



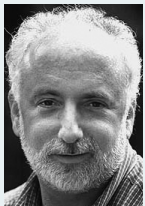
MACMH's 2008

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 27 - 29 • Duluth Entertainment Convention Center • DECC

Keynote Speakers



Laurence Steinberg, PhD, is the Distinguished University Professor and Laura H. Carnell Professor of Psychology at Temple University and current Director of the John D. and Catherine T. MacArthur Foundation Research Network on Adolescent Development and Juvenile Justice. A nationally recognized expert on psychological development during adolescence, Dr. Steinberg's research has focused on the study of contemporary adolescence, including parent-adolescent relationships, adolescent employment, high school reform, and juvenile justice. Dr. Steinberg has frequently served as a consultant to state and federal agencies and lawmakers on issues related to child labor, secondary education, and juvenile justice policy. He is also the author of more than 200 articles and essays on growth and development and the author or editor of ten books. Dr. Steinberg's presentation, "**Adolescent Brain and Behavioral Development: Implications for Mental Health and Juvenile Justice**" will look at what has been learned in recent years about brain development during adolescence and its impact on behavior.



Richard Whitfield, PhD, scientist, educator, and poet, was originally an antibiotic chemist who became a Dean of Social Sciences and Humanities and Director of UK Child Care at the Save the Children Fund. Known for his inspirational presentations, Dr. Whitfield deftly uses the latest research findings to underscore one of his key themes: that our inter-dependence is no mushy sentiment, but a prime law of human motion and emotion. In his presentation, "**Reliable Love: Innate Need, but Learned Capability**," Dr. Whitfield will explore the nature of human connectedness and how it is both formed and sustained. Dr. Whitfield is author/co-author of more than two dozen books and some 100 papers and contract reports in the fields of science education, curriculum planning and performance evaluation, family and youth policy, human relations and life-skills education, parenting, and community development. Before embarking on his current career as a freelance social scientist, lecturer, and writer, Dr. Whitfield's last full-time post was Warden of St. George's House, Windsor Castle.

Minnesota Association for Children's Mental Health

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

Monday, April 28, 2008

Key CITY SIDE HARBOR SIDE


8:00 Registration/Continental Breakfast	FITZGERALD HALL	19. Military Children: Impact and Issues • <i>Mossman</i>	SPLITROCK 2
Announcements / Keynote Speaker	LAKE SUPERIOR BALLROOM	20. Serving Homeless Youth: Best Practices with At-Risk Children and Adolescents • <i>Blessing</i>	ST. LOUIS
8:50 – 10:00 Laurence Steinberg, PhD		21. An Ounce of Prevention: Proactive Behavior Strategies • <i>Marquardt & Stahl</i>	ROOM 204
10:00 – 10:15 Break/Exhibits	FITZGERALD HALL	22. Executive Functioning Differences in Children and Adolescents: Associated Disorders, Evaluation, and Intervention Strategies • <i>Quie; King; & Hampton</i>	FRENCH RIVER
10:15 – 12:15 Concurrent Workshops 1 – 14		23. Latina Adolescent Coping: Discovering Successes of a School-Based Intervention • <i>Garcia; Kemnick-Pintor; Lindgren; & Naughton</i>	ROOM 202
1. Infant and Early Childhood Mental Health Consultation to Child Care: Enhancing Quality through Prevention and Intervention • <i>Appeldoorn & Fallon</i>	ROOM 304	24. Outside the Lines • <i>Wussow</i>	ROOM 303
2. 2008 Update: Complex ADHD – Differential Diagnosis and Treatment • <i>Johnson; Drozd; Search Johnson; & Foster</i>	FRENCH RIVER	25. Extreme Parenting: Helping Families Support Themselves • <i>Caya & Extreme Parenting Panelists</i>	GOOSEBERRY 1
3. Roadblocks to Learning: Is it ADHD or What? • <i>Ouellette</i>	ROOM 203	26. Overcoming Challenges: Creating Awareness and Identifying Students at Risk • <i>Halvorson & Albee</i>	GOOSEBERRY 2
4. Eating Disorders 101: Recognizing, Treating, and Preventing • <i>Croll; Babcock; & Nielsen</i>	ROOM 202	27. Multi-Systemic Therapy (MST) Overview • <i>Bachicha</i>	GOOSEBERRY 3
5. Bullying and Children's Mental Health • <i>McDonald</i>	GOOSEBERRY 1	2:30 – 3:00 Refreshments/Extended Break	FITZGERALD HALL
6. Lying, Stealing, Hoarding... Oh My! • <i>Porter</i>	ROOM 303	3:00 – 4:45 Concurrent Workshops 28 – 40	
7. Fostering Your Adolescent's Capacity for Self-Reflection and Skillful Thinking • <i>Juster</i>	SPLITROCK 1	28. What Do You Do with the Mad That You Feel? • <i>Gilbertson</i> <i>Replaces Parent Awareness Training • Marsh & Devine</i>	SPLITROCK 2
8. Racial Identity Development and Socioeconomics: The Impact of Cultural Competence in Counseling • <i>Frank</i>	SPLITROCK 2	29. Building and Sustaining a Local Early Childhood Mental Health Continuum of Care • <i>Wright; McBain; & Hansen</i>	ROOM 302
9. Developing a Shared Care Model to Address Mental Health Needs of Children and Adolescents • <i>Stern; Tubbs; Lee; & Barlage</i>	GOOSEBERRY 3	30. Major Depressive Disorder in Children and Adolescents • <i>Cullen</i>	ROOM 304
10. Vicarious Trauma: How it Affects the Treatment Team as Well as the Treatment Milieu • <i>Dallas & Kimman</i>	ROOM 301	31. Understanding Fetal Alcohol Spectrum Disorder (FASD): Brain Behaviors • <i>Anderson</i>	SPLITROCK 1
11. Who Pays? Taking the Maze Out of Funding • <i>Taylor</i>	ST. LOUIS	32. Metabolic and Endocrine Effects of Psychotropic Medications • <i>Anjum</i>	GOOSEBERRY 1
12. When Kids with FASD Grow Up • <i>Moore; Howell; Hays; Kulp; & Yurcek</i>	ROOM 302	33. Psychiatric Medications for Children – A Presentation for Parents • <i>Jenkins</i>	ROOM 202
13. Difficult Behaviors and Mental Health in the Classroom • <i>Ostrom & Selnes</i>	ROOM 204	34. Nutrition and Child Psychiatry – What Parents and Mental Health Professionals Need to Know • <i>Dikel</i>	ROOM 204
14. Keynote Workshop Adolescent Development and Juvenile Justice • <i>Steinberg</i>	GOOSEBERRY 2	35. What Are You Thinking? How Are You Breathing? • <i>Gieseke & Gieseke</i>	GOOSEBERRY 3
12:15 – 1:15 Lunch/Exhibits	LAKE SUPERIOR/FITZGERALD	36. Fidgety Fairy Tales – The Mental Health Musical • <i>Jenson & Hart</i> <i>Replaces Making Your Future Shine Bright with VOICE • Larson & Zimmer</i>	ST. LOUIS
1:15 – 2:30 Concurrent Workshops 15 – 27		37. Transition IEPs and Autism Spectrum Disorder • <i>Busse & Reid</i>	GOOSEBERRY 2
15. Application of DC:0-3R Clinicians' Experiences • <i>Apolinario-Wilcoxon & Hittner</i>	ROOM 302	38. The Law and Behavior Intervention Plans for Students in Minnesota Schools • <i>Stewart & Bonney</i>	ROOM 203
16. Professional Competencies to Promote Infant & Early Childhood Mental Health • <i>Kragthorpe</i> <i>Replaces Emotionally Healthy Environment 101 • Kaczowski</i>	ROOM 203	39. Increasing Student Success, by Decreasing Student Stress • <i>Helfield</i>	FRENCH RIVER
17. Aggression in Children and Adolescents: ODD and Conduct Disorder • <i>Figuerola</i>	ROOM 304	40. Juvenile Justice in Minnesota • <i>Abderholden; Kedem; Edwall; & Bray</i>	ROOM 303
18. Educating Trainman: The Story of a Young Man with Autism • <i>Kavan & Kavan</i>	SPLITROCK 1		

Tuesday, April 29, 2008

Key CITY SIDE HARBOR SIDE

8:00	Registration/Continental Breakfast	FITZGERALD HALL	ROOM 304
8:30 – 9:30	Keynote Speaker Richard Whitfield, PhD	LAKE SUPERIOR BALLROOM	GOOSEBERRY 1
9:30 – 10:00	Break/Exhibits	FITZGERALD HALL	ROOM 204
10:00 – 11:30 Concurrent Workshops 41 – 53			
41.	Minnesota Thrive Initiative: Promoting Healthy Social and Emotional Development of Our Youngest Children • <i>Backstrom; Haglin; & Panel of Thrive Action Team Managers</i>	ROOM 204	ST. LOUIS
42.	Asperger's Disorder from Early Childhood to Young Adulthood • <i>Jenkins</i>	FRENCH RIVER	FRENCH RIVER
43.	My Adolescent is Self-Injuring/Suicidal: How Can DBT Help? • <i>Monson & Troyak</i>	ST. LOUIS	SPLITROCK 1
44.	Changing Lifetime Outcomes Through the Prevention of Child Abuse and Neglect • <i>Skillingstad</i>	GOOSEBERRY 3	ROOM 203
45.	Skills Training for Children's Mental Health • <i>Edwall & Nygaard</i>	ROOM 304	GOOSEBERRY 2
46.	Reciprocal Storytelling • <i>Fiedelman</i>	ROOM 302	DECC LOBBY
47.	Transforming the Challenging Child: The Nurtured Heart Approach • <i>Feigal</i>	ROOM 303	2:00 – 3:30 Concurrent Workshops 68 – 80
48.	Support Group Facilitator Training for Parents and Caregivers • <i>Ferrazzo & Cedarleaf</i>	ROOM 202	
49.	Healthy Marriages Journey Guide: Especially for Parents Who Have Children with Special Needs • <i>Hovey</i>	GOOSEBERRY 2	ROOM 203
50.	Mental Illness Goes Off to College: Unpacking the "Bags" of First-Year College Student Distress • <i>Fier & Brzezinski</i>	SPLITROCK 2	ROOM 304
51.	The Social Emotional Learning (SEL) Toolbox • <i>Nyhus & Staby</i>	ROOM 203	SPLITROCK 1
52.	Building Cultural Connections and Competence in School-Based Mental Health • <i>Sander; Olsen; Avina; & Behim</i>	SPLITROCK 1	ROOM 204
53.	"Let's Talk" Family Conversation Circles • <i>LaBlanc & Vang</i>	GOOSEBERRY 1	FRENCH RIVER
11:30 – 12:30	Lunch/Exhibits	LAKE SUPERIOR/FITZGERALD	ST. LOUIS
12:30 – 1:45 Concurrent Workshops 54 – 67			
54.	Rethinking Childhood: Why the Early Years Matter • <i>Minkinen</i>	ROOM 302	ROOM 303
55.	Reducing Stress for Teenage Parents • <i>Malesevich</i>	GOOSEBERRY 3	SPLITROCK 2
56.	Understanding Autism Spectrum Disorders (ASD) & Simple Strategies for Inclusion • <i>Stansberry-Brusnahan</i>	ROOM 303	ROOM 202
57.	Tourette Syndrome (TS): Understanding the Breadth and Variability of Symptoms • <i>Ferrazzo</i>	ROOM 202	ROOM 302
58.	Parental Trauma and Parental Absence: Effects on Children and Adolescents of Returning Veterans • <i>Dowell</i>	SPLITROCK 2	GOOSEBERRY 1
59.	Self-esteem: Addressing Adolescent Males • <i>Hendel & Minske</i>	ROOM 304	GOOSEBERRY 3
60.	Personal Body Safety for Children and Teens • <i>Feigh</i>	GOOSEBERRY 1	ROOM 301
61.	Positive "Rocks" • <i>Ziemann</i>	ROOM 204	FRENCH RIVER
62.	Culturally Effective Clinical Interviewing: Family Interviewing Strategies to Support Accurate Childhood Assessment in Mental Health and Medical Settings • <i>McGraw-Schuchman; Pederson; & Espinosa</i>	ST. LOUIS	SPLITROCK 1
63.	Professionals and Parents – Moving from Face-off to Partners • <i>Collins; Jacobson; Morgan; & Lussier</i>	ROOM 301	ROOM 203
64.	Integrating Special Education and Mental Health Diagnostic Assessment Evaluation Data to Inform Program and Treatment Planning • <i>Shevlin-Woodcock & Ryan</i>	FRENCH RIVER	GOOSEBERRY 2
65.	When the Crisis is Over: Picking Up the Pieces and Getting back to Class • <i>Anderson</i>	SPLITROCK 1	DECC LOBBY
66.	What Works with Juvenile Offenders with Mental Health Needs • <i>Godfrey & Hansen</i>	ROOM 203	
12:30 – 3:30	Special Session 67. Promoting Infant & Early Childhood Mental Health: Reflective, Relationship-Based Practice for Non-Traditional Mental Health Providers • <i>Carter; Gilbert; Harman; Hesselatine; Pearson; & Simon</i>	GOOSEBERRY 2	
1:45 – 2:00	Break	DECC LOBBY	
2:00 – 3:30	Concurrent Workshops 68 – 80		
68.	Building a Healthy Emotional Environment in the Early Childhood Setting • <i>Croft</i>	ROOM 203	
69.	Reactive Attachment Disorder (RAD) Update 2008: A Multi-disciplinary Approach to Diagnosis and Treatment for Children with Severe Needs • <i>Nelson & Newman</i>	ROOM 304	
70.	Sexual Exploitation and Victimization of Homeless and Runaway Youth in Minnesota • <i>Jann; Dolezal; & Graf</i>	SPLITROCK 1	
71.	Shifting Perspectives for Communication and Relationship Success • <i>Nakumbe</i>	ROOM 204	
72.	Children's Anger Revisited – A Unique Approach • <i>Bergman & Moeller</i>	FRENCH RIVER	
73.	Music Therapy in Adolescent Mental Health: Using Music to Express Ourselves and Create Opportunities for Achievement • <i>Moonier</i>	ST. LOUIS	
74.	Supporting the Sensory Needs of Young Children Ages 2-10 • <i>Bentley</i>	ROOM 303	
75.	The Process of Adlerian Play Therapy • <i>Dannen</i>	SPLITROCK 2	
76.	Guilt is No Good: How to Be Allies to People of Color • <i>Koen</i>	ROOM 202	
77.	Why Can't I Have a "NORMAL" Life? Questions From The Trenches • <i>Feigal</i>	ROOM 302	
78.	Who is My Child? Understanding Children's Temperaments • <i>Gilbertson Replaces Caregiver Survival Guide</i> • <i>Koppel-Palmer & Rowilson</i>	GOOSEBERRY 1	
79.	Freedom School Update: 2nd Year and Growing • <i>McCinnis & Johnson</i>	GOOSEBERRY 3	
80.	Gender-responsive Programming for Adolescent Girls in the Juvenile Justice System • <i>Baker-Jones & DuChene</i>	ROOM 301	


1 Infant and Early Childhood Mental Health Consultation to Child Care:

 **Enhancing Quality through Prevention and Intervention**

This session will describe a model of mental health consultation to childcare as a strategy to enhance the quality of care for young children by integrating principles of infant and early childhood mental health practice. Case examples will be used to illustrate the strengths and challenges of mental health consultation in childcare as program enhancement and intervention.


Marit Appeldoorn, MSW, LICSW, Dir., Early Childhood Outreach and Consultation—St. David's Child Development and Family Services & Michele Fallon, MSW, LICSW—Ctr. for Early Education and Development, U of MN **ROOM 304**

2 2008 Update: Complex ADHD – Differential Diagnosis and Treatment

 Although substantial evidence exists for treating ADHD with psycho-stimulants, there is growing concern about long-term toxic effects of the brain if improperly used for misdiagnosed children. Recent research supports new technologies for the diagnosis and treatment of ADHD complicated by comorbid disorders. This workshop will discuss these recent advances using video, humor, and actual case examples.


Gary G. Johnson, PHD, LP, LMFT, Licensed Psychologist, Clinical Dir.—Clinic for Attention, Learning and Memory (CALM); John F. Drozd, PHD, Clinical Psychologist—The NeuroAssessment Centre LLC; Joanne Search Johnson, MA, M.ED, LMFT, Early Childhood Special Education Teacher—Hopkins ISD #270; & Nancy Foster, MA, Pre-Doctoral Intern, Teaching and Training Supervisor—CALM **FRENCH RIVER**

3 Roadblocks to Learning: Is it ADHD or What?

 This session will focus on the evaluation process for identifying ADHD and other learning and behavioral disorders. Parents will review the testing and the reasons for each test—and learn what questions to ask. A brief outline of other disorders that can appear to be ADHD or that can exist along with it will be included. Behavioral interventions and strategies for addressing symptoms of ADHD will also be presented.


Gerry Ouellette, MS, LP, Psychologist—Polinsky Rehabilitation **ROOM 203**

4 Eating Disorders 101: Recognizing, Treating, and Preventing

 This session will explain the multi-dimensional nature of eating disorder development and maintenance. Signs and symptoms, appropriate screening approaches, and how to access specialized care will be addressed, as well as strategies for using at home and in school to promote positive body image and self-esteem regarding weight and physical appearance.


Jillian Croll, PHD, RD/LD, MPH, Dir. of Education, Research, and Program Development; Sue Babcock, PSYD, LP, Dir. of Trainings; & Kirsten Nielsen, RD/LD, Registered Dietitian—The Emily Program **ROOM 202**

5 Bullying and Children's Mental Health

 Bullying is an everyday word with serious mental health implications for our children. Whether a child is the bully, the victim, or the bystander, a bully incident draws all into the circle of influence. This workshop identifies the role each child plays in the bully circle (wittingly and unwittingly) and provides strategies to keep schools and communities safe.


Donna McDonald, LSW, Violence Prevention Coord.—Anoka Co. Community Health **GOOSEBERRY 1**

6 Lying, Stealing, Hoarding...Oh My!

 Working with children who have experienced early childhood neglect and/or trauma can be totally perplexing. Constant stress in infancy impacts the brain's development, which can result in a compromised ability to control emotional reactions or behavioral impulses. Learn a new framework for understanding and handling this type of challenging behavior.


Katherine Porter, MS, LP, Licensed Psychologist—Bluestem Ctr. for Child and Family Development **ROOM 303**

7 Fostering Your Adolescent's Capacity for Self-Reflection and Skillful Thinking

 This workshop will explore several ways for parents to guide their adolescents in learning to: define their needs; ask self-reflective questions that support personal growth and autonomy; and resolve conflicts that provide mutually satisfactory solutions. Anecdotes, metaphors, and creative group exercises will demonstrate how to foster these strengths and skills in your teen.


Joyce Lynne Juster, MA, LP, Licensed Psychologist—Private Practice **SPLITROCK 1**

8 Racial Identity Development and Sociorace: The Impact of Cultural Competence in Counseling

 This session will discuss major aspects of a graduate course in counseling psychology that utilizes racial identity development as a theoretical base. This is an ongoing exploration of ways to develop cultural competence in predominantly white populations/institutions, the focus to understand cultural competence beyond just knowing theory.


Kerry D. Frank, PHD, Associate Professor—Univ. of St. Thomas **SPLITROCK 2**

9 Developing a Shared Care Model to Address Mental Health Needs of Children and Adolescents

 Learn about this project addressing improvement needed in the children's mental health service delivery system including identification, triage, referral, and treatment. With severely limited child and adolescent psychiatry, this model redesigns the service delivery system in order to maximize the available resources and improve health outcomes.


Dave Stern, MSLP, LICSW, Coord.—Douglas Co. Children's Mental Health Collaborative; Sandra Tubbs, RN, PHN, Public Health Dir.—Douglas Co. Public Health; Catie Lee, MBA, Business Mgr.—Douglas Co. Hospital Mental Health Unit; & Jeanne Barlage, RN, Disease Management Care Coord.—PrimeWest Health **GOOSEBERRY 3**

10 Vicarious Trauma: How it Affects the Treatment Team as Well as the Treatment Milieu

 This workshop will explain how to identify the experience of vicarious trauma and how it affects the individual, the team, and the treatment milieu. Participants will learn self-care techniques that will help them deal with the day-to-day stress of their work as well as ways to build team unity.


Denise Dallas, Unit Coord. & Michelle Kimman, MS, Sexuality Therapist—Mille Lacs Academy **ROOM 301**

11 Who Pays? Taking the Maze Out of Funding

 This session will discuss the five major public funding programs for children with special needs: Medical Assistance (MA), MinnesotaCare, TEFRA, Home and Community Based Services (HCBS), and SSI. Helpful strategies to assist families will be included. A 250-page manual will be given to each participant.


Nadine R. Taylor, PHN, M.N., Public Health Nurse Consultant—MN Children with Special Health Needs (MCSHN), MDH **ST. LOUIS**

12 When Kids with FASD Grow Up

 Two remarkable young men share their stories of striving for independent and meaningful lives while coping with Fetal Alcohol Spectrum Disorders (FASD). Then, participants will have a chance to ask questions—the really hard questions—of a team of three parents who between them are assisting more than a dozen youth with FASD to find their futures.

Ken Moore & Mike Howell, Young Adults with FASD; John Hays, Parent, Executive Dir.—Hays Kids; Jodee Kulp, Parent, Executive Dir.—Better Ending, New Beginnings; & Ann Yurcek, Parent, Author **ROOM 302**


13 Difficult Behaviors and Mental Health in the Classroom

 Serving students with mental health diagnoses presents unique challenges to educational teams. Considerations beyond disability categories and social variables identified through common Functional Behavior Assessment (FBA) practices are needed. Presenters will highlight a comprehensive approach to FBA, which identifies variables inclusive of internal status and personal characteristics and will lead to more complete and effective interventions.

Jan Ostrom, MS, LP, Psychologist & Wendy Selnes, MA, BCBA, Senior Behavior Analyst—Brih Design **ROOM 204**

Keynote Workshop

14 Adolescent Development and Juvenile Justice

 This workshop will examine several topics relevant to the treatment of juvenile offenders in the juvenile and criminal justice systems. New research on adolescents' competence to stand trial, their criminal responsibility, and the factors associated with desistance from crime will be presented. The implications of this research for policy and practice will also be discussed.

Laurence Steinberg, PHD, Distinguished Univ. Professor, Laura H. Carnell Professor of Psychology—Dept. of Psychology, Temple Univ. **GOOSEBERRY 2**

15 Application of DC:0-3R Clinicians' Experiences

Pr Ec
A study was implemented to investigate how licensed professionals apply their learning after receiving training on the Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood (DC:0-3R). This session will present information clinicians reported including what changed, what benefits they found, and how it has impacted their practice.

Antonia M. Apolinario-Wilcoxon, MIM, Mental Health Program Consultant—DHS, Children's Mental Health & **Jo Hittner**, MA, PHD, LP—Hiawatha Valley Mental Health Ctr. **ROOM 302**

16 Professional Competencies to Promote Infant & Early Childhood Mental Health

Replaces Emotionally Healthy Environment 101

Minnesota is launching a new professional program, Endorsement for Culturally Sensitive, Relationship-focused Practice Promoting Infant & Early Childhood Mental Health. Learn how this program will guide and document the development of competencies among a range of professionals.

Candy Kragthorpe, MSW, IMH-E (2008), Infant Mental Health Mentor, Director—MN Association for Infant & Early Childhood Mental Health **ROOM 203**

17 Aggression in Children and Adolescents: ODD and Conduct Disorder

Pr Ec
Diagnostic criteria, neuroscience, and treatment strategies, including psychopharmacology of maladaptive aggression, will be reviewed in this workshop. Consequences of bullying and exposure to violence will be analyzed. Considerations associated with comorbid conditions like depression and anxiety will also be covered.

Caromyr Figueroa, MD, Medical Dir. of Child and Adolescent Psychiatry—Hennepin Co. Medical Ctr. **ROOM 304**

18 Educating Trainman: The Story of a Young Man with Autism

All Ec
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. They will 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. Their message is one of hope and that the journey continues.

Stefan Kavan, Student & **Barb Kavan**, Mom, Special Education Coord.—New Prague Schools **SPLITROCK 1**

19 Military Children: Impact and Issues

All Ec
More than 12,000 Minnesota children have a parent serving in the National Guard. Deployments of Guard and Reserve are at record levels and these children are faced with challenges unlike any other life experience. Learn their unique issues as we explore the

deployment cycle, separation anxiety, media impact, reintegration challenges, and how to support and foster resiliency.

Gail Mossman, State Youth Coord.—MN National Guard **SPLITROCK 2**

20 Serving Homeless Youth: Best Practices with At-Risk Children and Adolescents

All Ec
The path to homelessness is often paved with trauma, mental illness, chemical dependency, and/or limited social supports. This session will give a general framework for best practices with at-risk youth that will renew a sense of purpose and hope, and help service providers be purposeful, intentional, and accountable in their work.

Leslie Blessing, MSW, LICSW, Mental Health Services Mgr. Clinical Supervisor—Youthlink **ST. LOUIS**

21 An Ounce of Prevention: Proactive Behavior Strategies

All Ec
Educators and parents can face difficult situations when standard approaches for responding to challenging behaviors fail. This workshop will describe how to identify the causes of challenging behaviors and give proactive strategies to help reduce their occurrence. Participants will learn research-based practical strategies and tools that can easily be implemented into positive behavior intervention plans.

Karin Marquardt, MS-EBD, LD, EL. ED., Regional Autism Cooperative & **Tammy Stahl**, MS-EBD, LD, DCD, EL. ED., Consultant for Severely Multiply Impaired—SW/WC Service Cooperative **ROOM 204**

22 Executive Functioning Differences in Children and Adolescents: Associated Disorders, Evaluation, and Intervention Strategies

Executive functions involve goal directed behaviors such as planning, inhibiting, initiating, and shifting. This presentation will discuss diagnoses associated with executive functioning deficits (ADHD, Asperger's disorder, Tourette's disorder and nonverbal learning disabilities) and provide a framework for assessing executive function. Strategies for addressing these deficits in children and adolescents will be included.

Katherine Quie, PHD, LP, Licensed Psychologist, **Brigitte King**, PHD, LP, Licensed Psychologist, & **Karin Hampton**, PHD, LP, Licensed Psychologist—Fraser Child and Family Ctr. **FRENCH RIVER**

23 Latina Adolescent Coping: Discovering Successes of a School-Based Intervention

This presentation will describe recent findings from a feasibility study examining a culturally tailored coping intervention for Latina adolescents. Developed in Minnesota by individuals representing education, social work, and nursing, the school-based intervention has potential to positively influence the health trajectory of Latina adolescents.

Carolyn Garcia, PHD, MPH, RN—U of MN School of Nursing; **Jessie Kemmick-Pintor**, Research Assistant, U of MN; **Sandi Lindgren**, MSW, Social Worker—El Colegio High School; & **Sandy Naughton**, Health Educator—West Side Community Health Services **ROOM 202**

24 Outside the Lines

All Ec
This session will offer unique insight for anyone who interacts with children touched by abuse, alcoholism, neglect, poverty, and/or foster care. The presenter will describe her journey from all of these experiences to her current position as a social worker, offering perspectives as both a child and a professional in the system. Hear the powerful story of her childhood and the empowering story of her rise above.

Karen K. Wussow, LISW, MFIP Outreach Specialist—Crow Wing Co. Social Service Dept. **ROOM 303**

25 Extreme Parenting: Helping Families Support Themselves

All Ec
This program began 7 years ago with one group that met once a month. It has now grown to 9 groups a month, each group specializing in an area of concern, culture, or age. This session will include an overview of the program; a discussion of the successes, failures, and dreams for the future; and time for questions. This model is proof that parents can make an "extreme" difference!

Brenda Caya, MSED, Children's Mental Health Family Advocate—Arc Northland & **Extreme Parenting Panelists** **GOOSEBERRY 1**

26 Overcoming Challenges: Creating Awareness and Identifying Students at Risk

How can schools go further in identifying students at risk? One way is for several students to tell their stories through video as a way to destigmatize the subject of mental health and getting help, encouraging other students to come forward. This session will show how one school did this and how others can make it happen.

Rebecca A. Halvorson, MSSW, LISW, School Social Worker & **Alec Albee**, MA, LISW, School Social Worker—Wayzata Public Schools **GOOSEBERRY 2**

27 Multi-Systemic Therapy (MST) Overview

Pr Ec
This workshop will provide a broad overview of MST, which has been identified as a highly promising, evidence-based treatment model by reviewers in the fields of child and adolescent mental health, juvenile justice, adolescent violence, and substance abuse. Several features of MST that account for this will be presented.

Daniel Bachicha, PHD, LPC, MST Consultant—MST Services, Inc. **GOOSEBERRY 3**

Key	Technical Levels	Target Audience
	<input type="checkbox"/> Basic	<input checked="" type="checkbox"/> Pa Parents
<input type="checkbox"/> Intermediate	<input checked="" type="checkbox"/> Pr Professionals	
<input checked="" type="checkbox"/> Advanced—General	<input checked="" type="checkbox"/> All Parents & Professionals	
<input checked="" type="checkbox"/> Advanced—Technical	<input checked="" type="checkbox"/> Ec Early Childhood Specific	

(see criteria on pg 11)

28 What Do You Do with the Mad That You Feel?

All

Ec This session will explore different approaches for helping very young children (up to 6 years) deal with their anger. Based on Mister Rogers' Neighborhood themes, it will explain children's emotional stages of development and techniques that will guide and support children as they develop self-control. Participants will receive curriculum guides, activity books, and reproducible handouts.

Terry Gilbertson, Ready to Lead In Literacy Coord. – WDSE-TV PBS Eight Public Television **SPLITROCK 2**

Replaces
Parent
Awareness
Training

29 Building and Sustaining a Local Early Childhood Mental Health Continuum of Care

Pr

Ec This panel will discuss the development and sustainability of the *Foundations for Success* initiative. Established to develop a comprehensive early childhood mental health continuum of care in Ramsey County, it includes county-wide screenings of children and promotes access to prevention and intervention services.

Catherine Wright, MS, Coord. of Foundations for Success—Community Action Partnership of Ramsey and Washington Counties; Denny McBain, Service Coord.—Ramsey Co. Early Childhood Information and Referral; & Mary Sue Hansen, MA, Dir.—Suburban Ramsey Family Collaborative **ROOM 302**

30 Major Depressive Disorder in Children and Adolescents

All

Depression can be fatal; suicide is the 3rd most common cause of death in adolescence. To improve early identification, parents, teachers, and providers need to be aware of risk factors and core symptoms. This session will review the epidemiology and diagnostic criteria of this disorder, common challenges experienced by patients and their families, and basic information regarding treatment options.

Kathryn R. Cullen, MD, Instructor, Postdoctoral Fellow—U of MN **ROOM 304**

31 Understanding Fetal Alcohol Spectrum Disorder (FASD): Brain Behaviors

All

This presentation will provide information on FASD diagnosis and intervention across the life span. Basic neurophysiology will be discussed to give an understanding of the complex emotional and social behaviors associated with this disorder. Key recommendations for intervening for improved functioning will be included.

Diane R. Anderson, MPH, OTR/L, Chair of Dept. of Occupational Therapy—College of St. Scholastica and Speaker—MN Organization on Fetal Alcohol Syndrome (MOFAS) **SPLITROCK 1**

32 Metabolic and Endocrine Effects of Psychotropic Medications

Pr

Psychotropic medications are used commonly in children to treat various psychiatric or behavioral problems. Recent use of newer antipsychotics has caused adverse effects like metabolic syndrome and endocrine dysfunction

with various consequences. This workshop will examine these adverse effects and treatment strategies to counteract these problems.

Afshan Anjum, MD, Assistant Professor—U of MN **GOOSEBERRY 1**

33 Psychiatric Medications for Children – A Presentation for Parents

Pa

This session will introduce the main classes of psychiatric medicines used for children and adolescents, including principal actions and side effects, concerns and controversies, toxicity, and addictive potential. This complex material will be explained in a way that is clear and emphasizes practical issues. There will be time for questions.

Susan C. Jenkins, MD, Child and Adolescent Psychiatry—Bluestem Ctr. for Child and Family Development **ROOM 202**

34 Nutrition and Child Psychiatry – What Parents and Mental Health Professionals Need to Know

All

Numerous studies demonstrate the essential role that nutrition plays in the prevention and treatment of child psychiatric disorders. This presentation will provide an overview of various nutritional interventions, describing evidence-based nutritional research that can be practically applied in the prevention and treatment of many disorders.

William Dikel, MD, Consulting Child and Adolescent Psychiatrist **ROOM 204**

35 What Are You Thinking? How Are You Breathing?

All

What are you thinking? It makes a difference! Visually see that words produce energy/movement. How are you breathing? Experience the healing power of breath to restore energy to the body and promote peace and harmony within. This session will provide ideas for self-care and for sharing with others in your life.

DeeAnn Gieseke, Spring Forest Qigong Practitioner & Melissa Gieseke, Assistant—Integrative Health **GOOSEBERRY 3**

36 Fidgety Fairy Tales – The Mental Health Musical

All

Once upon a time...Rapunzel panicked, Sleeping Handsome felt hopeless, and Little Hood just couldn't sit still. Fidgety Fairy Tales is a musical theatre performance created to raise awareness about anxiety, depression, and AD/HD. See the show, talk to the cast, and explore ways to use the arts to raise awareness about children's mental health. See page 11 for more information.

Matt Jensen, Community Arts Liaison – MACMH and Teaching Artist – Children's Theatre Co. and U of MN & Marya Hart, Teaching artist – Children's Theatre Co. and Composer – Stepping Stone Theatre and Frank Theatre **ST. LOUIS**

Replaces Making
Your Future Shine
Bright with VOICE
Moved to Sunday
Poster Session

37 Transition IEPs and Autism Spectrum Disorder

All

A transition plan provides a framework for preparing individuals to live, work, and play in their community as independently as possible. This session will discuss the development of a transition plan, including the five areas of transition and how to write effective IEP goals. An overview of ASD and planning that specifically addresses individuals with ASD will be provided.

Kim Busse, MA, Autism Specialist—Edina Public Schools & Amy Reid, MA, Autism Teacher—Burnsville Public Schools **GOOSEBERRY 2**

38 The Law and Behavior Intervention Plans for Students in Minnesota Schools

All

This session will review new Minnesota rules regarding positive behavior plans for students in public schools. The new rules contain detailed requirements regarding functional behavior assessments, positive supports and interventions, regulated interventions, and prohibited procedures. The use of police officers, manual restraints, and locked timeout rooms will also be discussed.

Dan Stewart, MA, JD, Supervising Attorney & Linda Bonney, Legal Advocate—MN Disability Law Ctr. **ROOM 203**

39 Increasing Student Success, by Decreasing Student Stress

All

Stress can be a preoccupying emotional undercurrent that distracts and disengages students from focusing and learning. Emotional self-regulation is a critical skill for life success. Learn the warning signs of stress overload and its negative effects on student performance. Teach students of any age to manage stress with the easy and effective techniques that will be demonstrated.

Paula Hetfield, MA, Dir.—Human Energy Matters/N.E. Metro Area Learning Ctr. **FRENCH RIVER**

40 Juvenile Justice in Minnesota

Pr

Two issues dominate the juvenile justice system in Minnesota—approximately 70% of youth involved have mental health disorders, and youth of color are overrepresented throughout the juvenile system. This session will explore several statewide initiatives tackling these issues. Mental health screening, the proper use of detention, and linkages to community resources when youth are released from detention and placements will also be discussed.

Sue Abderholden, MS, Executive Dir.—NAMI MN; Angeliqe Kedem, Juvenile Detention Alternative Initiative Coord.—Dakota Co. Community Corrections; Glenace Edwall, PhD, PSYD, MPP, LP, Dir. of Children's Mental Health Division—DHS; & Chris Bray, PhD, LP, Dir. of MN Juvenile Justice and Mental Health Initiative—MN Dept. of Corrections **ROOM 303**

41 Minnesota Thrive Initiative: Promoting Healthy Social and Emotional Development of Our Youngest Children

All

Ec The Minnesota Thrive Initiative is implementing community-driven solutions for infant and early childhood mental health in six pilot sites in greater Minnesota. Hear Thrive Action Team Managers describe their unique local plans for expanding access, improving service, and putting a continuum of care into their communities. Learn what you can do in your community!

Lin Backstrom, MS, Early Childhood Specialist—Northwest MN Foundation; Lynn Haglin, MA, Vice President and Kids Plus Dir.—Northland Foundation; & Panel of Thrive Action Team Managers **ROOM 204**

42 Asperger's Disorder from Early Childhood to Young Adulthood

All

This session will review the main features and life course of Asperger's Disorder from preschool years through young adulthood. Complicating conditions of anxiety, ADHD, tics, OCD, and learning disabilities will be discussed, as well as new information from genetics and brain science that is offering treatment strategies.

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

43 My Adolescent is Self-Injuring/Suicidal: How Can DBT Help?

Pa

This workshop will discuss self-injury, suicidality, and disorders of emotional regulation. Parents will learn the basics of an authentic Dialectical Behavior Therapy (DBT) program and how it can help their child. They will be led through a mindfulness activity and introduced to each of the sets of skills learned in adolescent DBT.

Jaime Monson, MSW, LICSW, Mental Health Therapist & Katie Troyak, MSW, LICSW, Mental Health Therapist—Volunteers of America of MN, Mental Health Clinics **ST. LOUIS**

44 Changing Lifetime Outcomes Through the Prevention of Child Abuse and Neglect

All

Preventing infant and child maltreatment will have lifetime impacts on individuals and our society. Learn how understanding the long term impact of abuse, neglect, and prevention efforts, as well as making an informed commitment to do what one can, will help us move beyond unconscionable spending on prisons and health care to a safer and more healthy environment for our children.

Connie Skillingstad, MBA, LSW, CVA, Executive Dir.—Prevent Child Abuse MN **GOOSEBERRY 3**

45 Skills Training for Children's Mental Health

All

This session will describe the integration of skills training for children's mental health services with the evidence-based practices protocols for anxiety, depression, and disruptive behavior disorders. How these training activities fit into the entire treatment package for children, as well as skills training vs. psychotherapy and

how they compliment each other will be covered.

Glenace Edwall, PSYD, PHD, LP, MPP, Dir. of Children's Mental Health & Patricia Nygaard, PHD, Mental Health Program Consultant—DHS **ROOM 304**

46 Reciprocal Storytelling

Pr

Children are natural storytellers; the characters they select and develop represent an aspect of their own psychodynamic make up and can assist us in understanding their needs. Learn how to engage children in this technique that will help therapists gain knowledge of a child's circumstances, concerns, or conflicts, and provide a natural course for response within the story metaphor.

Ira Fiedelman, MSSW, LICSW, DAPA, School Social Worker—ISD #15-St. Francis **ROOM 302**

47 Transforming the Challenging Child: The Nurtured Heart Approach

All

Wonder why typical parenting and teaching techniques are ineffective with some children? Learn strategies for children ages 2 – 18 that emphasize their physiological responses to emotional input, which can help adults avoid triggering opposition. These methods are especially helpful for children with ADHD, ODD, and autism; specific approaches for auditory or sensory integration issues, anxiety, and perfectionism will also be included.

Tina Feigal, MSED, Parent Coach, Trainer, and Owner—Ctr. for the Challenging Child, LLC **ROOM 303**

48 Support Group Facilitator Training for Parents and Caregivers

Pa

It's easy to become overwhelmed with the idea of starting a support group. Learn how to start a group from the ground up—find a place to meet, advertise the group, organize the meetings, and keep it running successfully. This workshop will give parents and caregivers the tools and the confidence they need to move forward in helping themselves and others by creating a support group in their community.

Cathy Ferrazzo, Parent Advocate, Support Group Leader, and Board President—Tourette Syndrome Association of MN & Kathy Cedarleaf, Parent Advocate and Support Group Leader **ROOM 202**

49 Healthy Marriages Journey Guide: Especially for Parents Who Have Children with Special Needs

Pa

This workshop will present a marriage guide created for parents who have children with disabilities or ongoing health conditions. It will address the pressures placed on parental and marital relationships and will offer ways to build understanding and manage the stressors in a creative and engaging manner.

Diane Hovey, PHD, CPT, Executive Dir.—Family Institute for Creative Well-Being **GOOSEBERRY 2**

50 Mental Illness Goes Off to College: Unpacking the "Bags" of First-Year College Student Distress

All

Students with mental illness who start college face challenges beyond what typical first-year students face. This workshop addresses mental

health concerns in the college setting, including factors that negatively impact vulnerable students and strategies that facilitate a successful transition to college.

Sara Fier, PHD, LP, Assistant Professor of Counseling—Southwest MN State Univ. & Lynda Brzezinski, PHD, LP, Counselor and Associate Professor—Winona State Univ. **SPLITROCK 2**

51 The Social Emotional Learning (SEL) Toolbox

Pr

Supporting the social and emotional learning needs of students with disabilities is a unique challenge; learn how one school district is meeting this challenge. This presentation will provide an overview of SEL, including evidence-based curricular strategies and resources available to all educators to help meet the diverse needs of their students.

Ginny Nyhus, LSW, Coord. of Social Emotional Learning & Annie Staby, MSE, EDS, NCSP, LSP, School Psychologist—Intermediate District #287 **ROOM 203**

52 Building Cultural Connections and Competence in

All **School-Based Mental Health**

This workshop will describe an innovative public/private partnership formed to develop culturally appropriate children's mental health services in Minneapolis, with particular focus on Latino and African communities. Five primary areas of unmet needs for immigrant and refugee communities will be discussed, as well as effective strategies to engage and partner with key community leaders, spiritual leaders, and parents.

Mark Sander, PSYD, LP, Mental Health Coord.—Hennepin Co./Minneapolis Public Schools; Martha Olsen, MA, Co-Director—Mental Health Collective; Roberto Avina, MSW, Executive Dir. of Clinical Services—La Familia Guidance Ctr.; & Karim Behim, Executive Dir.—African Aid **SPLITROCK 1**

53 "Let's Talk" Family Conversation Circles

All



Families in the juvenile justice system are recovering from harm on many levels: individual choices, historical trauma, and institutional damage. This interactive discussion will share simple practices that can open conversation and strengthen the connection in families, with a focus on rebuilding families dealing with trauma and change.

Laura LaBlanc, Founder & Long Vang, Facilitator—FullThought **GOOSEBERRY 1**

Technical Levels	Target Audience
<input type="checkbox"/> Basic	<input type="checkbox"/> Pa Parents
<input type="checkbox"/> Intermediate	<input type="checkbox"/> Pr Professionals
<input type="checkbox"/> Advanced—General	<input type="checkbox"/> All Parents & Professionals
<input type="checkbox"/> Advanced—Technical	<input type="checkbox"/> Ec Early Childhood Specific



(see criteria on pg 11)

54 Rethinking Childhood: Why the Early Years Matter

 **All**  This workshop will highlight the critical importance of the care received by very young children in their first years of life. Learn how those early experiences impact the developing brain and a young child's capacity to learn, to form relationships, and to regulate his or her emotions and behaviors.


Molly H. Minkinen, PhD, Assistant Professor—U of MN Duluth **ROOM 302**

55 Reducing Stress for Teenage Parents

 **All**  Teenage parents face high levels of stress as they try and cope with their new role. Learn how to help young parents reduce risk factors that lead to parental distress, dysfunctional parenting behavior, and negative interactions between parent and child with a research-based prevention program for parents and their infants age 0-3.


Deb Malesevich, Certified FAST Trainer—FAST National Training and Evaluation Ctr. **GOOSEBERRY 3**

56 Understanding Autism Spectrum Disorders (ASD) & Simple Strategies for Inclusion

 **All** The dramatically increasing growth of ASD challenges educators who do not have special education experience or education. Characteristics of ASD often challenge even experienced special education teachers. This interactive session will include simple inclusion strategies to use in the classroom, and through simulated activities show participants how individuals with ASD experience the world.


L. Lynn Stansberry-Brusnahan, PhD, Assistant Professor—Univ. of Saint Thomas **ROOM 303**

57 Tourette Syndrome (TS): Understanding the Breadth and Variability of Symptoms

 **All** Far more people have heard of TS than know what it actually looks and sounds like, and it is among the most frequently misdiagnosed and mistreated neurological disorders. Experience a change in perception as you recognize the full spectrum of symptoms and the associated behavioral disorders of TS.


Cathy Ferrazzo, Parent Advocate, Support Group Leader, and Board President—TSA-MN **ROOM 202**

58 Parental Trauma and Parental Absence: Effects on Children and Adolescents of Returning Veterans

 **Pr** Topics of intergenerational transmission of trauma and ambiguous loss will be used to discuss the effects of trauma and prolonged parental absence on children and adolescents. A developmental perspective will be used. Suggestions for mental health consultation and implications for academic performance will be reviewed.


Kathy Dowell, PhD, Assistant Professor—U of MN Duluth **SPLITROCK 2**

59 Self-esteem: Addressing Adolescent Males

 **All** This session will examine effects of low self-esteem on boys, including its relation to depression, anxiety, and other mental health concerns. The difference between low self-esteem over compensation and egotism will also be explored. Participants will learn how to identify and address, or treat, low self-esteem.


Andrea Hendel, MA, LMFT, Clinical Coord. & Paula Minske, MS, LMFT, Clinical Coord.—Volunteers of America, Bar None Residential Treatment Ctr. **ROOM 304**

60 Personal Body Safety for Children and Teens

 **All** This presentation will deconstruct current child safety issues such as the internet and sex offender registration, as well as provide curriculum ideas and specific steps in prevention education methods for teaching children and youth how to make safer choices.


Alison Feigh, Child Safety Specialist—Jacob Wetterling Foundation **GOOSEBERRY 1**

61 Positive “Rocks”

 **All** A variety of positive behavior interventions that are successful in counseling, in the classroom, and at home will be modeled in this session. Participants will make their own rock necklace during this interactive workshop featuring therapeutic activities on awareness of individual traits and characteristics, facing personal challenges, and reducing stress and anxiety.


Don R. Ziemann, Ed.SP, School Psychologist—Bemidji School District **ROOM 204**

62 Culturally Effective Clinical Interviewing: Family Interviewing Strategies to Support Accurate Childhood Assessment in Mental Health and Medical Settings

 **Pr** This presentation outlines challenges in diagnostic interviewing within mental health and medical settings with families of diverse ethnic backgrounds. It examines the complexities of, and provides strategies for, interviewing about child development, behavior, language, and medical issues in the context of culture and the effects on diagnostic perspective.


Kathryn McGraw-Schuchman, MA, LP, Licensed Psychologist; Sue Pederson, MS, LP, Licensed Psychologist—Fraser Child and Family Clinic; & Armantina Espinosa, MD, Pediatric Neurologist—Minneapolis Clinic of Neurology **ST. LOUIS**

63 Professionals and Parents – Moving from Face-off to Partners

 **All** Too often communication between parents and professionals breaks down and becomes adversarial. This interactive session will help both recognize when and how this happens, develop a better understanding of each other, and teach new skills for reaching a positive outcome: a working partnership.


Carolee Collins, Systems Navigation Specialist—East Metro Adult Crisis Stabilization; Brenda Jacobson, Parent Educator—ND Extension and Behavioral Aide Trainer—DHS; Darlene Morgan, Out Reach Liaison—MN Adoption Support and Preservation; & Sharon Lussier, Family Advocate—Cass Lake Family Ctr. (NOTE: all presenters are Directors in MN Parent Leadership Network) **ROOM 301**

64 Integrating Special Education and Mental Health Diagnostic Assessment Evaluation Data to Inform Program and Treatment Planning

 **Pr** Multi-disciplinary evaluation and assessment includes collecting data from education and mental health sources. This presentation will guide school personnel and community mental health providers through policies and procedures used to integrate this data for eligibility and program planning.


Cindy Shevlin-Woodcock, MA, School-based Mental Health Specialist & Charlotte Ryan, PhD, EBD Specialist—MDE **FRENCH RIVER**

65 When the Crisis is Over: Picking Up the Pieces and Getting back to Class

 **All** Learn a processing technique specifically designed for students with EBD that rebuilds their self-confidence after a crisis and gives them the ability to return to class with dignity. Theories and strategies from William Glasser, Diane Gossen, Howard Greene, St. Paul Schools, and the National Urban Alliance are integrated in this technique.

Holly Anderson, MA, Teacher—Central Middle School **SPLITROCK 1**


66 What Works with Juvenile Offenders with Mental Health Needs

 **All** The philosophy of Dakota County Juvenile Corrections is changing from a risk control model to addressing the pathways to delinquency. This presentation will address evidence-based practices found effective with juvenile offenders, how these approaches interface with mental health services, and how probation can move towards a clinical supervision approach.

Al Godfrey, Deputy Dir. & Linda Hansen, MA, LP, Mental Health Coord.—Dakota Co. Community Corrections **ROOM 203**

**12:30 – 3:30
Infant & Early Childhood
Special Session**

67 Promoting Infant & Early Childhood Mental Health: Reflective, Relationship-Based Practice for Non-Traditional Mental Health Providers

 **Pr** Reflective practice is a core competency for professionals working with infants and very young children and their families. A “fishbowl” example of a relationship-based, reflective supervision session will demonstrate how infant and early childhood mental health principles can be integrated into public health, early childhood special education, Head Start, and other programs. Reflective practice opportunities will be discussed.

Cathy Carter, MSW, LSW—Early Head Start, CAP of Ramsey and Washington Cos., and Lifetrack Resources; Maris Gilbert, MA, LMFT—Family and Children’s Services; Scott Harman, MSW, LCSW—St. David’s Child Development and Family Services, and U of MN CEED; Sharon Hesselstine—Child Development/Infant Mental Health, MDH; Jolene Pearson, MS—Interagency Early Intervention, Minneapolis Schools, and U of MN CEED; & Jill Simon, MSW, LCSW—Lifetrack Resources, and U of MN CEED and School of SW **GOOSEBERRY 2**

68 Building a Healthy Emotional Environment in the Early Childhood Setting

This session will examine the key elements to building a healthy emotional environment in early childhood programs in order to support the mental health of young children through developmentally appropriate practices and activities, including emotional literacy strategies. A 7-point self-assessment on your program's emotional environment will be included.

Cindy Croft, MA, Dir.—Ctr. for Inclusive Child Care, Concordia Univ. ROOM 203

69 Reactive Attachment Disorder (RAD) Update 2008: A Multi-disciplinary Approach to Diagnosis and Treatment for Children with Severe Needs

This workshop will outline ways to think about diagnosis case formulation and core treatment components for children who have a complex array of issues and histories of attachment disruption and maltreatment. Case study, existing treatment research, and lively audience discussion will be used to provide promising ways to think comprehensively and focus treatment for clients.

Krista Nelson, MA, LCSW, LMFT, Project Coord. of Ctr. for Children with RAD & Joshua Newman, MD, Medical Dir.—The Amherst H. Wilder Foundation ROOM 304

70 Sexual Exploitation and Victimization of Homeless and Runaway Youth in Minnesota

Runaway and homeless youth are at significant risk for being sexually victimized and exploited. Intervening effectively requires communication and coordination between all professionals involved. Sensitivity to cultural issues is also imperative. This session will address these issues and describe a multi-disciplinary protocol that was developed to improve outcomes.

Kirsten Jann, PHD, LP, Assistant Professor, Psychology Dept.—Metropolitan State Univ.; Theresa Dolezal, MA, Program Coord.—Partners for Violence Prevention; & Jill Graf, Student—Metropolitan State Univ. SPLITROCK 1

71 Shifting Perspectives for Communication and Relationship Success

This presenter will humorously examine practical strategies for parents and professionals (who have or work with teens) that will build upon their resiliency and utilize professional and life experience to develop consciousness, build upon strengths, and motivate others. Participants will learn communication techniques and tools, emotional management, and how to shift perspectives and reframe thinking.

Coach Nakumbe, PHD, Executive Dir.—Status One Educational Services ROOM 204

72 Children's Anger Revisited – A Unique Approach

Children who struggle with anger may not respond to traditional behavioral approaches. This interactive workshop will explain why

children struggle with anger and demonstrate how to use de-escalating techniques. Ways to improve frustration tolerance and a unique reward system will be included. Techniques specifically for working with angry adolescents will also be described.

Elizabeth "Libby" Bergman, LCSW, Executive Dir. & Amy Moeller, LCSW—Family Enhancement Ctr. FRENCH RIVER

73 Music Therapy in Adolescent Mental Health: Using Music to Express Ourselves and Create Opportunities for Achievement

Music therapy can aid in the development of healthy communication skills and coping skills, appropriate social skills, and emotional and behavioral self-management. This session will provide the basics of music therapy and ways to use music to further the therapeutic experience. Participants will experience techniques such as song writing, song analysis, and group improvisation.

Emma Moonier, MT-BC, Music Therapist—Fairview U of MN Medical Ctr. ST. LOUIS

74 Supporting the Sensory Needs of Young Children Ages 2-10

This interactive workshop will describe the characteristics of sensory sensitivities. Children have unique sensory preferences that sometimes can interfere with learning and social growth, and may result in challenging behaviors. Sensory activity ideas and strategies for supporting children with sensory processing disorders will be presented.

Christine Bentley, ECSE, Dir.—The Fraser Institute ROOM 303

75 The Process of Adlerian Play Therapy

This presentation will explain how to apply basic concepts of Adler's Individual Therapy to play therapy with children and families as developed by Terry Kottman, PHD. Along with learning concepts of Adlerian Play Therapy, participants will actively engage in these techniques.

Susan Dannen, MSW, LCSW, RPT-S, Mental Health Professional—Washburn Ctr. for Children SPLITROCK 2

76 Guilt is No Good: How to Be Allies to People of Color

Often in discussions of equity, people are made to feel guilty; guilt can paralyze people or cause them to be so cautious that action does not happen. Sometimes people talk about dealing with guilt or reaching affirmative action goals, but not about the culture of the organization. This session closes that gap, works to redefine the issues, and explores how to turn guilt into action on an everyday scale.

Andre Koen, MA, Cultural Coord.—Anoka Co. ROOM 202

77 Why Can't I Have A "NORMAL" Life? Questions From The Trenches

Presenting to an average of 65,000 teens per year about mental health issues, this speaker has collected over 30,000 anonymous questions

from the students. The top 10 questions asked will be shared and explored, giving families and professionals concrete ideas to help struggling teens.

Pete Feigal, National Inspirational Consumer Speaker and Writer ROOM 302

78 Who is My Child? Understanding Children's Temperaments

Replaces Caregiver Survival Guide

Designed for parents, caregivers, and teachers, this session will provide an in-depth exploration of the nine basic traits of human temperament. Learn how these traits can be appreciated and nurtured to help each child reach his or her full potential and be emotionally healthy for life. Participants will receive a three ring binder with helpful insights and tips on how to guide and encourage each temperament type.

Terry Gilbertson, Ready to Lead In Literacy Coord.—WDSE-TV PBS Eight Public Television GOOSEBERRY 1

79 Freedom School Update: 2nd Year and Growing

An update on the development of this collaborative sober school program will cover intervention strategies; access and funding issues; coexisting mental health needs and considerations in recovery planning; family issues; and satisfying socialization needs in ongoing recovery for an adolescent population. A discussion on replicating similar models in other communities will be included.

Michael McGinnis, LADC, Vice-president—Addiction Recovery Technologies, Inc. & Kathleen Johnson, MS, Special Education Teacher—District 77 Mankato ISD Freedom School and Adjunct Professor—U of MN GOOSEBERRY 3

80 Gender-responsive Programming for Adolescent Girls in the Juvenile Justice System

This workshop will provide an overview of the specific needs of girls in the juvenile justice system and how they can be addressed in a gender-responsive way. The pathways of girls into the juvenile justice system, specifically related to trauma, will be discussed. Then RADIUS will be presented, an evidence-based model addressing the mental health needs of girls in the system.

Jennifer Baker-Jones, MA, LPC, LPP, Youth and Mental Health Services Dir. & Kathleen DuChene, Training Academy Dir.—AMICUS ROOM 301

Key	Technical Levels	Target Audience
	<input type="checkbox"/> Basic <input type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Advanced—General <input checked="" type="checkbox"/> Advanced—Technical	<input checked="" type="checkbox"/> Pa Parents <input type="checkbox"/> Pr Professionals <input checked="" type="checkbox"/> All Parents & Professionals <input type="checkbox"/> Ec Early Childhood Specific

(see criteria on pg 11)

Infant & Early Childhood Track

Minnesota Association for Infant & Early Childhood Mental Health • MAIECMH

MAIECMH Is One Year Old!

We may be toddlers with a very long name but we are growing strong in capacity and relationships. With generous funding from the Bush Foundation, MACMH added a new early childhood division in 2007 to promote the healthy social and emotional development of infants and young children and to provide an early start toward optimal mental health outcomes.

This year's conference features more infant and early childhood mental health learning opportunities than ever! Many of them meet selected criteria toward MAIECMH competency-based endorsement. Find out more about these competencies and the endorsement program at Sunday's MAIECMH Poster Session, Monday's workshop #16, and at the MAIECMH exhibit.

Monday Workshops (see pgs. 4 – 6)

- 1 **Infant and Early Childhood Mental Health Consultation to Child Care: Enhancing Quality through Prevention and Intervention**
- 15 **Application of DC: 0-3R Clinicians' Experiences**
- 16 **Professional Competencies to Promote Infant & Early Childhood Mental Health**
- 28 **What Do You Do with the Mad That You Feel?**
- 29 **Building and Sustaining a Local Early Childhood Mental Health Continuum of Care**

Tuesday Workshops (see pgs. 7 – 9)

- 41 **Minnesota Thrive Initiative: Promoting Healthy Social and Emotional Development of Our Youngest Children**
- 54 **Rethinking Childhood: Why the Early Years Matter**
- 55 **Reducing Stress for Teenage Parents**
- 67 **Special Session
Promoting Infant & Early Childhood Mental Health: Reflective, Relationship-Based Practice for Non-Traditional Mental Health Providers**
- 68 **Building a Healthy Emotional Environment in the Early Childhood Setting**

Juvenile Justice Track

Monday Keynote • 9:00 – 10:00



Adolescent Brain and Behavioral Development: Implications for Mental Health and Juvenile Justice

Laurence Steinberg, PhD, Distinguished University Professor, Laura H. Carnell Professor of Psychology – Department of Psychology, Temple University

It is widely known that adolescence is a time of heightened vulnerability to mental health problems, risky behavior, and involvement in crime and delinquency. This lecture will provide an overview of what scientists have learned in recent years about brain development during adolescence, its impact on teenagers' behavior, and the implications of these changes for adolescents' mental health, risk-taking, and involvement in antisocial activity.

Monday Workshops (see pgs. 4 – 6)

- 14 **Adolescent Development and Juvenile Justice**
- 27 **Multi-Systemic Therapy (MST) Overview**
- 40 **Juvenile Justice in Minnesota**

Tuesday Workshops (see pgs. 7 – 9)

- 53 **"Let's Talk" Family Conversation Circles**
- 66 **What Works with Juvenile Offenders with Mental Health Needs**
- 80 **Gender-responsive Programming for Adolescent Girls in the Juvenile Justice System**

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Alice Englin	Cindy Kellett	Megan Waltz
Marti Erickson	Danielle Le Bon Gort	Antonia Wilcoxon
Michele Fallon		Chris Wing

Things To Know

Continuing Education

The conference is designed to meet CEH credits for many disciplines: psychology, social work, education, nursing, marriage and family, and behavioral health and therapy. CEH certificates will be available to document participation.

Meals

Continental breakfast and lunch are provided Monday and Tuesday to registered conference attendees at no additional charge. 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.

Scholarships

For scholarship information visit www.macmh.org and click on "2008 Conference".

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 28 • 8:00 am – 3:00 pm

Tuesday, April 29 • 8:00 am – 12:30 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.



The mental health musical

**3:00 - 4:45 PM • Monday
St. Louis Room**



Fidgety Fairy Tales is a 40-minute musical theatre performance that combines familiar fairy tales, compelling new music by award-winning composer Marya Hart, and a thrilling cast of young actors to raise awareness about anxiety, depression, and AD/HD. See the show, talk to the cast, and explore ways to use the arts to raise awareness about children's mental health.



Technical Level

Presenters chose levels that best described their material and the knowledge they thought attendees should have to derive the *greatest* benefit from their presentation.

- Basic**
 - introductory, informative material
 - audience needs no prior knowledge of topic
- Intermediate**
 - material builds on existing knowledge and goes well beyond basics
 - audience needs some background knowledge of topic
- Advanced—General**
 - complex, in-depth concepts or features highlighted; basic and background information will NOT be covered
 - audience needs substantial understanding of topic
- Advanced—Technical**
 - therapeutic techniques, methodology, or research with application to a professional setting; technical/clinical language will be used
 - audience needs advanced understanding of topic

Target Audience

- Pa** Parents
- Pr** Professionals
- All** Parents & Professionals
- Ec** Early Childhood Specific

The following acronyms are used throughout this brochure:

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

Schedule

Monday, April 28

8:00.....Registration/Breakfast
 8:50 – 9:00.....Announcements
9:00–10:00.....Keynote
 10:00 – 10:15.....Exhibits/Break
10:15–12:15.....Workshops 1 – 14
 12:15 – 1:15.....Lunch/Exhibits
1:15 – 2:30.....Workshops 15 – 27
 2:30 – 3:00.....Exhibits/Extended Break
3:00 – 4:45.....Workshops 28 – 40

Tuesday, April 29

8:00.....Registration/Breakfast
8:30 – 9:30.....Keynote
 9:30 – 10:00.....Exhibits/Extended Break
10:00–11:30.....Workshops 41 – 53
 11:30 – 12:30.....Lunch/Exhibits
12:30 – 1:45.....Workshops 54 – 66
12:30 – 3:30.....Workshop 67
 1:45 – 2:00.....Break
2:00 – 3:30.....Workshops 68 – 80

Thank You

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- Minnesota Department of Health
- John S. and James L. Knight Foundation on behalf of Foundations for Success
- Bush Foundation

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