotional Learning & Ellen Teelucksingh, PHD, Administrative Intern and Program Facilitator—Intermediate District #287 ROOM 303

50 Using Strength-Based Assessment to
Make Eligibility and Placement
Decisions for Students with EBD



A practical tool for early identification of high-risk students, comprehensive functional/developmental assessments, and linking goals and objectives to intervention plans will be described in this workshop. Learn how students' social competencies can be used to identify potential referrals and make placement decisions for eligible students.

Sheldon Braaten, PHD, Exec. Director—Behavioral Institute for Children and Adolescents ROOM 302

51 Freedom School: A Community-Based
Collaborative Model Addressing the
Needs of Chemically Abusive/
Dependent Adolescents in Rural
Minnesota




This session will focus on development and implementation of a sober school program in Mankato. A model has been designed to address ongoing recovery needs for adolescents returning to their home community. Information on intervention strategies, aspects of different mood altering substances, coexisting mental health issues, family issues, and socialization needs in ongoing recovery will be included.

Michael McGinnis, LADC, Vice President, Director of ARCHER Chemical Health Services—Addiction Recovery Technologies, Inc. & Kathy Johnson, MS, Teacher and Transition Specialist – Mankato Public Schools SPLITROCK 1


Key	Technical Levels (see criteria on pg 4)	Target Audience
	Introductory.....	<input type="checkbox"/>
Intermediate.....	<input type="checkbox"/>	Parent.....
Advanced.....	<input type="checkbox"/>	All.....
Early Childhood Specific.....	<input type="checkbox"/>	

52 Perinatal Depression and Current Minnesota Efforts

 A significant number of women in Minnesota report feeling moderately or severely depressed after giving birth. Unfortunately, many of these women are undiagnosed and untreated. This presentation will provide recent data and focus on the definitions of perinatal depression, its impact on the family, treatment options, and current efforts in Minnesota.


Junie Svenson, MPH, MCH Home Visiting Coord., Mary Jo Chippendale, MS, PHN, Family and Women's Health Spvsr., & Ann Gaasch, MA, Suicide Prevention Coord.—MDH
ROOM 303

53 Educating Trainman—The Journey of a Young Man with Autism

 This is the story of a young man with autism—in his own words. What began as a goal in self-advocacy and disclosure has evolved into a tag-team presentation between mother and son. Stefan and Barb talk about how autism affects their lives, as well as what schools, teachers and parents can do to help a child with autism navigate the world.


Barb Kavan, MS, Mom, Special Education Coord.—New Prague District & Stefan Kavan, Son, Junior in High School
ROOM 302

54 Youth Empowered: Evidence-Based Suicide Prevention Programming

 Hear from youth how the evidence-based Yellow Ribbon Suicide Prevention Program works in their communities to help reduce stigma, promote awareness, and save and enrich lives. Learn how you can implement this program in your community.


Rachel Schott, Exec. Director, Marissa Lachmiller, Youth and Community Project Coord., & Youth Board Members—Yellow Ribbon Suicide Prevention Program
SPLITROCK 2

55 Substance Abuse Prevention Strategies for Families

 Prevent substance abuse by learning how to confidently have conversations with your kids. The “Walking the Talk” process teaches evidence-based strategies that support changing one community at a time for creating positive norms and discouraging risk factors for early onset of alcohol and drug use.


Kevin Spading, LICSW, LADC, Director—MN Prevention Resource Ctr, MN Institute of Public Health & Deb Mosby, MS, LADC, Student Support Services—Learning Alternatives Community School and MPRC Consultant—MN Prevention Resource Ctr, MN Institute of Public Health
GOOSEBERRY 3

56 Brain Development in Antisocial Youth

 New developments in neuroscience and psychological assessment have enabled better understanding of brain development in juveniles. While many factors play a role in conduct disorders, the development and function of the brain explains much of youth behavior problems. This session will explain stages of brain development, the impact of various events on development, and implications for teaching and therapy.


David X. Swenson, PHD, LP, Forensic Psychologist—College of St. Scholastica and Private Practice & Gerald Heukel-Johnson, PSYD, LP, Licensed Psychologist—College of St. Scholastica
ROOM 304-305

57 Staying Together: The Law and Issues of Custody Relinquishment

 This interactive presentation will discuss the law and interpersonal dynamics behind the issue of custody relinquishment in the provision of services to children with mental illness.


Kathy Kosnoff, JD, Attorney and Consultant & Denise Dumas, Parent Liaison—NAMI-MN
SPLITROCK 1

58 Using Poetry with Adolescents in the Therapy Room

 Through creative writing, clients are able to speak the truth by addressing fear, anger, sadness, and loss associated with grief and trauma through a voice that has the power to heal. In this experiential session, participants will learn to analyze poetry, use writing in the therapy process, and guide clients in therapeutic writing as an alternate form of therapy.


Cynthia Rollo-Carlson, MSW, MA, LICSW, LADC, Psychotherapist and Educator—Private Practice
ST. LOUIS

59 The Power of Mind-Body Healing: Helping Children Access and Use Their Internal Strengths

 Though mind-body techniques are well accepted as beneficial they may be overlooked in children's treatment plans. This presentation will offer parents and professionals an update on interventions, self-help resource materials, and state-wide availability of direct service clinicians.


A. W. (Buddy) Atkinson, MD, FAAP, Developmental-Behavioral Pediatrician—Bluestem Ctr. for Child and Family Development
FRENCH RIVER

60 “You're Grounded Until You're 18!” Communication and Coping Skills

 Have you ever felt overwhelmed and made a decision you really regretted? This presenter will humorously take you through the steps of dealing with stress and making good effective decisions you will not regret. Awareness of roadblocks to communication and strategies to help get others to listen to you will be discussed. Audience participation and role-playing will be a part of this lively presentation.


Loretta Kloster, LICSW, MA, Consultant—ISD #115
ROOM 204-205

61 Systemic Implementation of a Transition/Reintegration Framework: Minnesota's Pilot Project

 The Minnesota Reintegration Framework Project uses a toolkit to enable systemic building and implementation of a structure for successful transitioning of children and youth between separate sites and their schools and communities. Incorporating research, it also provides a process for programs and districts to assess their progress towards full implementation.


Mary Beth Schafer, MS, Education Specialist—MDE; Claire Bergstrom, M.ED, NBCT, Education Coord., Caroline Schultz, MSW, School Social Worker, & Lynn Branham, MSW, UCSW, District Program Facilitator—Mpls. Public Schools
ROOM 202

62 Mind, Body, Spirit Wholeness: An Approach to Self Care

 In this fast paced and busy world the demands of our lives produce much stress and anxiety. For our own well being and for our families, it is important to find ways to reduce stress and find balance in life. This workshop will teach tools to parents and caregivers that restore balance and well being.


Sandy Thibault, Certified Therapeutic Life Coach—Burnsville Counseling and Healing Ctr.
ROOM 203

63 Surviving the Internal Politics within a School and Other Challenges








 This session will look at political quagmires that occur in schools such as staff lounge dynamics, team communication, and “hidden minefields.” Dealing with challenging personality types will also be addressed. A segment on handling job stress will be included.

Mary McGrath, PHD, Consultant—Reflections Resources, Ltd.
GOOSEBERRY 2

64 The Lakeville Project—Prep Program Providing Education and Mental Health Services in the Public School Setting

 In 2004, the Prep Program opened to meet students' mental, social, and academic needs. This presentation will address student entrance qualifications, program set-up, therapy in the school setting, behavior and mental health curriculum, and transitions beyond the self-contained program.

Ann Pietrzak, MS, LD/EBD/DCD Cert., Special Education Teacher—Lakeville Public Schools
GOOSEBERRY 1

Key	Technical Levels (see criteria on pg 4)	Target Audience
	Introductory..... 	Professional..... 
Intermediate..... 	Parent..... 	
Advanced..... 	All..... 	
Early Childhood Specific.....		

65 The Use and Interpretation of the Ages and Stages Questionnaire—Social Emotional (ASQ-SE)



The ASQ-SE is a parent-report screening tool providing information about the social emotional development/behavior of children (3-66 months). It identifies children who require further evaluation to determine if referral for intervention services is necessary. Participants will learn how to use this tool to screen children in their practice, school, child care setting, clinics, etc.
Lola Jahnke, MSW, Public Health Social Work Specialist—MDH ROOM 203

66 Autism Spectrum Disorder (ASD) at the Secondary Level



This session will provide an overview of ASD at the secondary level, including classroom strategies, learning styles, and writing Individualized Education Plans (IEPs). Creating a multidisciplinary team to serve the needs of the student and family, and identification and strategies for addressing co-morbid mental health disorders within this population will also be discussed.

Kim Busse, MA, Autism Resource Specialist, Amy Reid, MA, Special Education Teacher, and Dan Dierfeldt, MSW, LICSW, School Social Worker—MN River Valley Special Education Cooperative, District #993 ROOM 303

67 Considerations in Adolescent Personality Assessment:



Differentiating Emerging Personality Disorders from Their Look-alikes

This workshop will explore factors that contribute to diagnostic difficulties in adolescent assessment, particularly with respect to personality disorder features. Alternative explanations will be considered, including factors relating to relational aggression, transient self-injury, media pressures, trauma, and “normal” identity development.

Susan Heidal-Schiltz, PSYD, LP, Licensed Psychologist—St. Cloud Hospital Behavioral Health Services ROOM 304-305

68 GWOT: Impact and Issues for Children of the Guard and Reserve



Record numbers of National Guard and Reserve troops have been mobilized in the Global War on Terror (GWOT) affecting more than 15,000 dependent children in Minnesota. Stability in the family systems of these children is temporarily disrupted resulting in increased levels of stress and potential separation anxiety. Learn their unique issues and struggles, deployment cycle stages and impact, and how to support and develop resilience.

Gail Mossman, MN National Guard State Youth Coord.—MN National Guard GOOSEBERRY 3

69 Working with Children of Mentally Ill Parents: Impact and Intervention



Children of parents who are mentally ill are sometimes overlooked with the focus on their parent's condition. This presentation describes the impact on children, effects on relationships and development, and a model for prioritizing substitutes and neutralizers for parents who are disabled.

David X. Swenson, PHD, LP, Forensic Psychologist—College of St. Scholastica and Private Practice & Dean Grace, MA, Director of Training and Development—Northwoods Children's Services ROOM 302

70 An Introduction to the Juvenile Justice System and the Role of the Forensic Expert



This presentation will address historical underpinnings, and the current state of, the juvenile justice system in Minnesota. Particular focus will be placed on describing the court system and answering the question of: “What can parents expect if their child must participate in a court ordered forensic evaluation?” Parents will gain understanding that will assist them in explaining the process to their child.

Tricia Lynn Buss, PSYD, LP, Forensic Psychologist—MN State Operated Forensic Services SPLITROCK 1

71 Even Superman's Out of His League



If you think the media has no effect on you and your children, think again! This workshop will help parents and educators gain knowledge on what drives media messages, identify potential effects on children/youth, and provide tools for parents and educators to help children develop healthy media diets.

Donna McDonald, LSW, Violence Prevention Coord.—Anoka Co. Community Health and Environmental Services SPLITROCK 2

72 The Art of Therapeutic Story-telling



Therapeutic story-telling is a powerful tool to help children understand their feelings and behaviors. It can help kids deal with issues such as disappointment and coping with transitions, as well as more complex issues such as attachment, loss, and grieving that adoptive and foster children often struggle with. Participants will hear stories, learn techniques, and begin to create their own therapeutic stories.

Martha Johnson, MA, Parent, Teacher—St. Paul Public Schools ST. LOUIS

73 Dealing with Residential Placement for Seriously Emotionally Disturbed (SED) Children/Adolescents: A Parent Perspective



This session is geared to help parents mindfully deal with the reality of residential placement for their children. Learn about the realities of residential care—including how to care for yourself and advocate for your children.

Larry Weight, UCSW, ACSW, Mental Health Therapist—Volunteers of America Mental Health Clinics ROOM 202

74 Shifting Our Paradigm in Youth Development: Cultural Competence



This interactive presentation is designed to help us look at “diversity” from a different angle. The systems and institutions that oppress people are not our fault, however, we must take responsibility to dismantle ineffective systems in order to build equity for all. We must go from looking at diversity to moving toward cultural competence in our organizations.

André Koen, MA, Director—AM Horizons Training Group GOOSEBERRY 2

75 The Person Beyond the Pathology, The Doctor Behind the Degree



The presenter uses his over 30 years of experience with the mental health system to explore the relationship between families and mental health professionals. He will discuss issues of communication, kindness, maintaining healthy boundaries, working as a team, trust, and ways to break down the rift of mistrust that sometimes exists between families and professionals.

Pete Feigal, Mental Health Consumer 30+ years, National Speaker and Writer GOOSEBERRY 1

76 EBD vs OHD: Which is Right for Students with Psychiatric Disorders?



Major psychiatric disorders have significant biological contributors. Many parents are requesting placement in the OHD (Other Health Disability) rather than the EBD (Emotional or Behavioral Disorder) special education category. Participants will learn the clinical, legal, and educational ramifications of EBD vs. OHD placements, as well as the best-practices educational interventions for students who have psychiatric disorders.

William Dikel, MD, Consulting Child and Adolescent Psychiatrist—Independent Consultant ROOM 204-205

77 Positive “Rocks”



A variety of positive behavior interventions will be modeled by the presenter who has used the activities extensively and successfully in his work with students. Participants will learn activities on awareness of individual traits and characteristics, facing personal challenges, and anxiety and stress reduction; they will also make (and keep) their own rock necklace.

Don Ziemann, ED, SP, School Psychologist—Bemidji Area Schools FRENCH RIVER

Monday, April 30, 2007

Key CITY SIDE HARBOR SIDE

8:00 Registration/Continental Breakfast	FITZGERALD HALL
Announcements / Keynote Speaker 8:50 – 10:00 Jonah Edelman	LAKE SUPERIOR BALLROOM
10:00 – 10:15 Break/Exhibits	FITZGERALD HALL
10:15 – 12:15 Concurrent Workshops 1 – 13	
1. ABC Meets Mad, Sad, Glad: Intentional Interactions Support Learning in All Domains • <i>Watson & Hawley</i>	ROOM 203
2. Emotional Needs of Infant and Young Foster Children: Evidence-Based Best Practice in Addressing Needs • <i>Pirie & Wotherspoon</i>	GOOSEBERRY 3
3. Brain Imaging, Clinical Characteristics, and CBT Group Therapy in Children and Adolescents with Schizophrenia: Update from the U of MN • <i>White</i>	GOOSEBERRY 2
4. Potpourri of Strategies for Working with Children with Autism Spectrum Disorders • <i>Meizer & Oliver</i>	ROOM 204-205
5. Helping Children with Anger: A 3 Level Approach • <i>Bergman & Moeller</i>	ST. LOUIS
6. The Dramatic Teenager: Definition, Development, and Deterrence • <i>Dynes & Aby</i>	FRENCH RIVER
7. A Systems Perspective on the Mental Health Issues of Children at Risk for Chronic Juvenile Delinquency • <i>Gilgun</i>	GOOSEBERRY 1
8. Group Therapy for Childhood Sexual Behavior Problems • <i>Voight & Walser-Kuntz</i>	SPLITROCK 2
9. Calming the Emotionally Reactive Brain • <i>Atkinson</i>	ROOM 304-305
10. Using Magic to Teach Rational Thinking and Problem-Solving to Students • <i>Bortz</i>	SPLITROCK 1
11. Child and Adolescent Behavioral Health Services (CABHS) Program and Dialectical Behavior Therapy (DBT) • <i>Holub, Eggers Huber, Christensen, Gorman, Riddoch, Holdrege, & Nuesse</i>	ROOM 303
12. Essential Components for Successful School Mental Health Programs • <i>Halpern, Johnson, Hegraines, & Sander</i>	ROOM 302
13. Special Education Basics: What Do Families Need to Know? • <i>Bonney</i>	ROOM 202
12:15 – 1:15 Lunch	
LAKE SUPERIOR BALLROOM	
1:15 – 2:30 Concurrent Workshops 14 – 26	
14. An Unplanned Journey: Parenting a Medically Fragile Infant • <i>Quinlan</i>	GOOSEBERRY 1
15. Resources and Supports for Inclusive Child Care • <i>Croft & Bentley</i>	GOOSEBERRY 3
16. Pediatric Bipolar Disorder: Phenomenology and Pharmacotherapy • <i>Oberstar & Cullen</i>	ROOM 304-305

17. FASD—Preparing for Adulthood, Co-Piloting for Solo Flight • <i>Kulp & Kulp</i>	GOOSEBERRY 2
18. Adolescent Suicide and Sexual Identity: Implications for Practitioners • <i>Markison & Bersie-Mize</i>	ROOM 303
19. Adolescent Girls: Raising Confidence, Developing Character, and Inspiring Purpose • <i>Lawrence & Greeny</i>	ROOM 204-205
20. REPLACEMENT Hey, Don't Leave me Out! Helping Hard-of-Hearing Children Fit In • <i>Monson & Goffman</i>	ST. LOUIS
21. Charting Your Child's Progress toward Recovery • <i>Jenkins</i>	SPLITROCK 1
22. The Movie Making Process • <i>Flanders</i>	ROOM 202
23. Ready to Manage Your Own Mental Health Care? Youth Having a Voice & Making a Difference! Nothing About Us, Without Us! • <i>Ulifers, Carr, & Youth</i>	SPLITROCK 2
24. What Are You Thinking? How Are You Breathing? • <i>Glieseke & Fassbender</i>	ROOM 203
25. Hot Topics in Special Education: A View from a Parent and Student Advocacy Perspective • <i>Stewart & Leung</i>	ROOM 302
26. New Directions in the Coordination of Interagency Planning Processes (IUIP) • <i>Benolken, Jensen, & Jahnke</i>	FRENCH RIVER
2:30 – 3:00 Refreshments/Extended Break	
3:00 – 4:30 Concurrent Workshops 27 – 38	
27. Bridging Education and Mental Health (BEAM): Proactive, Positive, and Predictable Environments • <i>Neilsen Gatti, Hjelseth, & Duran</i>	ROOM 304-305
28. Strategies for Dealing with Your Child with AD/HD • <i>Brokaw</i>	GOOSEBERRY 1
29. Advanced AD/HD Practice: Comorbid and Treatment Tracking • <i>House</i>	ROOM 203
30. Asperger's Disorder from Early Childhood to Young Adulthood • <i>Jenkins</i>	ROOM 204-205
31. Youth Cycles of Violence • <i>Nakumbe</i>	ROOM 303
32. Transitions Home for High Risk Youth: Treatment Strategies to Prepare Children and Parents to Live Together Again Following Residential Treatment • <i>Nelson & Seidel</i>	SPLITROCK 2
33. The Value of Art Therapy: How and Why It Works in a Clinical Setting with Children and Adolescents • <i>Kinzer</i>	FRENCH RIVER
34. Supporting Children in Times of Crisis: A Public Health Approach • <i>Gaasch & Carlsson</i>	SPLITROCK 1
35. REPLACEMENT Fetal Alcohol: A Unique Challenge • <i>Frigaard</i>	ROOM 202
36. Survey of Social/Emotional Supports and Services in Minnesota Schools—Results and Direction • <i>Shevlin-Woodcock, Leonard, & Sander</i>	GOOSEBERRY 2
37. Transition for Youth with Emotional, Behavioral, or Mental Health Needs: Strategies for Planning • <i>Nelson</i>	ST. LOUIS
38. Poster Session & Ask the Advocate Poster Sessions • See Page 7 & 8.	LAKE SUPERIOR BALLROOM

Tuesday, May 1, 2007

Key CITY SIDE HARBOR SIDE

8:30 – 9:00	Registration/Continental Breakfast	FITZGERALD HALL
9:00 – 10:45 Concurrent Workshops 39 – 51		
39. Asking Good Questions: Assessing and Nurturing Emotional Development in Young Children • <i>Marsh</i>		FRENCH RIVER
40. Child Welfare & Infant Mental Health: Delivering Infant Mental Health Services to High-Risk Children and Their Families • <i>Wotherspoon & Pirie</i>		GOOSEBERRY 1
41. Depression in Children and Adolescents: What Every Parent Needs to Know • <i>Sulik</i>		ST. LOUIS
42. Major Depressive Disorder in Children and Adolescence • <i>Cullen</i>		ROOM 304-305
43. Using the Nurtured Heart Approach with Children with Attachment Disorder • <i>Porter</i>		ROOM 203
44. Separations, Losses, and Children • <i>Bowman</i>		ROOM 204-205
45. The ACE Study: Understanding the Long Term Impact of Adverse Childhood Experiences • <i>Skillingstad</i>		GOOSEBERRY 3
46. Is PCA the Right Service? • <i>Fischer, Sliminger, & Eriandson</i>		ROOM 202
47. Racial Identity Development and Socioeconomic Impact on Cultural Competence in Counseling • <i>Frank</i>		SPLITROCK 2
48. Developing an Effective Support System • <i>Taylor, Bradshaw, & Berglund</i>		GOOSEBERRY 2
49. Reaching High Standards: An Intentional Focus on Social-Emotional Development • <i>Myklebust & Teelucksingh</i>		ROOM 303
50. Using Strength-Based Assessment to Make Eligibility and Placement Decisions for Students with EBD • <i>Braaten</i>		ROOM 302
51. Freedom School: A Community-Based Collaborative Model Addressing the Needs of Chemically Abusive/ Dependent Adolescents in Rural Minnesota • <i>McCinnis & Johnson</i>		SPLITROCK 1
10:45 – 11:15	Break/Exhibits	FITZGERALD HALL
11:15 – 12:30 Concurrent Workshops 52 – 64		
52. Perinatal Depression and Current Minnesota Efforts • <i>Svenson, Chippendale, & Gaasch</i>		ROOM 303
53. Educating Trainman—The Journey of a Young Man with Autism • <i>Kavan & Kavan</i>		ROOM 302
54. Youth Empowered: Evidence-Based Suicide Prevention Programming • <i>Schott, Lachmiller, & Youth Board Members</i>		SPLITROCK 2
55. Substance Abuse Prevention Strategies for Families • <i>Spading & Mosby</i>		GOOSEBERRY 3
56. Brain Development in Antisocial Youth • <i>Swenson & Heukel-Johnson</i>		ROOM 304-305
57. Staying Together: The Law and Issues of Custody Relinquishment • <i>Kosnoff & Dumas</i>		SPLITROCK 1

58. Using Poetry with Adolescents in the Therapy Room • <i>Rollo-Carlson</i>		ST. LOUIS
59. The Power of Mind-Body Healing: Helping Children Access and Use Their Internal Strengths • <i>Atkinson</i>		FRENCH RIVER
60. "You're Grounded Until You're 18!" Communication and Coping Skills • <i>Kloster</i>		ROOM 204-205
61. Systemic Implementation of a Transition/Reintegration Framework: Minnesota's Pilot Project • <i>Schafer, Bergstrom, Schultz, & Branham</i>		ROOM 202
62. Mind, Body, Spirit Wholeness: An Approach to Self Care • <i>Thibault</i>		ROOM 203
63. Surviving the Internal Politics within a School and Other Challenges • <i>McGrath</i>		GOOSEBERRY 2
64. The Lakeville Project—Prep Program Providing Education and Mental Health Services in the Public School Setting • <i>Pietrzak</i>		GOOSEBERRY 1
Lunch / Keynote Speaker Peter S. Jensen, MD 12:30 – 2:00		
2:00 – 2:15	Exhibits/Break	LAKE SUPERIOR BALLROOM
2:15 – 3:45 Concurrent Workshops 65 – 77		
65. The Use and Interpretation of the Ages and Stages Questionnaire—Social Emotional (ASQ-SE) • <i>Jahnke</i>		ROOM 203
66. Autism Spectrum Disorder (ASD) at the Secondary Level • <i>Busse, Reid, & Dierfeldt</i>		ROOM 303
67. Considerations in Adolescent Personality Assessment: Differentiating Emerging Personality Disorders from Their Look-alikes • <i>Heidal-Schiltz</i>		ROOM 304-305
68. GWOT: Impact and Issues for Children of the Guard and Reserve • <i>Mossman</i>		GOOSEBERRY 3
69. Working with Children of Mentally Ill Parents: Impact and Intervention • <i>Swenson & Grace</i>		ROOM 302
70. An Introduction to the Juvenile Justice System and the Role of the Forensic Expert • <i>Buss</i>		SPLITROCK 1
71. Even Superman's Out of His League • <i>McDonald</i>		SPLITROCK 2
72. The Art of Therapeutic Story-telling • <i>Johnson</i>		ST. LOUIS
73. Dealing with Residential Placement for Seriously Emotionally Disturbed (SED) Children/Adolescents: A Parent Perspective • <i>Weight</i>		ROOM 202
74. Shifting Our Paradigm in Youth Development: Cultural Competence • <i>Koen</i>		GOOSEBERRY 2
75. The Person Beyond the Pathology, The Doctor Behind the Degree • <i>Feigl</i>		GOOSEBERRY 1
76. EBD vs OHD: Which is Right for Students with Psychiatric Disorders? • <i>Dikel</i>		ROOM 204-205
77. Positive "Rocks" • <i>Zieman</i>		FRENCH RIVER

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