



MACMH's 2009

Child & Adolescent Mental Health Conference

April 26 – 28 • Duluth, MN

Keynote Speakers



Chandra Ghosh Ippen, PhD, is Associate Research Director of the Child Trauma Research Program at the University of California, San Francisco and the Early Trauma Treatment Network, a member of the National Child Traumatic Stress Network (NCTSN). She has worked on seven longitudinal studies and has conducted treatment outcome research on the effectiveness of psychosocial intervention programs with Spanish-speaking children and parents. She also serves as the co-chair of Cultural Competence Consortium of the NCTSN.

Dr. Ghosh Ippen is co-author of *Losing a Parent to Death: Guidelines for the Treatment of Traumatic Bereavement in Infancy and Early Childhood* (2003). She authored the chapter "The sociocultural context of infant mental health: Towards contextually congruent intervention," which is part of the 3rd edition of the *Handbook of Infant Mental Health*. And co-authored the chapter "Rainbow of tears, souls full of hope: Cultural

issues related to young children and trauma," which discusses the importance of incorporating a cultural focus when working with young children who have experienced trauma.

Her keynote presentation will focus on attachment, culture, and trauma as key forces that shape development and perspective, and the need for our treatments and service settings (school, juvenile justice, and social welfare) to be aware of and responsive to these key forces. She will specifically address how trauma can shape development and the importance of addressing trauma as soon as possible.



Ted Bowman is a frequent trainer, consultant, and speaker throughout Minnesota, across the United States, and internationally. He specializes in change and transition, whether it occurs in families, an organization, or the community. He appears at this year's conference by popular demand from many who have heard him speak before on these issues.

Mr. Bowman has taught Family Education courses at the University of Minnesota since 1981. He is also the author of over 80 articles and chapters, and 3 books. His latest, *Crossroad: Stories at the Intersections*, a book of poems and essays, was released in 2008. He is a board member of the National Association for Poetry Therapy.

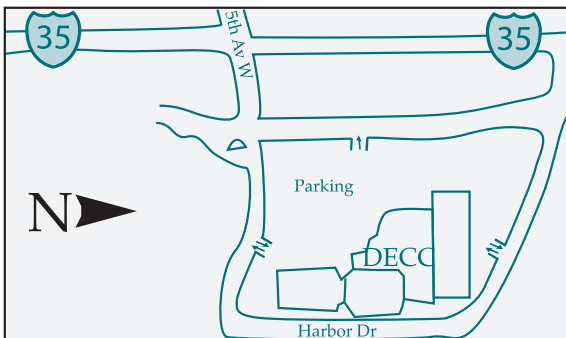
In his practical keynote session, "Meeting At a Busy Intersection: Disruptive Changes, Shattered Dreams, and Resiliency," participants will be presented with a framework of resiliency that includes attention to change and loss. Too many children face losses, adversity, and disruptive events including death, divorce, violence, chronic health conditions, and poverty. It is enough of a challenge to master "normal, developmental" challenges; facing additional stress makes childhood and adolescence all the more formidable.

Studies and anecdotal stories tell us of children who thrive in spite of the odds, because of caring adults in their lives. Resources and tools that parents and professionals can use in their work with children to promote resiliency and hope will be presented, demonstrated, and discussed. Participants will be able to immediately apply these tools and ideas to their work.

DECC

Duluth Entertainment Convention Center
350 Harbor Drive • Duluth, MN
1-800-628-8385 • www.duluthconventioncenter.com

Directions:
Take I-35 (north or south) to exit 256B. Turn east at 5th Avenue West and follow signs to DECC parking.



NOTE:
Parking at the DECC is \$4.00 per day. Parking at the hotels is free.

Lodging

Hotels are offering special conference rates! Blocks of rooms are reserved (for a limited time) at:

- Canal Park Lodge \$99 . . . 800-777-8560
- Holiday Inn* \$77 . . . 800-477-7089
- Inn on Superior \$91 . . . 218-726-1111
- Radisson* \$74 . . . 800-333-3333
- South Pier Inn \$59 – 89 . . . 800-430-7437
- The Suites \$79 – 199 . . . 800-794-1716

* The Holiday Inn & Radisson are both attached directly to the DECC by skyways.

For your convenience, the Holiday Inn and the Inn on Superior have their special conference rate available through their online registration. Please visit our website for more information.

Minnesota Association for Children's Mental Health

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

2009 Conference Registration • Available Online!

Please use one form per person. Duplicate as needed or download from www.macmh.org. Group rates available.*

Name _____
 Agency _____
 Job Title _____
 Home Work Address _____

 City _____
 State _____ Zip _____ County _____
 Phone H W C _____
 E-mail _____
Registration confirmation/receipt will be sent via e-mail only. Please print clearly.

Sunday Events *(see pages 4 – 5 for details)*

2:00 – 4:00

Sunday Symposia *(choose 1)*

- A Diversity: A New Paradigm
 B Understanding Depression and Anxiety:
 Impact on Learning and Functioning
 C Introduction to Reflective Practice:
 An Experience-based Approach to
 Reflective Supervision and Consultation
 (Part 1 of a series of 7)

4:00 – 5:30

Poster Session

I will be attending the Poster Session:

- Yes
 No

Monday & Tuesday Workshops *(see pages 6 – 11 for details)*

Help us determine room sizes by choosing one workshop from each time period. Note: you are not registering for these workshops, just noting your interest.

- Monday April 27** 10:15 – 12:15 • Workshops 1 – 14 # _____
 1:15 – 2:30 • Workshops 15 – 27 # _____
 3:00 – 4:45 • Workshops 28 – 40 # _____
- Tuesday April 28** 10:30 – 12:00 • Workshops 41 – 53 # _____
 1:00 – 2:15 • Workshops 54 – 67 # _____
 2:30 – 4:00 • Workshops 68 – 80 # _____

Role *(Please check all that apply)*

I am a:

- Administrator
 Advocate
 Counselor
 Educator
 Marriage & Family Therapist
 Nurse
 Paraprofessional
 Psychiatrist/Physician
 Psychologist
 Social Worker
 Parent
 Grandparent
 Foster Parent
 Other Relative

I work in:

- Corrections
 Early Childhood
 Education
 Health Care
 Mental Health
 Social Services
 Public Health
 Other _____

Attention

- MACMH sends registration confirmations via e-mail to anyone who provides a legible, accurate e-mail address. Retain the e-mail as your receipt. No other form of confirmation will be sent.
- On-site registration will be available as space allows.
- The conference fee includes continental breakfast, lunch, and CEHs.

Lunch

- Standard
 Vegetarian
(May include dairy)

Sorry we are unable to accommodate special requests.

Attendance

I am attending the MACMH conference for the first time.

- Yes
 No

Payment and Registration Information

Payment Policy: Checks (payable to MACMH), Visa, Mastercard, Discover, vouchers, and POs are welcome. If paying with a credit card, voucher, or PO, include the billing address in the **Billing Information** box.

Online Registration: www.macmh.org

Mail Registration: MACMH, 165 Western Avenue N, Suite 2
 St. Paul, MN 55102

Fax Registration: 651-644-7391 *(credit card, voucher, & PO payments only)*

Cancellation Policy: Conference registration fees minus a \$50 administration fee per registration will be refunded if cancellation is made in writing (fax to 651-644-7391 or e-mail info@macmh.org) to the MACMH office by **April 13th, 2009**, but registration can be transferred to another attendee. Please contact MACMH if you need to transfer your registration.

Questions: Call 651-644-7333 or 800-528-4511

Register on/before March 27th

- \$30 Sunday only
 \$315 Monday + Tuesday
 \$190 Monday
 \$190 Tuesday

Register After March 27th

- \$30 Sunday only
 \$330 Monday + Tuesday
 \$195 Monday
 \$195 Tuesday

Sunday events are complimentary if attending Monday and/or Tuesday. Call for Student/Senior rate.

**SAVE 8% on groups of 5 or more!!*

Does not include Sunday only registrants; all registrations must be submitted together.

Billing Information

- Visa
 Mastercard
 Discover

Card # _____ 3-digit verification code _____ Exp. date _____ Amount _____

Name as appears on card _____ Signature _____

Billing Address _____ City _____ State _____ Zip _____

For office use only: Paid by _____

Check # _____

Date Received _____

Things To Know

Continuing Education

The conference is designed to meet CEH credits for many disciplines: psychology, social work, education, education administration, nursing, marriage and family therapy, 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.

Accessibility

If you need a reasonable accommodation for a disability (e.g., wheelchair accessibility, interpreter, Braille, or large print materials), such accommodations will be made available upon advance request. Please contact the MACMH office on or before April 9, 2009. For TTY, contact Minnesota Relay Service at 1-800-627-3529.

Weather

Spring weather in Duluth can be unpredictable. We suggest wearing light clothing and bringing a sweater or jacket to workshops.

On-site Registration

On-site registration will be available as space allows.

Cancellation

Conference registration fees minus a \$50 administration fee per registration will be refunded if cancellation is made in writing (fax to 651-644-7391 or e-mail info@macmh.org) to the MACMH office by April 13th, 2009, but registration can be transferred to another attendee. Please contact MACMH if you need to transfer your registration.

Schedule Changes

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

Exhibits

Monday, April 27 • 8:00 am – 3:00 pm

Tuesday, April 28 • 8:30 am – 1:00 pm

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

Things to Do • Monday Evening

Look for location information in the conference folder

MAIECMH Reception • 4:45 – 6:00 PM



Join the fun with Minnesota Association for Infant & Early Childhood Mental Health (MAIECMH, pronounced "make me") for a celebration of infant & early childhood activities from across the state.

Stop by for conversation, food, music, and to learn more about MAIECMH, a division of MACMH that promotes the social and emotional development and mental health of children, prenatal through age five, and their families and caregivers.

Town Hall Session: Bridging Research, Practice, and Policy in Children's Mental Health • 4:45 – 6:00 PM

Sponsored by the Center for Excellence in Children's Mental Health (CECMH) at the University of Minnesota. CECMH's mission is to promote children's mental health by integrating research, training, practice and policy.

Take part in an interactive discussion regarding how we are moving research to practice and policy in children's mental health within Minnesota. Hors d'oeuvres will be served.

RSVPs by April 10th for the Town Hall Session are appreciated. Please call Center for Excellence at 612-625-7865

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



Parents



Professionals



Parents & Professionals



Early Childhood Specific

Acronyms

The following are used throughout this brochure:

ASD = Autism Spectrum Disorders

CEH = Continuing Education Hour

EBD = Emotional or Behavioral Disorder

DHS = Department of Human Services

MDE = Minnesota Department of Education

MDH = Minnesota Department of Health

MACMH's Child & Adolescent Mental Health Conference

Sunday Afternoon • April 26, 2009

Registration • 1:30 PM

No waiting in line Monday morning! On-site conference registration available, space permitting. Sunday only CEHs will be available after the Symposia.

Concurrent Symposia • 2:00 – 4:00 PM

Symposium A

■ Diversity: A New Paradigm

Pr This 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 shift from looking at diversity to moving towards cultural competence in our organizations; instead of thinking in terms of diversity, we will talk about where we are on the continuum of cultural competence. This session will introduce a cultural competence model that can shape and shift attitudes and improve how we work with children and families.

Andre Koen, MA, Cultural Coordinator – Anoka County Government Center

Symposium B

□ Understanding Depression and Anxiety: Impact on Learning and Functioning

Pa This symposium will provide a supportive learning environment especially for parents and caregivers. Attendees will view two 30-minute parts of the newly created video training series "Understanding Children's Mental Health Disorders and the Impact on Learning and Functioning," created by the Minnesota Department of Education in collaboration with Dr. Sulik.

The first video on depression will outline the common characteristics of depression and how it impacts children and adolescents. The second video on anxiety will help adults recognize that children with anxiety disorders behave and communicate their distress in many ways. After each viewing there will be opportunity for questions and dialogue with the audience.

L. Read Sulik, MD, Assistant Commissioner – Chemical and Mental Health Services Administration, DHS; & Cindy Shevlin-Woodcock, MA, Student Support Services Specialist – MDE

Symposium C

■ Introduction to Reflective Practice: An Experience-based Approach to Reflective Supervision and Consultation (Part 1 of a series of 7)

Pr
Ec This 2½-day series on infant and early childhood mental health reflective supervision combines group experience, required reading, seminars, and journal writing. Attendees participate in groups with the same facilitator and group members throughout the series. Completing all activities will accrue 10 hours of reflective supervision and consultation toward MAIECMH endorsement, and strategies to continue reflective supervision will be discussed. Attendees of this series must commit to 2½ days. Register early; the number of participants will be limited.

Carol F. Siegel, PhD, LP, IMH-E® (IV), Infant Mental Health Mentor; additional consultants will be announced

Poster Session • 4:00 – 5:30 PM

The Poster Session is an opportunity for presenters to disseminate and display information about programs, research projects, newly developed curricula, etc. Presenters will be able to discuss their topic directly with conference participants and may have flyers, brochures, and other handouts available. (Sorry, no product sales will be permitted.) Light snacks and refreshments will be served. See pages 5 for a listing of poster presentations.

Conference Schedule

Sunday, April 26

1:30 – 4:30.....Registration
2:00 – 4:00.....Symposia A, B, & C
4:00 – 5:30.....Poster Session

Monday, April 27

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

Tuesday, April 28

8:30.....Registration/Breakfast
8:50 – 9:00Announcements
9:00–10:00Keynote
10:00 – 10:30.....Exhibits/Extended Break
10:30–12:00Workshops 41 – 53
12:00 – 1:00Lunch/Exhibits
1:00 – 2:15.....Workshops 54 – 67
2:15 – 2:30Break
2:30 – 4:00.....Workshops 68 – 80

Minnesota Association for Infant & Early Childhood Mental Health: Endorsement for Culturally Sensitive, Relationship-Based Practice Promoting Infant Mental Health (IMH-E)®

This professional endorsement program is centered on relationship-based, infant and early childhood mental health principles. Learn about the framework of competencies offered for a range of professional disciplines touching the lives of infants, very young children, and their families and caregivers.

Candy Kragthorpe, MSW, IMH-E® (IV), Director – MAIECMH (MN Association for Infant and Early Childhood Mental Health, a division of MACMH)

Fidgety Fairy Tales – The Mental Health Musical

Once upon a time...Rapunzel panicked, Sleeping Handsome felt hopeless, and Little Hood just couldn't sit still. This original 40-minute musical, performed by a talented group of youth ages 8 – 18, has been raising awareness and reducing stigma about AD/HD, depression, and anxiety throughout Minnesota. Learn more about the Fidgety phenomenon and get a sneak peak at Fidgety 2!

Matt Jenson – Playwright, Director, Community Arts Liaison – MACMH

Elementary Counseling: Caring Tips for Caregivers

Learn about common childhood mental health disorders and the importance of supporting the mental health of children. Information for teachers and parents to recognize signs and symptoms of mental health problems in children, how to access help, and strategies to support needs in the classroom or at home will be available.

Nancy Streng, PMHNP, Licensed Professional Counselor – ISD 742

The REAL Approach: Improving Social-Emotional Development

This continuum of early intervention/prevention programming for at-risk populations works with the entire family to effect change using a relationship-based approach. Learn about this approach, as well as risk factors and how stressors impact a parent's ability to parent and a child's social/emotional development.

Michael Thompson, LICSW, Mental Health Therapist & Jacob Christensen, Mental Health Worker – Family Networks, Inc.

Kids in Kinship: The Impact on Children's Mental Health: Stability, Attachment, and Family Connections

Take a look at issues that children entering kinship homes may have experienced and the impact of kinship relationships on children and families. Gain an appreciation for the value of kinship homes for children's stability and mental wellness, and find resources available to these families.

Sharon Durken, MS, Executive Director – MN Kinship Caregivers; & Troy R. Weber-Brown, MS, MFT, Kinship Coord. and Family Based Counselor – The Village Family Service Ctr.

Anniversary Grief Reactions in Children

The anniversary grief reaction may explain many behaviors currently misunderstood because of our culture's misperceptions about how long grief lasts and how it impacts children differently than adults. Identify concepts of invisible grievers, disenfranchised grief, anticipatory grief, and survivor guilt, as well as reactions including PTSD responses and re-traumatization.

Coral Popowitz, MA, CT, Executive Director – Children's Grief Connection

Quality Assurance: Myth, Reality, Buzzword

What is Quality Assurance? Why is there so much effort toward having a Statewide Quality Assurance System? What is the state, county, provider, and family's role in Quality Assurance? Find out these answers and how the voice of people with disabilities receiving support can be strengthened.

Karen Larson, Conference and Outreach Coord. – MN Region 10 Quality Assurance

Parents' Beliefs About Their Child's Psychotherapy Treatment: Preliminary Findings

View results of a study in which parental expectations about their child's psychotherapy treatment were compared to the child's presenting problem. The effects of parent involvement in child psychotherapy, and how parental beliefs may be used to engage parental commitment to the treatment are described.

Ellie Luetmer, Student & Erin Thron, Student – U of MN-Duluth

Child and Family Skills Training for ASD

Learn about mental health skills training for children with Autism Spectrum Disorder (ASD) and their families. Information will be provided about the identification of developmental skills, the development of goals for skills training, the evaluation of treatment progress, and a variety of skills training models.

Kathryn McGraw Schuchman, MA, LP, Licensed Psychologist & Emily Honken, MSW, LICSW, Clinical Social Worker – Fraser Child & Family Ctr.

Using iPods to Individualize Treatment within Adolescent Group Day Treatment

Typical teen technology (such as iPods) can be used to teach, present, and remind the use of strategies to teenagers. Fraser has used iPods for intervention with teens diagnosed with Asperger's disorder. Find out how to use this technology for individualization of strategies within a group setting.

Sue Pederson, MS, LP, Licensed Psychologist & Rachel Gardner, MA, LP, Licensed Psychologist – Fraser Child & Family Ctr.

Latino Adolescent's Perceptions of Mental Health Resources: Uncovering Actual and Potential Barriers and Facilitators to Care

Explore Latino adolescent perceptions on emotional well-being and barriers and facilitators to mental health resources. This knowledge helps to identify strategies in promoting positive mental health amongst Latino teens, and informs parents, teachers, and advisors about how they can support these strategies.

Christine Ranger, SN, Student Nurse & Carolyn Garcia, PHD, MPH, RN – U of MN-School of Nursing

Vocational Rehabilitation with Transition Students

Rehabilitation Services, a branch of DEED, can help with transitional planning in high school to vocational goals after graduation. Obtain resources on vocational services available to youth with disabilities and how to contact a rehabilitation professional in your area.

Kendra Grunig, MS, CRC, Career Rehabilitation Counselor & Michele R. Rydeen, MS, CRC, Career Rehabilitation Counselor – MN Dept. of Employment and Economic Development (DEED), Rehabilitation Services

The Zone at MN WorkForce Centers

In this physical and virtual space, youth and young adults (14-21) gain knowledge and skills to help them choose a career path and get a job. Knowledgeable staff frequently work with youth who have mental health disorders and assistive technology is available.

Ellie J. Emanuel, PHD, Disability Prog. Navigator, Project Team Co-Lead & Darlene Kratt, Disability Prog. Navigator, Project Team Co-Lead – MN Dept. of Employment and Economic Development (DEED)

For online registration and exhibitor information visit www.macmh.org

Key	Technical Levels	Target Audience
	<input type="checkbox"/> Basic	Pa Parents
	<input type="checkbox"/> Intermediate	Pr Professionals
	<input type="checkbox"/> Advanced—General	All Parents & Professionals
	<input type="checkbox"/> Advanced—Technical	EC Early Childhood Specific
(see criteria on pg 3)		

1 Keynote Workshop

- Pr** **Introduction to Child-Parent Psychotherapy (CPP): An evidence based treatment for young children who have experienced traumatic events**

CPP is an evidenced-based treatment for children aged 0-6 that has research supporting its efficacy when conducted with ethnically diverse families. This workshop provides an overview of CPP, a brief review of the empirical literature supporting its use, and a discussion of its core concepts and competencies. How to integrate trauma-informed principals in clinical work and other service settings will be addressed.

Chandra Ghosh Ippen, PHD, Associate Research Director – Child Trauma Research Prog., Univ. of California, San Francisco & Early Trauma Treatment Network

2 Effective Family-Focused Skills Training Interventions for Youth With Disruptive Behavior

This workshop provides evidence-based practice guidelines and a "tool box" of family-focused skills training strategies for children and adolescents with disruptive behavior. Emphasis is placed on tailoring the intervention to the unique circumstances of each family and maximizing the likelihood that a family will actually use the trained skills at home.

Michael Bloomquist, PHD, LP, Assoc. Professor – Dept. of Psychiatry, U of MN

3 The Mystery and Challenge of Fetal Alcohol Spectrum Disorders (FASD)

Individuals with FASD present us with some unique challenges. Participants will learn characteristics and behaviors that can be indicative of FASD as well as practical strategies for working with individuals who may have fetal alcohol damage. This workshop is interactive and dynamic and is both necessary and relevant for anyone working with children and teens.

Lynne R. Frigaard, Fetal Alcohol Specialist – Arc Northland

4 Eating Disorders: Treatment Strategies and Awareness Building

This session will address the multidimensional nature of eating disorder development and maintenance. Signs and symptoms, appropriate screening approaches, how to access specialized care, and common eating disorder treatment strategies will be addressed, as well as ways to promote positive body image and self-esteem around weight and physical appearance.

Jillian Croll, PHD, RD/LD, MPH, Director, Education, Research & Development, Kirsten Nielson, RD, LD, Registered Licensed Dietitian & Sue Babcock, PSYD, LP, Director of Training – The Emily Program

5 Exploring Use of Photovoice Methods in Research and Practice with Adolescents

Photovoice is a research methodological tool that empowers people to tell their story as they perceive it using photography. This presentation

will provide participants with a foundation upon which they can build their ideas and ways to incorporate this method into their adolescent-focused research, practices, education and policy endeavors.

Carolyn Garcia, PHD, MPH, RN, Assist. Professor – U of MN School of Nursing

6 Play Therapy 101

This workshop will explore the purpose and power of play in the lives of children. Learn about the power of play therapy and how it is used, including strategies for using play therapy techniques presented through playful, hands on activities. This session is especially suited to parents, caregivers, teachers, and therapists who want to be introduced to play therapy.

Susan Dannen, LICSW, RPT-S, Licensed Independent Clinical Social Worker – Washburn Ctr. for Children

7 Trauma Focused Cognitive Behavioral Therapy (TF-CBT): An Evidence-Based Treatment Model for Traumatized Children and Adolescents

This presentation will provide an introductory overview of TF-CBT and its use with traumatized children and adolescents. The interactive lecture will include information on identifying appropriate candidates for TF-CBT, a description of core components, and illustrations of its use through a case presentation and technical demonstrations.

David Hong, PSYD, LP, Outpatient Therapist – Washburn Ctr. for Children

8 Building Developmental Assets and Resiliency: A Strength-Based Model of Treatment

Northwood Children's Services, in collaboration with MCCCCA, conducted a ground-breaking study to develop a strength-based model of treatment. The model equips at-risk youth with critical assets necessary to develop into healthy young adults. Using effective, evidence-based interventions, it will provide guidance to practitioners seeking to help at-risk youth. The design and evaluation of this model will be reviewed.

Dean Grace, ED.D., Director of Training – Northwest Children's Services/ MN Council of Child Care Agencies (MCCCCA)

9 Somali Children and Families

This session will offer a brief overview of Somali culture, family dynamics, and concepts of community and family, as well as a comparison of Somali and western concepts of mental health and mental illness. The focus will be on understanding special needs and problems of Somali youth and families and specific strategies in working with them.

David McGraw Schuchman, MSW, LICSW, Dir. of Immigrant and Refugee Behavioral Health & Mustafa A. Mohamed, LSW – Volunteers of America-MN

10 Keeping Families Together: Minnesota's new approach to children in residential placement and their families

The threat of CHIPS and loss of legal custody has long had a chilling effect on parents seeking residential care or treatment for their child. Learn about the new law, 260D, which clarifies that parents remain the legal custodians and decision-makers in their child's life. This session will explain the new law, parental rights and responsibilities, the standards for court review, and how families and county agencies can work together.

Kathy Kosnoff, JD, Attorney & Consultant & Lynne Peterson, Keeping Families Together Coord. – NAMI-MN

11 I Used to Be a Good Mom

Hear a first person account of an educational professional parenting her son with mental illness -- navigating education and medical services, interacting with family members, and negative effects on parenting confidence. This presentation concludes with strategies to assist in successfully parenting a child with mental illness.

Lisa Bardon, PHD, Assist. Professor – Univ. of Wisconsin-Stevens Point; & Daria Paul Dona, PHD, Professor – MN State Univ.-Mankato

12 What is the "E" in EBD? Identifying and Addressing Psychiatric and Behavioral Contributors

This presentation will clarify the complex issue of sorting out intrinsic psychiatric versus functional behavioral causes of students' emotional/behavioral disorders. Attendees will learn how to identify each source, and tailor effective accommodations and modifications that ensure cost-effective services resulting in improved educational outcomes.

William Dikel, MD, Consulting Child and Adolescent Psychiatrist – Independent Consultant; & Jan Ostrom, MS, LP, Psychologist, Behavioral Analyst – Brih Design

13 Student Driven Transition Planning

Participants will learn valuable information about the 5 areas of transition for students on IEP's. The session will also address how to engage students to become active participants in the IEP process and advocate for transition plans that reflect what students and their families want.

Rikki Trageton, MS, Independent Living Advocate – Freedom Resource Ctr.

14 Introduction to Reflective Practice, Part 2

A 2½-day series on infant and early childhood mental health reflective supervision. See full description on page 4 (Symposium C). Participants must begin this series on Sunday and commit to all 7 parts through Tuesday afternoon.

28 Adolescents and Reactive Attachment Disorder: Advances in Treatment and Parenting Strategies

This workshop is for anyone who cares for or works with teens with attachment trauma histories, who is asking, “What do I do now?” Content will include a summary of research and evidence-based practices, dilemmas of younger teens vs. older teens, and creative therapy strategies. Learn tools to help teens transform destructive behavior into safer ways of coping, communicating, and connecting to others.

Krista Nelson, MA, LCSW, LMFT, Project Coord. – Wilder Foundation Ctr. for Children w/ Reactive Attachment Disorder; & Wendy Baker, LCSW, Psychotherapist and Co-Director – Family Service Counseling

29 Neuroimaging and Neuropharmacology: An update on research in schizophrenia and bipolar affective disorder in youth

The U of MN Dept. of Psychiatry studies severe persistent forms of mental illness in children and adolescents, with goals to better understand causal mechanisms and find interventions that could either prevent or decrease disease morbidity. This session will provide updates on the neuroimaging studies of schizophrenia and bipolar disorder and the recognition and treatment of these disorders.

Tonya White, MD, Assist. Professor & Sanjiv Kumra, MD, Assoc. Professor – U of MN

30 Supporting Behavioral Regulation with Responsive Interactive Strategies: The Play to Talk Protocol

Supporting a child’s behavioral regulation in home, school, and community settings is often a critical and pressing concern for clinicians and parents. This workshop will present six responsive interactive strategies that transform negative behaviors into opportunities for relationship building. These tools will enhance and support development of positive relationships for children of any age.

Andy Paulson, PHD, Psychologist & Karin Hampton, PHD, LP, Psychologist – Fraser Child and Family Ctr.

31 Recapturing Dreams: Narrative Work with Teens & Families

Narrative therapy is an approach rooted in what really matters to people — their relationships, beliefs, passions, and dreams. This presentation, with videotaped examples, will offer twenty practical ways of putting the problems in their place and making our work more respectful, rewarding, and fun.

Mike Niehans, MD, Therapist, Psychiatrist, Parent – Parkdale Therapy Group, LLC

32 The NEATS: A Child and Family Assessment for Children’s Mental Health

This session will feature an assessment for children who have experienced adversities or trauma that also directs attention to the child’s family. It guides practitioners to assess within

five areas that research and practice experience have identified as fundamental to child and family development: Neurobiology, Executive function, Assessment, Trauma, and Self-regulation (NEATS).

Jane Gilgun, PHD, LCSW, Professor – U of MN

33 Child Sexual Abuse: How Shame Influences Adaptation Over Time

Sexual abuse in childhood heightens children’s risk of developing psychological problems, but why? This study suggests shame is a mediating factor in the development of symptomatology. This workshop will review this study, define shame, offer tools to assess for shame, and introduce strategies to decrease levels of shame and improve treatment outcomes.

Patricia K. Lynch, MSW, LCSW, Clinician – Associates in Psychiatry & Psychology

34 The Intersection of Culture and Evidence in Children’s Mental Health

There has been a great increase in evidence-based treatments (EBTs) in children’s mental health. However, children of color are notably under-represented in the research that has created these treatments. This session will review the concepts of EBTs, present current research on their effectiveness and availability for mainstream children and children of color, and discuss the need for culturally adapted EBTs.

Joel Hetler, PHD, LP, Director – Ctr. for Excellence in Children’s Mental Health, U of MN

35 Don’t Give Up — There’s Always #44

There are boundless possibilities that occur when a youth’s case management team stops being re-active and starts working together to be proactive. This session will account the personal journey of a young girl, Mia, through the “system.” Mia shares her experience to remind parents and professionals not to give up—even if it means going through 44 therapists.

Angela Mateski, Parent; Mia Mateski, Youth; & Tammy Thompson, LSW, Children’s Mental Health Case Mgr. – Kandiyohi Co. Family Services

36 It’s A Long Journey – Developmental Stages of Parents of Special Needs Children

Parents of children with emotional or behavioral disorders experience continuous stress and change. This workshop will explain how understanding parents’ own stages of adjustment can help the family to survive intact and improve their ability to work with service providers. Successful and unsuccessful coping strategies will be discussed and participants will receive handouts for reference.

Susan Jenkins, MD, DFAPA, Director – Bluestem Ctr. for Child and Family Development

37 Yoga Calm: An Integrated Approach to Learning

Learn how to successfully bring the benefits of yoga and mindfulness activities to students in your therapeutic or educational setting. Through experiential learning, this session will address how to recognize, support, and deepen healthy emotional expression. Participants will further their knowledge of best practices involving classroom behaviors, concentration, and adaptations for specific populations.

Kathy Flaminio, MSW, School Social Worker & Julie Hurtubise, MA, Occupational Therapist – Minneapolis Public Schools

38 Social Emotional Learning (SEL): The Connection Between Reading, Writing, Arithmetic, and Relationships

This workshop will feature evidence-based practices that support social and emotional development of children, from pre-school to teen. The most important concepts of SEL, along with the research and connection between academic and social learning, will be discussed. Participants will experience the most commonly used SEL curricula, as well as innovative and customized interventions.

Charlene Myklebust, PSYD, Director of SEL, Virginia Nyhus, MA, LCSW, SEL Coord., Katherine Utter, LCSW, SEL Coord., & Linda Oberg, MA, LMFT, SEL Coord. – Intermediate District 287

39 Improving Educational Outcomes for Students with FASD through Interagency Collaboration

This panel presentation will discuss a collaborative partnership representing educational, medical, and community perspectives that is working jointly to effectively address all aspects of Fetal Alcohol Spectrum Disorders (FASD) when providing services to students. The program strives to improve educational outcomes and future successes for children with FASD.

Christopher Boys, PHD, LP, Pediatric Neuropsychologist, Assist. Professor – U of MN Dept. of Pediatrics; Kay Dole, MS, OTR/L, District Prog. Facilitator – Mpls. Public Schools; Sue Terwey, MS, Prog. Dir. – MN Organization on Fetal Alcohol Syndrome; & Pi-Nian Chang, PHD, LP, Assist. Professor – U of MN Dept. of Psychiatry, Pediatrics, and Adolescent Health

40 Introduction to Reflective Practice, Part 4

A 2½-day series on infant and early childhood mental health reflective supervision. See full description on page 4 (Symposium C). Participants must begin this series on Sunday and commit to all 7 parts through Tuesday afternoon.

Keynote Speaker • 9:00 – 10:00 • Ted Bowman

Tuesday 10:30 – 12:00 • Concurrent Workshops 41 – 53

41 AD/HD 2009 Update: Stimulant Dangers, Diagnostic Accuracy, and a Potential New Sub-Type



Diagnostic accuracy for ADD has become even more critical given new concerns of long term effects of stimulant use. New research concerning diagnosis, stimulant risk, prescription abuse and Omega 3 will be discussed. Inattentive children, who also present as being over-aroused, may actually be part of a potential new variant of ADD, calling for new treatments (e.g. Intuniv).

Gary Johnson, PHD, LP, LMFT, Licensed Psychologist, Clinical Director & **Deby Samson**, Education Coord. – Loring Family Clinic, CALM Clinic

42 Autism and Relationship Development Intervention (RDI®): A Closer Look



This presentation consists of two components. The first component will take you through an in-depth look at Autism Spectrum Disorders (ASD) in terms of core deficits and dynamic intelligence, rather than symptoms. The second component will present the basic tenants of RDI® as a remedial solution for ASD.

Leanne Mairs, MSW, LCSW, Owner & **Shellie Mercier**, Parent, Marketing & Training Director – Crossroads: Solutions for Life

43 Transforming the Challenging Child: The Nurtured Heart Approach



Ever wonder why typical parenting and teaching techniques are ineffective with some children? Learn ways to bring about real change with proven techniques. This approach is especially helpful for children with AD/HD, ODD, autism, or anyone, ages 2-18, who does not respond to typical methods.

Tina Feigal, MS.ED, Parent Coach, Owner – Ctr. for the Challenging Child, LLC

44 Positive “Rocks”



This workshop will feature a variety of positive behavior interventions for use in counseling, classrooms, or at home. Activities on awareness of individual traits, facing personal challenges, and reducing stress and anxiety will be presented. Participants will make (and keep) their own rock necklace.

Don R. Ziemann, ED.SP, School Psychologist – Bemidji School Dist.

45 Mental Health, Culture, and Evidence-Based Practice: Towards an Inclusive Model of Practice



This presentation will address the dilemma of traditional cultural practices in interface with empirically condoned treatments. A model will be offered that challenges our current narrow adherence upon evidence-based practice and offers a more generous vision of treatment options.

Braden Canfield, LCSW, Mental Health Liaison – Minneapolis Public Schools, and Adjunct Professor – St. Thomas School of Social Work

46 What Works – What Helps: Treatment Options in Children’s Mental Health



This session will address common behaviors in children, how to recognize and document behavior, and the state diagnostic assessment tool. Information on evidence-based practices effective with children and adolescents will be provided. Learn how to use this information to get the most effective treatment for your child.

Suzette Scheele, Parent Educator – NAMI-MN

47 Outside the Lines



This session will provide unique insight and deeper understanding of the at-risk family dynamic. The presenter will describe her own journey from growing up with abuse, alcoholism, neglect, poverty, and foster care to her current position as a social worker, offering perspectives as both a child and a professional in the system. This powerful story will especially benefit anyone who interacts with at-risk children and families.

Karen K. Wussow, LSW, MFIP Outreach Specialist – Crow Wing Co. Social Services

48 “Let’s Talk” Family Conversation Circles



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 – FullThought

49 Truancy and Mental Health



This session will address the prevention of truancy petitions and demerits in the education setting. The presenter will explain state and federal laws that pertain to truancy, the MN compulsory attendance requirements, and proper documentation for necessary absences to help ensure that truancy does not become an issue in a child’s education.

Margaret O’Sullivan Kane, Attorney – Kane Education Law, LLC

50 SW-PBIS 101 – Understanding School-Wide Positive Behavior Interventions and Supports: Parent Involvement Strategies



School-wide PBIS is a discipline concept made up of systems of interventions that define, teach, and support appropriate behaviors based on the premise that behaviors can be taught and reinforced in positive ways. This session will explain PBISs and the value of parent involvement as an essential component to the success of a school-wide PBIS program.

Renelle Nelson, MA, EBD Project Coord. & **Lili Garfinkel**, JJ Project Coord. – Pacer Ctr.

51 Successfully Expanding School Mental Health Programs



School mental health programs continue to grow across Minnesota and the country. As programs grow and expand, they face numerous issues around sustainability, fidelity, and evaluation and data systems. This presentation will focus on the lessons learned in responding to these challenges and opportunities.

Mark Sander, PSYD, LP, Mental Health Coord. – Hennepin Co. / Minneapolis Public Schools; & **Tom Steinmetz**, MA, Prog. Director – Washburn Ctr. for Children

52 Nurturing the Difficult-to-Nurture Infant and Toddler to Promote Healthy Attachment: Key Concepts for Foster Parent Training



This session is for foster parents and professionals who work with foster parents and young children in foster placement. Very young children in placement often present challenges that make it difficult to provide the consistency and nurturing they need for healthy attachment and development. An intervention that targets these children and their caregivers will be described, including strategies that promote optimal developmental outcomes.

Michele Fallon, LCSW, IMH-E® (IV), Infant & Early Childhood Mental Health Consultant & Trainer; & **Becky Richardson**, MSW, Hennepin Co. Foster Care Trainer & Placement Coord. – Hennepin Co. Human Services/Public Health Dept.

53 Introduction to Reflective Practice, Part 5




A 2½-day series on infant and early childhood mental health reflective supervision. See full description on page 4 (Symposium C). Participants must begin this series on Sunday and commit to all 7 parts through Tuesday afternoon.

Key	Technical Levels	Target Audience
	<input type="checkbox"/> Basic	<input type="checkbox"/> Parents
	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Professionals
	<input type="checkbox"/> Advanced—General	<input type="checkbox"/> Parents & Professionals
	<input type="checkbox"/> Advanced—Technical	<input type="checkbox"/> Early Childhood Specific
(see criteria on pg 3)		

For online registration and exhibitor information visit www.macmh.org


54 Keynote Workshop

 **Dwell in Possibility: The Place of Hope in Work with Children**

Caring helpers want to stop the bleeding, lighten the load, promote resiliency, or protect children. Reactive approaches can, however, overlook overt attention to hope. In this session, participants will be guided in a realistic, routine use of hope in work with children.


Ted Bowman, Trainer & Educator

55 A Systematic Review of Psychoactive Substances and Their Psychiatric Effects

 Chemical use, abuse, and dependence often result in significant morbidity and mortality. This workshop will examine commonly used psychoactive chemicals including alcohol, marijuana, cocaine, methamphetamine, opioids, and ecstasy. An emphasis will be placed on understanding each chemical's mechanism of action and the psychiatric symptoms resulting from use.


Joel V. Oberstar, MD, Assist. Professor of Psychiatry – U of MN Medical School

56 Military Children: Deployment Cycle Impact

 More than 17,000 Minnesota children have a parent serving in the National Guard or Reserves. With deployment of Guard and Reserve at record levels, 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. – Minnesota National Guard

57 Building Bridges: Working Together to Help Children with Social/Emotional Learning

 To foster positive social and emotional growth in children, it is essential that school, home, and involved community resources work together. This session will look at building consistent messages across environments and address common communication pitfalls. How social emotional learning and developmental stages relate to appropriate discipline strategies for home and school will also be discussed.


Catherine Thomas, LSW, School Social Worker & Scott Graham, LSW, School Social Worker – St. Michael-Albertville Public Schools

58 Funding of Assistive Technology

 Assistive technology can help people with mental illness address problems with attention, memory, safety, task completion, communication, and socialization. However, too often funding is denied. In this presentation, participants will learn about the obligations of funding sources for assistive technology, such as Medical Assistance and schools, and what to do if funding is denied.


Jennifer Giesen, JD, Staff Attorney – MN Disability Law Ctr.

59 Specialized Mental Health Hospital Services: Child and Adolescent Behavioral Health Services Transformation

 How tailored are the setting/environment, support services, integration issues, and treatment approaches for youth with complex mental health disorders? What specialized approaches are necessary? This session will explore individualized care for youth with severe mental illness. Changes taking place in State Operated Services that aim to address the needs of youth with complex mental health disorders will be discussed.


George Realmuto, MD, Medical Director – State Operated Services, Child & Adolescent Behavioral Health Services

60 In Our Own Words: This is Who We Are

 Join Youth Advisory Board members as they share their personal stories and incredible journeys. They have developed their leadership skills to advocate for improved understanding of youth with mental health disabilities. This workshop will give insights on how to support youth with mental health needs at home, in school, and in the community.


Renelle Nelson, MA, EBD Project Coord.

61 Survival Tips Learned from Parenting 12 Children

 Parents -- You'll laugh and learn as these parents of 12 discuss how your responses to your child can affect your thinking. Shift your focus from changing your child to changing your responses to the behavior you see. You'll find new ways of coping that can ease your tension, find better balance, and keep you from reaching your breaking point.


Claudia Fletcher, M.ED, Adoption Worker & Bart Fletcher, M.Div, Pastor, Parent – Third Degree Parenting, LLC

62 Addressing Student Mental Health Needs in Our Culturally Diverse Schools: Lessons Learned from State Initiatives

 This presentation will address the challenging issues and obstacles faced by school districts as they seek to increase the intercultural competence of teachers and administrators. An overview of theory and research on intercultural development and competence, and a discussion of culturally sensitive training tools will be included.


Daria Paul Dona, PHD, Professor – MN State Univ.-Mankato & Lisa Bardon, PHD, Assist. Professor – Univ. of Wisconsin-Stevens Point

63 Promoting and Impacting Healthier Lives for African-American Boys and Their Families

 Project Imani is a culturally-specific school-based mental health program designed for parents and teachers to help African-American boys to become strong, self-reliant, and independent. Learn about this program that utilizes African-American Rites of Passage, family values, community, and religion to empower and educate.


LaRone Greer, Director – Project Imani

64 The Therapeutic Support Program (TSP) in Washington County

 This session will focus on a mental health based collaborative project between Human Services Inc. (HSI) and the five Washington County school districts. The school-based mental health program services children and adolescents who have, or are at risk for, mental health disorders. It helps cover gaps in services and promotes practical skill building to support functioning in school, at home, and in the community.



Stacia Hanson, MA, LPP, Mental Health Practitioner, Anne St. Martin, MA, LP, LMFT, Supervisor of TSP – HSI; Ron Runke, MSE, Licensed School Psychologist, Special Service Coord. – District Special Services, So. Washington Co. Schools; & Stacey Junghans, MA, LP, Therapeutic Assist. Prog. Supervisor – HSI

65 What Works for Students with ASD and EBD

 A variety of similarities and unique differences exist between the characteristics of, and services for, students with Autism Spectrum Disorders (ASD) and Emotional or Behavioral Disorder (EBD). This session will compare and contrast evidence-based strategies for EBD and ASD to outline the unique needs of each and to help participants design effective programs.



Shelley Neilsen Gatti, PHD, Assist. Professor & L. Lynn Stansberry Brusnahan, PHD, Assist. Professor – Univ. of St. Thomas

66 A Collaborative Effort across Systems to Assure Quality Social-Emotional/ Mental Health Screening

  The implementation of social-emotional/mental health screening in practice settings increases referral rates to early intervention services for best outcomes. This workshop will describe current collaborative efforts and activities in the state that promote quality social-emotional/ mental health in young children. Resources for professionals and parents will be identified.

Meredith Martinez, MPH, Policy Specialist – DHS; DebbyKay Peterson, MS, RN, Early Learning Services Specialist – MDE; & Katie Tastad, Child & Teen Check-up Student Worker – MDH

67 Introduction to Reflective Practice, Part 6

  A 2½-day series on infant and early childhood mental health reflective supervision. See full description on page 4 (Symposium C). Participants must begin this series on Sunday and commit to all 7 parts through Tuesday afternoon.

For online registration and exhibitor information visit www.macmh.org

68 iBrain: The Effect of Technology on Brain Development, Function, and Social Interaction



Children today have never known a world without computers, video games, internet, and cell phones. Recent research indicates that early and excessive electronic stimulation not only alters brain functioning, but may actually change brain development. As our brains shift towards new technological skills, fundamental social skills become less developed. This session will explore that important phenomenon and its potential impact on children's mental health.

Gary Johnson, PHD, LP, LMFT, Licensed Psychologist, Clinical Director & **Deby Samson**, Education Coord. – Loring Family Clinic-Clinic for Attention, Learning, and Memory (CALM)

69 Attachment in a Developmental Framework



This workshop will provide hope and understanding for children with fragile attachments. Information presented will utilize the developmental model of attachment regardless of age; maladaptive behaviors often reflect lost or missed developmental experiences. Participants will learn strategies for identifying developmental stages, as well as interventions for helping children progress to stages of higher functioning.

Mary J. Carpenter, MSED, LP, Clinical Psychologist – Range Mental Health Ctr.

70 Narrative Approaches in Group Therapy



This workshop is designed for professionals interested in advanced practice ideas that will enhance work with adolescents in groups. Narrative approaches will enliven and enrich group therapy in any setting. Videos will illustrate narrative practices in a partial hospitalization program, and a group activity will provide an opportunity to practice this approach.

Andrea Vasquez, MSW, LICSW, Therapist and Prog. Supervisor & **Tiffany Leuthold**, MS, LMFT, Therapist – Prairie St. Johns

71 Strategies for Treating Young Children with Complex Trauma



Complex trauma refers to experiences of multiple traumatic events within the caregiving system. Children with this type of trauma are especially challenging to treat due to attachment disturbances. Joining a child in the very moment of dysregulation, and reading the meaning behind a behavior are central to the child's healing. This session will describe steps and tools for this therapeutic process, useful to professionals and parents.

Lauren W. Nietz, UCSW, Day Treatment Supervisor & **Matt Withman**, LMFT, Assist. Day Treatment Supervisor – Washburn Ctr. for Children

72 Lessons on Effective Hands-Off De-escalation: From an Inpatient Setting to the Home



This dynamic presentation will provide information on successful hands-off de-escalation for children and adolescents through lecture, stories, and collaborative discussion. The three levels of escalation and appropriate intervention for each in various settings will be identified. Participants will have the opportunity to practice different techniques.

James Holden, Behavioral Health Associate, **Jan Roux**, CTRS, Therapeutic Recreation Specialist, **Karen Canfield**, RN, MA, Care Coord., & **Jane Otte**, RN, MA, Community Educator – Child & Adolescent Mental Health Services, Abbott Northwestern Hospital

73 Easy, Fun, and Effective Strategies to Help Children and Adolescents (and Adults) Manage Stress



Stress has become an epidemic and is impacting our children on a daily basis. Stress often has negative effects on students' academic, social, emotional, and physical performance. Learn techniques to manage stress and increase a sense of well-being. Interactive techniques presented will include art, movement, sound, relaxation, and guided meditation.

Paula Hetfield, MA, Instructor, Special Ed. Lead - Intermediate School Dist. 916, and Director – Human Energy Matters

74 Family Perspective on the Impact of Culturally Sensitive Providers



What happens when a provider isn't aware of the cultural differences of the child and family they are serving? How do family members feel when cultural differences aren't incorporated into the treatment plan? This workshop will feature parents discussing the real world impact of receiving culturally sensitive services.

Amelia Ortega, Parent Liaison – DHS, Children's Mental Health Division; **Kristy Collier**, Parent; **Bart Fletcher**, M.Div., Pastor, Parent; & **Paula Dunham**, Parent

75 Youth Lead – Making Change



How can youth become leaders in their communities? How can we reach out to youth to get them involved? Experience an anti-stigma, mental health documentary for young people and learn how to replicate this authentic youth engagement process in your community or school.

Donna Gillen, Executive Director, **Rachel Stanke**, High School Intern, **Erica Oehlert**, College Student, **Abdiqaalaq Ahmed**, AmeriCorps VISTA, & **Tracina Coward**, College Student – Youthrive / Peers in Partnership

76 Supporting Dads, Supporting Marriage, Supporting Kids



This session will look at the research on how fatherhood, healthy marriage, and divorce affects children as well as the impact on children's mental health struggles on marriages. The developmental stages and challenges marriages face will be discussed, along with positive, helpful information to improve your own marriage and support the relationships in your family and community.

Maureen Campion, MS, LP, Psychologist – Parenting Oasis

77 Personal Body Safety for Children and Teens



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 Resource Ctr.

78 Cognitive Behavioral Treatment of Depression Groups in a Secondary School Setting



This workshop describes a recent pilot study in which school social workers piloted an empirically supported curriculum for the treatment and prevention of depression for students in a secondary school setting. The curriculum will be introduced as will initial data from the pilot study. This innovative prevention and treatment model can be similarly implemented in other schools.

David Roseborough, PHD, LICSW, Assist. Professor of Social Work – Univ. of St. Thomas; **Shelley Theisen**, LICSW, School Social Worker, **Sarah Roehrich**, UCSW, School Social Worker, & **Cindy Barriga**, LICSW, School Social Worker – Bloomington Public Schools

79 Evidence-Based Interventions for Students on the Autism Spectrum



Educators are required to use scientifically-based research and best practices when instructing students with special needs. This session will discuss how to evaluate whether or not an intervention is evidence-based. A number of interventions currently available to students on the autism spectrum will be evaluated to determine if they are fads or evidence-based.

Michael J. Ruprecht, MSED, LP, BCBA, Autism Consultant & **Rodney Schaefer**, EDs, School Psychologist – Rum River Special Education Cooperative

80 Introduction to Reflective Practice, Part 7



A 2½-day series on infant and early childhood mental health reflective supervision. See full description on page 4 (Symposium C). Participants must begin this series on Sunday and commit to all 7 parts through Tuesday afternoon.

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MACMH's 2009

Child & Adolescent Mental Health Conference

This annual conference is for people who care for or work with children and youth. It offers professionals and families opportunities to

- improve policy and enhance practices for children (birth to 21) who have or are at risk for mental health disorders;
- acquire skills and strategies that will improve outcomes for children with mental health needs;
- gain knowledge of best practices and latest research in children's mental health and related fields;
- enrich understanding of different perspectives and common goals in support of all children.

Conference presentations from professionals, family members, and youth support these vital goals for the well-being of our children.

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