



Minnesota Association for Children's Mental Health



MACMH's 2010 Child & Adolescent Mental Health Conference

April 25 - 27 • Duluth Entertainment Convention Center • DECC

Offering professionals and families opportunities to

- improve policy and enhance practices for children (prenatal 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.

Keynote Speakers



Heather T. Forbes, LCSW is an internationally published author on the topics of parenting children with difficult and severe behaviors, creating healing environments for traumatized children, and self-development. Co-founder and owner of the Beyond Consequences Institute, she lectures, consults, and coaches parents and professionals throughout the

world. Forbes is passionate about supporting families by bridging the gap between academic research and "when the rubber hits the road" parenting. Much of her experience and insight comes from direct mothering experience of her two internationally adopted children.

Her keynote address, "Helping Children Heal – Understanding the Attachment-Challenged Child," will discuss how we often underestimate the impact of trauma on a child's development. When children experience trauma, their internal survival mechanisms can become activated, dedicating all the body's resources to remain alert in "survival mode." They perceive the world as threatening from a neurological, physical, emotional, cognitive, and social framework and operate from a paradigm of fear to ensure their safety and security. This state of fear and stress is often demonstrated through difficult, severe, and socially inappropriate behaviors for which traditional behavioral techniques are ineffective. A fresh perspective with loving options for parents, teachers, and professionals will be discussed to not only help change behaviors, but to begin the path of deep healing.



Martha Farrell Erickson, PHD has had a long career at the University of MN, linking research, practice, and policy in the areas of parent-child attachment, child abuse prevention, and children's mental health. She speaks and consults extensively throughout the U.S. and abroad, and is a child and family commentator on KARE-TV (NBC) as well as a host (with her daughter, Erin) of the weekly talk show, Good Enough Moms™, now available in podcast at www.goodenoughmoms.com.

Dr. Erickson will address how accepting the validity of attachment as a potent influence on development does NOT mean blaming the parent when things go wrong. Mental health problems in children can arise for many different reasons -- biological, environmental and/or an interaction of both.

Knowing how challenging it can be for parents trying to build a good-enough attachment with a baby who is not responding or developing typically -- and knowing that some parents are further challenged by their own relationship history, mental health issues, or other risk factors -- Marti will focus this presentation on two related themes: 1) the power of attachment in helping children and youth with mental health problems adapt more successfully to their family and other environments; and 2) what parents need for themselves in order to provide those protective attachment experiences for their children, even in the face of major challenges.

Welcome

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.

Message Board

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

Weather

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

Handouts Online

Presenters have been invited to post their handouts on our website. Go to www.macmh.org (conference page) for available handouts after May 7.

Schedule Changes

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

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 26 • 8:00 am – 3:00 pm

Tuesday, April 27 • 8:00 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.

Booksigning

Find Monday keynote speaker Heather Forbes in the Exhibit Hall during the extended break on Monday (2:30 - 3:00); she will be selling and signing her books at the MACMH table.

Monday Evening • 4:45 – 6:00 PM

MAIECMH Reception • BALLROOM



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 to meet MAIECMH members, enjoy refreshments, and learn more about MAIECMH—a division of MACMH that promotes the social and emotional development of children, prenatal through age five.

Town Hall Meeting: Mental Healthcare in Minnesota

with Read Sulik, MD • LOCATION TO BE ANNOUNCED

An opportunity for parents, teachers, and other professionals to share their thoughts and experiences with Read Sulik, MD, Assistant Commissioner – Chemical and Mental Health Services Administration, DHS, in regards to mental healthcare in Minnesota. This is a time for Dr. Sulik to hear from you—what you most want him to know and understand about children's mental health services, what is needed, and what is working in Minnesota.

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

Tuesday Workshop Series

U of MN Special Presentation Series

Research to Practice: New Approaches to Diagnosis, Assessment, and Intervention in Fetal Alcohol Spectrum Disorders (FASD)

On behalf of MACMH, the Center for Excellence in Children's Mental Health (CECMH) and the Center for Neurobehavioral Development (CNBD), we would like to introduce a training series created by this unique new partnership. The purpose of this series is to provide participants with an in-depth review of basic and applied research, best practices, and translation of research to practice and policy.

Faculty from the University of Minnesota present a special three-part series that will take an in-depth look at how current research is informing and changing the way we diagnose, treat, and educate children with FASD; workshop numbers 41, 54, and 67.

See *Tuesday Workshop pages 9, 10, 11.*

Sunday Afternoon • April 25, 2010

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 • GOOSEBERRY 1,2,3

The Cradle to Prison Pipeline

All Imagine coming into this world with a prison cell already reserved in your name. That is the tragedy that awaits at least one in three Black boys and one in six Latino boys. A Black girl has a 1 in 17 chance of going to prison in her lifetime and a Latino girl has a 1 in 45 chance. Millions of poor American children are condemned to prison by the time they reach their teens because they are failed at every turn in their lives – failed by their family, the child welfare system, and the juvenile justice system. The Children's Defense Fund's report entitled "America's Cradle to Prison Pipeline," explores the intersection of race, poverty and the juvenile justice system.

Joel A. Franklin, JD, Diversion / Behavior Intervention Program Manager – St. Paul Youth Services

Symposium B • BALLROOM

The Roots of Antisocial Behavior in Youth

Pr Antisocial and psychopathic behavior in adults has its roots in childhood and adolescence. In this presentation, we will examine clinical and research findings about how these influences shape oppositional defiant and conduct disorders, and antisocial personality development. We will discuss emerging research on inheritance, brain development, attachment, family and peer dynamics, and how these are related to empathy, learning problems, criminal behavior, and amenability to treatment.

David X. Swenson, PHD, LP, Professor of Management – College of St. Scholastica, and Forensic Psychologist – Private Practice

Symposium C • FRENCH RIVER

Early Childhood Mental Health: The Use of Multiple Perspectives in Assessment and Intervention

Ec One principle of early childhood mental health is the use of multiple perspectives. Interventionists must consider the perspectives of the child, the parent, and the relationship when assessing social and emotional concerns. When intervening, the 'person of the practitioner' is a key component of the intervention. This symposium will explore the theoretical basis for the use of multiple perspectives, along with concrete examples in practice.

Jane Ellison, LMFT, IMH-E® (IV), Early Childhood Mental Health Specialist – Sauk Rapids/Rice Early Childhood Programs

Poster Session

4:00 – 5:15 PM • BALLROOM

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 page 5 for a listing of poster presentations.

Fidgety Fairy Tales 2

Another Mental Health Musical
5:15 – 6:00 PM • BALLROOM

Three new stories about mental health performed by actors ages 9 – 17:

- The Prince and the Pea (*Autism*)
- Gretel and Hansel (*Post-traumatic stress*)
- The Frog Prince
(*Collaborative problem solving inspired by Dr. Ross Green*)

Written by **Matt Jensen**, Music and Lyrics by **Marya Hart**

Conference Schedule

Sunday, April 25

1:30 – 4:30.....Registration
2:00 – 4:00.....Symposia A, B, & C
4:00 – 5:15.....Poster Session
5:15 – 6:00.....Fidgety Fairy Tales 2

Monday, April 26

8:00.....Exhibits/Registration/Breakfast
8:45 – 9:00.....Opening Remarks
9:00–10:00.....Keynote
10:00 – 10:15.....Exhibits/Break
10:15–12:15.....Workshops 1 – 13
12:15 – 1:15.....Lunch/Exhibits
1:15 – 2:30.....Workshops 14 – 26
2:30 – 3:00.....Extended Break/Exhibits
Keynote Booksigning - Forbes
3:00 – 4:45.....Workshops 27 – 39

Tuesday, April 27

8:00.....Exhibits/Registration/Breakfast
8:50 – 9:00.....Announcements
9:00–10:00.....Keynote
10:00 – 10:30.....Exhibits/Extended Break
10:30–12:00.....Workshops 40 – 53
12:00 – 1:00.....Lunch/Exhibits
1:00 – 2:15.....Workshops 54 – 66
2:15 – 2:30.....Break
2:30 – 4:00.....Workshops 67 – 79

**1. Child and Adolescent
Crisis Intervention Training**

The MN CIT Officers Association is expanding crisis intervention training (CIT) for law enforcement to include a specific class focusing on issues of children and adolescents. Learn about this class directed at school liaison officers, juvenile and probation officers, or any law enforcement professional interested in expanding their knowledge and skills.

Donna Fox, Director of Training and Development – MN CIT Officers' Association & Mike Schrader, MN CIT Board Treasurer and Retired Sergeant – Eagan Police Dept.

**2. Carlton County
Community Restorative Justice Program**

This program is committed to reducing the harm caused by crime in our community. It follows a framework that engages victims, offenders, and the community in repairing harm while holding the offender accountable to the community, providing space for offenders to examine root causes of destructive behavior, and fostering personal healing and growth for all who participate.

Eloise Leutmer, Intern – Carlton County Communities Restorative Justice Program

**3. Stable Thinking –
Equine Assisted Education and Therapy**

The Stable Thinking Program provides equine assisted therapy services and genuine educational opportunities for children, adolescents, and their families. The program is designed to offer therapy services or enhancement to other programs. Utilizing activities with the horses, youths regain confidence, build self-esteem, and are challenged to become better problem solvers.

Eloise Leutmer, Intern – Stable Thinking

**4. Resources to Connect, Support,
and Educate LGBTQ Youth**

Matching LGBTQ youth with community resources that help them connect and receive support has a positive effect on their resilience with homo-negativity in their environments. Discover resources that help with issues such as isolation/alienation, violence, negative attitudes from peers and adults, school drop-out, health issues that include alcohol/drug abuse, and depression.

Troy Weber-Brown, MS, LAMFT, Psychotherapist & William Weber-Brown, LADC, Counselor – Element Mental Health Services

**5. Supporting Military Connected
Children and Youth: Impact of Deployment**

Thousands of Minnesota children have parents and loved ones serving in the Guard and Reserve. Learn how children and youth are impacted in the pre-deployment, deployment, and reintegration phases; issues surrounding geographically dispersed military families; impacts of the media; and how to foster resilience.

Laura Poppen, MA, State Youth Coord. – MN National Guard & Sarah Stille, OMK Youth Specialist – Operation Military Kids

6. Military Families and Mental Health

Children in military families are dealing with significant transition and a whole host of emotional issues as they struggle to adjust to the “new normal.” Discuss the common problems observed with military youth along with helpful interventions and suggested resources.

Sara Jensen-Fritz, MA, LP, School Psychologist & Paula Jones-Johnson, MS.ED, LSW, School Social Worker – ISD #22

**7. Mental Health in Schools – A “How To” of
the Community Schools Model**

Mental health, medical, and dental providers have partnered with Brooklyn Center Schools to open a new Health Resource Center in Brooklyn Center High School. As a team they serve children (infant to high-school age) holistically, providing access to no-cost or low-cost services. Find out how other agencies and schools can replicate this comprehensive, coordinated, co-located, and collaborative delivery of school mental health services.

Keith Lester, Superintendent of Schools & Julie Ha Truong, MPP, Community Schools Project Manager – Brooklyn Center Schools / ISD 286

**8. Familyconnect:
Promising Practices for Family Visits that
Build and Sustain Relationships**

Frequent, healthy family visits have been linked through research as a key factor to better long-term outcomes for children living in foster care. Review outcomes from a 3-year pilot project and practical tools developed to support children in out-of-home-placements, foster parents, and birth families that address attachment, trauma, and the importance of birth family connections.

Wendy Wolff, MS, Familyconnect Project Coord. – Family Alternatives

**9. Fidgety Fairy Tales 2 -
Another Mental Health Musical**

These stories re-imagine familiar fairy tales to raise awareness about mental health and show positive portrayals of children with mental health disorders. Check out this sequel to the hit that has already been performed more than 80 times in Minnesota, Guam, and Washington, DC.

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

10. Use of Biofeedback in Autism Treatment

Biofeedback in video game format can be helpful for children with autism to increase awareness of regulation and mind/body wellness. Try regulating your own energy with this game and get ideas for using biofeedback with treatment modalities such as skills training, psychotherapy, or social skills groups.

Barb Klatt, UCSW, Clinical Social Worker & Emily Honken, MSW, UCSW, Clinical Social Worker – Fraser Child & Family Ctr.



**11. Diagnosing and Treating Anxiety
Symptoms in Children and Adolescents
with Asperger's Disorder**

Many individuals with Asperger's Disorder struggle with significant anxiety. Learn about diagnostic tools and strategies for working with children and adolescents with Asperger's Disorder who demonstrate anxiety symptoms.

Brigitte King, PHD, LP, Licensed Psychologist & Karin Hampton, PHD, LP, Licensed Psychologist – Fraser Child & Family Ctr.

**12. Tele What? Enhancing Clinical Practice
with Telecommunications**

In the age of electronic communication, many clinicians are trying to grasp how telecommunications may add to our work with children and families. Hear about one agency's journey in sorting through pros and cons of integrating telehealth into practice.

Pat Pulice, MA, LP, Licensed Psychologist & Rochelle Brandl, PHD, LP, Clinical Director – Fraser Child & Family Ctr.

**13. Stranger Danger and Beyond -
Talking With Kids About Difficult Topics**

Parents need to be active participants in creating personal safety for their children; this is particularly complicated for parents of children with special needs. Learn about a curriculum to assist parents in developing skills to safety screen adults and teens, communicate with youth about difficult topics, and be equipped to help teens make safe decisions.

Elizabeth “Libby” Bergman, MSW, UCSW, Executive Director – Family Enhancement Center & Amy Moeller, MSW, UCSW, Clinical Social Worker – Teenage Medical Services

**14. Elementary Counseling Project
Improves Student Outcomes**

A two year study on the elementary counseling program in the St. Cloud School District showed positive trends in social/emotional development, attendance, and academic progress. A summary of evaluation data as well as sample classroom strategies for promoting mental health will be available.

Nancy Streng, MS, LPC, P/MHNP-BC, School Counselor – ISD 742

15. Arc Northland's Extreme Parenting

This dynamic, family lead, holistic program includes support, information, and advocacy to families of children with disabilities of all types. Learn about this model that provides individual and group interactions, training, and discussion. We are currently working on a project to record struggles and successes of families of children with behavioral disorders—we welcome you to stop by to share your story.

Brenda Caya, MS, Children's Mental Health Specialist – Arc Northland & Lisa Bomey, Parent – Arc Northland's Extreme Parenting

**16. Arc Northland & Arc MN –
Housing Access Program**

This new DHS supported program helps individuals with disabilities establish independent living in their community. Find out about this program that works directly with individuals 18 years or older who have been assessed and determined to be eligible for services by the county or other sources.

Scott Schifsky, Housing Director – Arc of MN & Tom Engstrom, Housing Access / Service Advocate – Arc Northland

**17. Vocational Rehabilitation
Services for Youth**

Vocational Rehabilitation Services, a branch of DEED, provides vocational services to youth with disabilities throughout the state. Obtain resources on services that are available and find out how to contact rehabilitation professionals in your area.

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

**18. Social Sexuality for Secondary Students
on the Autism Spectrum:
Addressing Atypical Behaviors**

The progression from middle school to high school typically coincides with puberty and newly found thoughts regarding gender roles and social sexuality. Learn how educating students on appropriate sexual roles, and social norms and expectations has been successful in curbing aberrant social sexual behaviors within the school environment.

John McManus, MA, CCC-SLP, Speech/Language Clinician & **Barbara Stevens**, MS, M.ED, MMMI, Autism Spectrum Disorder Teacher – ISD 196

**19. Celiac Disease and Emotional or
Behavioral Disorders**

Symptoms of neurological, emotional, or behavior disorders could indicate celiac disease. This disease affects one out of one hundred individuals. Learn about this disease and its symptoms that include: irritability, attention deficient, sensory integration, digestive problems, and fatigue.

Jodi Libey, RD, CNSD, Licensed Dietician – St. Mary's Medical Center & **Nancy Wittmer**, Special Education Teacher (diagnosed with Celiac Disease)

**20. Environmental Impacts on
Children's Mental Health and
How You Can Prevent Exposures**

Ever wonder what toxins your children are exposed to? Did you know that some toxins are linked to mental health issues in children? Learn about safe products you can buy and how to take meaningful action for preventing exposure to harmful toxins for everyone.

Kathleen Schuler, MPH, Co-Director – Healthy Legacy & Senior Policy Analyst – Institute for Agriculture and Trade Policy; & **Peter Starzynski**, Coalition Coord. – Healthy Legacy

**21. Harmony Works: Fitting the Puzzle
Pieces Together for Fetal Alcohol
Spectrum Disorder (FASD) Families**

In 2006 Meeker-McLeod-Sibley Community Health Services (CHS) was awarded a grant to provide education and awareness for FASD in rural MN. Learn about the creative partnership they have formed with local healthcare to create a unique assessment clinic that serves FASD families as well as other diagnosis.

Rhonda Buerkle, MS, Project Director – Meeker-McLeod-Sibley CHS; & **Diane Bias-Mosel**, LSW, Social Worker – GRHS PDAC, Sibley East Schools

**22. Rule 25
Chemical Dependency Assessment**

Individuals who meet clinical and financial requirements under Rule 25 are eligible to have treatment paid for by the Consolidated Chemical Dependency Treatment Fund. Find out who qualifies for an assessment and how to arrange for an appointment.

James Klingner, LSW, Principal Planner, Block Grant and County Monitor & **Karen D. Christensen**, LCSW, Principal Planner – Alcohol/Drug Abuse Division, DHS

**23. Parent Perception of Preschool Problem
Behavior: The Role of Parent
Knowledge of Child Development**

Although parents' knowledge about child development and child rearing are central concepts in family therapy, very little is known about preschool parents' knowledge. To fill this gap in research, this study examined the correlation between parent knowledge of child development and the perception of their child's behavior.

Tracy Schreifels, Graduate Student – St. Cloud State Univ., Marriage and Family Therapy Program; & **Manijeh Daneshpour**, PHD, LMFT – St. Cloud State Univ.

**24. Guiding Principles & Models for Early
Childhood Pre-service Training Promoting
Social & Emotional Development**

Learn about the 7 guiding principles for pre-service early childhood training advanced by the MN Association for Infant & Early Childhood Mental Health (MAIECMH), a division of MACMH. MN models will be highlighted.

Jane Ellison, LMFT, IMH-E® (IV), Early Childhood Mental Health Specialist – Sauk Rapids/Rice Early Childhood Programs

**25. Endorsement for Culturally Sensitive,
Relationship-based Practice Promoting
Infant Mental Health (IMH-E®)**

Learn about the requirements, process and framework for professional development in this competency-based endorsement program promoting social and emotional development. Endorsement recognizes the unique expertise of a range of professionals who work with infants, toddlers and their parents and caregivers.

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

Educators • Social Workers • Mental Health Professionals • Nurses

Coming soon!

July and August 2010

MACMH Summer Training Series

Watch your mailbox, inbox, and the MACMH website for forthcoming details at www.macmh.org.

Questions?
Contact Candy Kragthorpe
ckragthorpe@macmh.org;
651-644-7333; 1-800-528-4511.

If you and your colleagues cannot attend other training events due to the school calendar or tight work schedules, the **MACMH Summer Training Series** is for you.

Summer is the ideal time to earn CEUs and deepen your skills and knowledge.

Workshops will include topics on youth disorders, infant mental health & more!

SAVE THE DATE

MACMH's 2011 Child & Adolescent
Mental Health Conference

April 10 – 12, 2011 • Duluth

1 Workshop by Keynote — Effective Strategies for Several Behaviors in the Classroom



School environments can challenge children with histories of trauma. Getting to the root of their internal working models is the key to helping them succeed. Strategies for breaking negative patterning from peers and adults, stopping behavioral outbursts when things don't go their way, and building learning environments that foster a love for learning will be discussed in this workshop.

Heather T. Forbes, LCSW, Author, Co-founder, and Owner – Beyond Consequences Institute ROOM 304

2 Soothe: Calming Your Anxious, Angry and Defiant Child



In our rapidly changing and fast-paced world, the most common mental health problem children and adolescents experience is anxiety. Anxious children are often unable to soothe or regulate their increased arousal, and wind up being misunderstood and misinterpreted. This workshop will help parents understand how the arousal of anxiety can contribute to behavior problems, and provide guidance to help their child self-soothe and self-regulate.

Read Sulik, MD, Assist. Commissioner – Chemical and Mental Health Services Administration, DHS FRENCH RIVER

3 There is More Than One Way to Look at Bipolar Affective Disorder: Diagnosis & Medication in Children and Adolescents



This session will address the current controversy around diagnosis of bipolar affective disorder in children and adolescents, as well as epidemiologic findings, genetic contributions, and the likely neuroanatomical and neuropsychological correlates that have been defined. Treatment through medication approaches and long-term outcomes will be explored, including the current state of evidence in treating this disorder.

Jonathan B. Jensen, MD, Associate Professor, Director of Residency Training – Dept. of Psychiatry, Division of Child and Adolescent Psychiatry, U of MN ROOM 204

4 Mysteries and Challenges of FASD



Individuals with Fetal Alcohol Spectrum Disorders (FASD) present us with some unique challenges, yet the disability is usually invisible and misunderstood. This interactive and dynamic workshop will provide participants with practical strategies for working with individuals who have or may have fetal alcohol damage.

Lynne R. Frigaard, Fetal Alcohol Specialist – Arc Northland GOOSEBERRY 2

5 Self Harm - The Bright Red Scream



This workshop will examine the psychological experience of the person who seeks relief from mental anguish through self-inflicted physical pain. The presenter will

discuss components that can predispose a person to self harm: genetics, family experience, childhood trauma, and parental involvement, and will address interventions and recovery.

Gary Eustice, MS, LP, Director of Community Based Services – Range Mental Health Ctr. ROOM 303

6 “It’s not just how you say it, but what you say!” The Hidden Role of Language Skills in Emotional, Social, and Behavioral Disorders



Children with social and behavioral problems may have an unrecognized language deficit which contributes to failure of traditional behavioral- and language-based interventions. To self-regulate, a child must develop skills for accurate “inner dialogue” to generate alternative behavioral choices. This session will address neurobiology of these deficits, development of behavioral disorders, and specific interventions for this comorbidity.

Gary Johnson, PHD, LP, LMFT, Psychologist, Clinical Director—Clinic for Attention, Learning, and Memory (CALM), Loring Family Clinic; & Nancy Foster, MA, Educational Coord. – CALM, Loring Family Clinic, and Family Innovations ROOM 302

7 Youth Cycles of Violence



This session will offer insight from formal and experimental methods in how to identify and address adolescent cycles of violence. Identifying triggers, setting limits, and addressing faulty thinking will be discussed. Led by a family specialist and mentor coach that uses humor and magic as his trademark, participants will take part in intermediate discussions and practical demonstrations.

Coach Nakumbe, PHD, PCC, CPC, Family Relationship Strategist, Mentor Coach, Founder – Coach Nakumbe’s Education for Change ROOM 301

8 Energy Drinks—The Other Six Pack



This session will explain the effects of ingredients found in so called “energy drinks” on metabolism and central nervous system stimulation. Attention will be paid to subtle differences between caffeine intoxication/ withdrawal and symptom clusters for ADHD and other common diagnoses. Finally, combining “energy drinks” with other common substances like alcohol, dextromeporphran, and nicotine replacement medication to intentionally alter mood and perception will be discussed.

Rick Moldenhauer, MS, LADC, ICADC, LPCC, Treatment Services Consultant – Alcohol and Drug Abuse Division, DHS SPLIT ROCK 2

9 What Are You Thinking? How Are You Breathing?



What are you thinking? It makes a difference! Visually see what words and thoughts 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 Geiseke, Spring Forest Qigong Master Healer, Wellness Coach – Integrative Health SPLIT ROCK 1

10 Expanding our Tool Box: Learning and Sharing Social Skills Strategies that Work with Elementary Special Needs Students



This interactive workshop will provide professionals and parents with a well stocked tool box to address social and emotional needs of children, including those with EBD, ASD, and ADHD. Resources to foster the five areas of social-emotional development will be shared, and include games, books, and activities that really engage with students.

Catherine Thomas, USW, MS.ED, School Social Worker & Scott Graham, LSW, MS.ED, School Social Worker – St. Michael-Albertville Schools ROOM 203

11 Advancing a State-wide Effort for School Mental Health



This workshop will present a number of key policy and program elements that are required to advance a state-wide effort for school mental health, as well as local and national resources that are available. Presenters will also discuss the essential role program evaluation plays in building clinically effective and financially sustainable school mental health programs.

Mark Sander, PSYD, LP, Mental Health Coord. – Hennepin Co./Minneapolis Public Schools; Marcia Tippet, PHD, LP, Mental Health Consultant, & Anna Lynn, MPP, Research Analysis Specialist Sr. – DHS GOOSEBERRY 3

12 What Happened Before I Met You?



In this session, participants will learn how and why early interventionists should strive to learn about the prenatal and neonatal experiences of both parents and babies as they enter into early intervention services.

Jolene Pearson, MS, IMH-E® (IV), Interagency Facilitator & Early Childhood Special Educator – Minneapolis Public Schools & Joann O’Leary, PHD, IMH-E® (IV), Independent Consultant and Researcher GOOSEBERRY 1

13 Connecting the Very Young with Part C Early Intervention: Roles for Minnesota’s Interagency Early Intervention Committees in Infant Mental Health



Severe emotional and behavioral problems among very young children can be prevented or improved with early access to infant mental health services and supports. This panel of state staff will discuss how child and family risk factors can be used to determine eligibility for these services via IDEA-Part C.

Catherine Wright, MS, Early Childhood Mental Health Program Coord. – DHS; Sue Benolken, State Interagency Facilitator – DHS; & Shawn Holmes, Part C Planner – MN Dept. of Health ST. LOUIS

14 An Isomeric View of ADHD, in Both Etiology & Treatment

Pr Two systems, norepinephrine and dopamine, combine in the etiology of ADHD symptoms. This presentation will address why psychopharmacologic agents produce change in these two systems and therefore improve functioning of individuals with ADHD. Further, information on brain centers that are involved in impaired processing of information leading to inattention, distractibility, impulsivity, and off-task behavior will be discussed.

Jonathan B. Jensen, MD, Associate Professor, Director of Residency Training – Dept. of Psychiatry, Division of Child and Adolescent Psychiatry, U of MN ROOM 304

15 Using Technology and Pop Culture as Intervention Tools for Adolescents with Asperger's Disorder

All This workshop will explore the use of iPod technology and other popular media as a means of teaching strategies to adolescents who have Asperger's Disorder. The challenges facing teens with Asperger's will be presented, as well as ideas for addressing these needs using materials that are peer-typical.

Sue Pederson, MS, LP, Licensed Psychologist, Rachel Gardener, MA, LP, Licensed Psychologist, & Bill Clifton, PsyD, LP, Licensed Psychologist – Fraser Child & Family Ctr. ROOM 203

16 An Insider's View of Obsessive-Compulsive Disorder: Childhood Through Adulthood

All This presenter has lived with obsessive compulsive disorder (OCD) since the age of three and offers an in-depth personal account of living with this very challenging illness. He explains how the illness affects multiple aspects of personal development and the personal impact of different treatment methods, while giving a greater understanding of the human factor of OCD.

Stephen Cook, Experiential Speaker GOOSEBERRY 1

17 How to Help Your Teen With Anxiety: Hear It From One!

Pa As a teen with anxiety, this presenter founded AnxietyInTeens.com as a source of education, refuge, and connection for teens with anxiety and stress issues. Now age 20, she will present her personal story of her struggle and tell parents what she has found to be the most effective anxiety remedies for helping teens and their families.

Solome Tibebe, President – Anxiety In Teens ST. LOUIS

18 LGBTQ Youth: Matching Highly Effective Interventions to High Risk Populations

All LGBTQ youth are coming out at a younger age, which has been linked to increased homo-negativity in their environments. This workshop will identify LGBTQ youth's experiences that can lead to critical issues such as homelessness, substance abuse, and depression. We will explore highly effective interventions to help overcome these issues, lower internalized homo-negativity, and increase self-esteem.

Troy Weber-Brown, MS, LMFT, Psychotherapist & William Weber-Brown, LADC, Counselor – Element Mental Health Services GOOSEBERRY 3

19 Treating Children who have Experienced Early Complex Trauma and Effectively Engaging Their Families

All Complex trauma refers to children's experiences of multiple traumatic events that occur within the caregiving system. Treating children with complex trauma is challenging due to intergenerational attachment disturbances, history of abuses, and arrested developmental milestones. This session describes how to join a child in the moment of dysregulation and engage families to promote effective treatment and provide increased resiliency in children.

Lauren Nietz, MSW, LICSW, Day Treatment Supervisor & Matthew Witham, MA, LMFT, Assist. Day Treatment Supervisor – Washburn Ctr. for Children FRENCH RIVER

20 Who Should Work With Girls? Identifying the Characteristics of Effective Girls' Group Facilitators

Pr This workshop will offer insights from experience and literature identifying core facilitator characteristics and the challenges and joys of engaging girls in group-based programs. Content will inform program planning and implementation as well as evaluation or identification of an effective facilitator for group-based girls' programming.

Carolyn Garcia, PHD MPH, Assist. Professor – U of MN; Sandi Lindgren, MSW, Social Worker – El Colegio High School; & Jessie Kemmick Pintor, MPH, Doctoral Student – U of MN School of Public Health ROOM 301

21 Dialectical Behavioral Therapy (DBT) Experiential Learning Workshop

All This therapy aims to help people who struggle with emotional, interpersonal, behavioral, or cognitive skills, or self-dysregulation. DBT skills are focused in four core areas: Mindfulness, Emotion Regulation, Interpersonal Effectiveness and Distress Tolerance. Participants will experience using a number of these skills and will gain a first hand understanding of how the skills are helpful.

Michelle Hunt-Graham, MA, LMFT – Inside Out Life Development ROOM 302

22 Meeting the Mental Health Needs of Rural Communities

All A supervisor/supervisee team will provide information about the Minnesota Consortium for Advanced Rural Psychology Training (MCARPT), an innovative project designed to reduce the shortage of psychologists practicing in rural communities. Learn about the program benefits and challenges so far, and considerations for the future.

Nicholas Leonard, PHD, School Psychologist, Psychology Resident – MN Consortium for Advanced Rural Psychology Training (MCARPT); & Sara Jensen-Fritz, MA, LP, School Psychologist – ISD 22 SPLIT ROCK 2



23 Beyond Time-out: A Wellness Approach to Guidance and Discipline

Pa Explore healthy forms of behavior guidance as an alternative to punitive forms of discipline. The focus of this interactive training will be to provide strategies that are non-punitive in nature in order to enhance the child-caregiver relationship and to help eliminate power struggles.

David J. Erickson, MS, Coord., Colleen Beck, LICSW, Clinical Supervisor/Assist. Coord. – Steller Human Services; & Fran Rethwich, Disabilities Coord. – Mahube Head Start GOOSEBERRY 2

24 Strategies for Creating a Consistent, Predictable, and Positive Classroom Environment

Pr This presentation will describe a variety of classroom strategies to support students with mental health disorders. Presenters will use visual examples of real classrooms and teachers implementing strategies such as visual schedules and prompts, transition strategies, and positive interactions with students.

Shelley Neilsen Gatti, PHD, Assist. Professor – Univ. of St. Thomas; & Kim Adams, PHD, Director of EBD Programs – Minneapolis Public Schools ROOM 204

25 Infant Mental Health Reflective Supervision PART I - "Fish Bowl" Demonstration

Pr, Ec In this two-part session, participants will observe a demonstration and participate in a discussion of reflective supervision. Learn how the ability to remain open and curious and to regularly examine and understand one's thoughts, feelings, strengths and growth areas can impact your relationships with families of infants and very young children. Number of participants will be limited; arrive early.

Jill Simon, MSW, LICSW, IMH-E® (IV), Reflective Practice Consultant – MN Dept. of Health & "Supervisee(s)" SPLIT ROCK 1

26 Infant Crying, Sleeping and Feeding: Windows into Regulation and Relationships

Pr, Ec Crying, sleeping, and feeding are the primary behavioral domains where regulation and relationship can be observed, areas that concern parents most during their infant's first year. Understanding these domains helps the practitioner provide anticipatory guidance and developmentally appropriate intervention when needed. Learn why this is important to infant mental health.

Karen Lindberg, PHN, MPH, Field Faculty – U of MN CEED and NCAST Instructor ROOM 303

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

(see criteria on pg 3)

27 Beyond Behavior Basics: Developing Behavior Supports for Children with Autism Spectrum Disorders (ASD)

This video illustrated presentation will identify underlying skill deficits that contribute to frequently challenging patterns of behavior in children and adolescents with ASD as well as share related strategies for supporting behavior change. While the content of this session is specific to ASD, examples will be provided of how to apply the concepts to a broader population of children.

Sheila Merzer, MA, LP, Licensed Psychologist—Sheila Merzer, MA, LP ROOM 304

28 Tourette's Syndrome from a Clinical and Personal Perspective

This session will give an overview of Tourette's Syndrome (TS) and describe historical perspective, societal implications, and common misconceptions. The presenters will share personal experiences of living with TS and offer information to assist families and providers to work more effectively with individuals with Tourette's Syndrome.

Todd Mehlhoff, PSYD, LP, Psychologist – Washburn Ctr. for Children; & Carsen Turner, student ROOM 301

29 Trauma-Focused Cognitive Behavioral Therapy: An Evidence-based Treatment Model for Children and Adolescents (TF-CBT)

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 this therapy, a description of core components, and illustrations of its use through a case presentation and technical demonstrations.

David Hong, PSYD, LP, Psychologist – Washburn Ctr. for Children ROOM 302

30 Grief: A Natural Disaster of the Heart – Helping Children Through Loss

This workshop will help participants understand how children may experience grief from numerous losses in life such as death of a loved one, divorce, moving, health issues, or even loss of hopes and dreams. The presenter will define normal grief and how to recognize signs of complicated grief, as well as give key elements to help children deal with grief in healthy ways.

Kris Linner, Pastor of Care Ministries ROOM 303

31 Therapeutic Assessment and Treatment of Children Who May Have Gender Identity Disorder

This session will discuss the assessment protocols and treatment interventions used with children who are struggling with issues related to gender identity. To lay the foundation, we will review the literature to examine current diagnostic controversies, atypical gender development, and the pros and cons of other treatment approaches being used.

Dianne Berg, PHD, LP, Assist. Professor/ Psychologist – Ctr. for Sexual Health/Program in Human Sexuality, U of MN SPLIT ROCK 2

32 Promoting a Healthy Therapeutic Alliance with Adolescents in School-based Psychotherapy

Motivated by research that suggests the key factor in keeping adolescents in psychotherapy and promoting change is a quality therapeutic alliance, interviews with adolescents in school-based mental health settings offer insight into what variables help promote this alliance. This session will examine clinical implications of these findings including how they inform a therapist's stance in forming a healthy therapeutic alliance with adolescents.

Colin Hollidge, MSW, PHD, UCSW, Associate Professor of Social Work – St. Catherine Univ./Univ. of St. Thomas School of Social Work GOOSEBERRY 2

33 Racial Identity Development: Cultural Competence Through A Different Set of Lenses

This presentation discusses major aspects of a graduate course in counseling psychology that utilizes racial identity development as a theoretical base in the multicultural competence training of counseling psychologists. The Helms (1990) and Cross (1991) models will be presented as will data collected to determine what students felt were the most effective tools utilized in the course/training, though more research is needed.

Kerry D. Frank, PHD, Associate Professor—Univ. of St. Thomas GOOSEBERRY 1

34 Introduction to Psychiatric Medications: What Every Parent Should Know

When medication is prescribed, parents are left with many questions. Does my child really need this? What are the medication's effects and/or side effects? Is it safe? Is it working? This workshop will provide guidelines for answering these questions and other information needed to monitor medications.

Marcia J. DeValk, APRN, BC, CNS, Clinical Nurse Specialist in Child Psychiatry – Wilder Child Guidance Clinic ST. LOUIS

35 Intensive Needs Kids — Be Their Hero

Kids with intensive mental health needs and their families struggle to find appropriate services within their communities. In this presentation, professionals can learn how to effectively support the families they serve while making inpatient treatment more family driven. Parents will learn about community resources so they can be more informed advocates. All present will gain an understanding of the value of parent-to-parent support.

Lynne Peterson, Program Director, Parent, and Advocate – NAMI MN GOOSEBERRY 3



36 Environmental Toxins and Their Impact on Children's Mental Health

Heard a lot about toxic toys lately? Many synthetic chemicals we are exposed to are linked to adversely affecting brain development and behavior. This involuntary exposure is compromising the mental health of our children and adding to the rise of learning and developmental disabilities. Learn about the links and what you can do to prevent these unnecessary exposures.

Kathleen Schuler, MPH, Co-Director – Healthy Legacy and Senior Policy Analyst – Institute for Agriculture and Trade Policy; & Peter Starzynski, Coalition Coord. – Healthy Legacy ROOM 203

37 The Journey – Transition for Youth with Mental Health Needs

This session will focus specifically on transition planning for youth with mental health needs. The presenter will utilize a worksheet tool for planning, explain the importance of interagency linkage, and give suggestions for soft skills students need to be successful on the job. She will also briefly discuss services and support to adults with mental illness needs.

Linda Bonney, Legal Advocate – MN Disability Law Ctr. FRENCH RIVER

38 Making Connections: The Brain and Social Emotional Learning (SEL)

There are unique challenges in supporting the SEL needs of children. This session will help participants understand the links between SEL interventions and impacts on positive brain development. It will encompass current research on brain development and practical SEL strategies that everyone can utilize with children to better support brain development.

Ginny Nyhus, MA, LSW, Social Emotional Learning Coord., Linda Oberg, MA, LMFT, Social Emotional Learning Coord., & Charlene Myklebust, PSYD, Director of Mental Health – Intermediate District 287 ROOM 204

39 Infant Mental Health Reflective Supervision PART II - Discussion

In this two-part session, participants will observe a demonstration and participate in a discussion of reflective supervision. Learn how the ability to remain open and curious and to regularly examine and understand one's thoughts, feelings, strengths and growth areas can impact your relationships with families of infants and very young children. Number of participants will be limited; arrive early.

Jill Simon, MSW, UCSW, IMH-E® (IV), Reflective Practice Consultant – MN Dept. of Health & "Supervisee(s)" SPLIT ROCK 1

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(see criteria on pg 3)				

40 Workshop by Keynote —
**A Developmental Framework for
 Understanding and Promoting Children's
 Optimal Mental Health**

For anyone who works with children and families, a solid working knowledge of child development is essential to best practice. Understanding development is key to: making sense of a child's observed behavior; knowing how to support the child's successful achievement of major developmental tasks; and determining what risk and protective factors should be targets of supportive intervention. This interactive session offers a developmental framework for children's mental health.

Martha Farrell Erickson, PHD, Consultant and Director Emeritus
 – Irving B. Harris Training Programs, U of MN **ROOM 203**

41 U of MN Series — **FASD: The Real Deal,
 Imitators, and What Lies Ahead**

This session will cover risks and trends in prenatal alcohol use, as well as the latest techniques, tools, and guidelines used to clinically diagnose the various types of Fetal Alcohol Spectrum Disorders (FASD). Clues to look for that separate these diagnoses from disorders that mimic FASD; an overview of recent research investigating the developmental trajectory of the varying forms of FASD; and thoughts on outcomes for children and families will be discussed.

Judith Eckerle Kang, MD, Assist. Professor – U of MN Dept. of Pediatrics **FRENCH RIVER**

42 **Diagnosis and Treatment of Depressive
 Disorders in Children and Adolescents**

Depressive disorders can cause substantial morbidity and mortality when they occur in children and adolescents. This workshop will review the presenting symptoms of several depressive disorders as they occur in youth. Treatment options will be reviewed, including both psychotherapeutic and pharmacotherapeutic modalities. Recent research regarding antidepressant-related suicide risk will also be presented. Time will be available for questions.

Joel V. Oberstar, MD, Assist. Professor of Psychiatry – U of MN Medical School **ROOM 304**

43 **Balanced Behaviors: An integrated look at
 the vestibular system, emotional
 regulation, and children's mental health**

This session describes recent findings in neuroscience that show strong associations between core components of the social-emotional well being of children and the sensory-motor system. This has sparked a number of interventions and provided a stronger evidence base for the role of movement in pediatric mental health practice. Review research data and experience interventions developed to strengthen this pathway between movement and behavior.

Andy Paulson, PHD, Psychologist & Kathryn McGraw Schuchman, MA, Psychologist – Fraser Child and Family Ctr. **ROOM 302**

44 **EMDR –
 Who, What, When, Where, and Why**

Eye movement desensitization reprocessing (EMDR) therapy is relatively new in its use for treating trauma. This therapy allows the child to feel

in control of the treatment process lessening the potential of being re-traumatized. Learn how trauma affects brain development, when EMDR is appropriate to use, and how it is effective with children who have experienced trauma. Case studies involving this treatment will be discussed.

Kathleen Mathews, MSW, LICSW, Crisis Stabilization/In-Home Supervisor & Jennifer Britton, MSW, LICSW, Case Management Supervisor – Washburn Ctr. for Children **SPLIT ROCK 2**

45 **Attachment and Play: Strategies and
 Interventions for Children and
 Adolescents in a Mental Health Crisis**

This workshop will give concrete de-escalation techniques to use with children and adolescents in a mental health crisis. Learn how negative behaviors are often a result of dysregulation, and how trauma and attachment impact functioning and development. Attachment theory in relation to traumatized and emotionally dysregulated children will be described. Explore creative play strategies and other techniques and learn why they work for de-escalation.

Sarah Cross, LICSW, Children's Clinical Supervisor & Kathleen Kane, LICSW, Mental Health Professional – People Incorporated **ROOM 204**

46 **Current Chemical Trends
 and the At-Risk Student**

This session will focus on chemical use patterns in Minnesota, impacts on the at-risk student, and treatment considerations. Hear about treatment motivation and planning, aftercare planning, and complicating factors for the dual-diagnosed. Ideas for developing community-based resources including community recovery organizations, recovery school programs, and school-based support services will be included.

Michael McGinnis, LADC, Program Director/Co-Owner – Addiction Recovery Technologies, Inc **ST. LOUIS**

47 **DISORDERED [thy name is teenager] –
 A play**

"Oh you're just acting like a teenager!" Ever muttered this? View this play written and performed by teenagers, that tells the diagnostic stories of young persons journeying through the rich and tumultuous stage of life we call "adolescence." Get a glimpse of what it's like to be inside the brain of a teenager, and what it's like to be a teenager diagnosed with a mental health disorder. (*Strong language will be used.*)

Johnny Coleman, Sarah Goldberger, & Hannah Linsk – Teenagers and members of Blank Slate Theatre **ROOM 303**

48 **Parenting Strategies
 for Neuro-atypical Children**

Parenting neuro-atypical children is a very difficult challenge; typical consequence-based behavior modification does not achieve the desired results. In this session, parents who have children with mental health issues will get a new toolbox of techniques that can help them maneuver through a less than perfect, but very meaningful, journey.

Claudia Fletcher, M.ED, Author, Speaker – Third Degree Parenting, LLC; Bart Fletcher, M.Div, Pastor – United Methodist Church; & Kari Fletcher, Adoptive Parent, FASD Trainer **ROOM 301**

49 **School Mental Health Policy**

For school mental health interventions to be successful, school districts need to create

effective mental health policies, procedures, and guidelines. This session will outline examples including staff's roles, pre-referral interventions, special education evaluation protocols, mental health related services, accommodations, and legal and financial firewalls. Collaboration with medical and mental health professionals and child-serving public systems will also be discussed.

William Dikel, MD, Independent Consulting Child & Adolescent Psychiatrist **GOOSEBERRY 1**

50 **Adolescence and Mental Health: Building
 Independent Living Skills**

So much of adolescence is "an intolerable waiting, a longing for another place and time"—Theodore Roethke. Building independent living skills is challenging for youth with mental health issues. This session will describe how to support youth by connecting them to resources, helping them build caring networks, and engaging in goal-setting. Hear how independent living skills curricula can be adapted to be relevant for youth.

Ann Gaasch, MA, Program Director – Genesis II For Families **GOOSEBERRY 3**

51 **Inner Knowing:
 A Heart-Centered Approach to Learning**

Learn how to bring the benefits of yoga and mindfulness activities to students in your home-based, therapeutic, or educational setting. Participants will further their knowledge of best practices involving behavioral organization, development of community, and adaptations for specific populations. To recognize, support, and deepen healthy emotional expression, participants will be involved in the inquiry process through experimental learning.

Kathy Flaminio, MSW, RYT, School Social Worker & Julie Hurtubise, MA, Occupational Therapist – Minneapolis Public Schools **SPLIT ROCK 1**

52 **Keeping The Budget in Mind:
 Applying Principles of Reflective
 Practice & Infant Mental Health
 to Program Planning and Sustainability**

This presentation will outline how applying developmental and early childhood mental health practice principles can increase program sustainability. Presenters will identify these principles, discuss St. David's experience, and facilitate an interactive discussion about how this might be applied in participants' work sites.

Marit Appeldoorn, MSW, LICSW, Senior Director of Early Intervention and Support Services & Julie Sjoldal, Executive Director – St. David's Ctr. for Child and Family Development **ROOM 202**

53 **Enhancing Very Early Relationships
 to Promote Social and Emotional
 Development and Positive
 Mental Health Outcomes (PART I)**

Enhance your understanding of the meaning of infant and early childhood behaviors and their connection to healthy development and mental health outcomes. When and how to refer for consultation/ intervention will be discussed. Emphasis will be on the use of relationships to support and intervene in various preschool settings.

Maris Gilbert, MA, LMFT, IMH-E® (III), Early Childhood Program Manager – Family & Children's Service **GOOSEBERRY 2**

54 U of MN Series — Can We Heal the Brain in Fetal Alcohol Spectrum Disorders?

This session will give a compelling look at recent brain imaging research at the U of MN that shows brain abnormalities in children exposed to alcohol during pregnancy. What these findings may suggest about the links between brain development and common cognitive and behavioral difficulties in children with FASD will be discussed. Hear about an exciting new study that is the first to investigate a nutrient-based treatment aimed at improving brain development in children with FASD.

Jeffrey Wozniak, PHD, LP, Assist. Professor – U of MN Dept. of Child and Adolescent Psychiatry ROOM 304

55 Tourette's Syndrome: Psychological Evaluation and Treatment

This workshop will describe assessment and treatment of Tourette's Syndrome (TS), including diagnostic criteria. Special attention will be given to cognitive and behavioral features of TS, most common comorbid conditions (e.g., ADHD, OCD, and ODD), and psychological and medical interventions.

Charles Orsak, PHD, LP, Clinical Psychologist – St. Mary's/Duluth Clinic GOOSEBERRY 3

56 Reaching Latino Parents of Adolescents At Risk for Mental Health Problems Using a Multi-agency, University-Community Collaborative Approach

This session will offer practical insights from steps undertaken to develop and implement a collaborative school-based, community-linked, mental health intervention for Latino adolescents and their families. Gain a foundation for initiating a multi-agency collaboration and hear about specific actions taken to collaboratively seek funding, develop an intervention, and implement the intervention discussed from university and community perspectives.

Carolyn Garcia, PHD, MPH, Assist. Professor – U of MN; Pablo Matamoros, LCD/Latino Cultural Specialist – Saint Paul Public Schools; Evan Welo, Community Health Worker, & Estefania Alvarez, Community Health Worker – U of MN/St. Paul Public Schools SPLIT ROCK 1

57 Family Group Decision Making (FGDM): Assisting a Multigenerational Family Struggling with the Effects of Mental Illness

FGDM recognizes the importance of involving family and informal supports in decision making to keep children safe and protected on an ongoing basis. View a role play of an actual FGDM case that addresses the safety and well-being of two young children with mental health diagnoses, parented by a single mom with mental health struggles, and grandparents who are burning out as caregivers.

Julie Thompson, MS, EDPD, Social Services Manager, Sherrie Walter, Facilitator, Joanne Kleinschmidt, Social Worker, & Scott Ingalls, MS, Social Worker – Winona Dept. of Human Services ROOM 301

58 Youth As Experts: Using Life Coaching Skills to Move Youth Forward

In this interactive workshop participants will experience some basic life coaching skills they can practice and utilize immediately. The coaching skills covered will provide a basic framework for participants to use for engaging youth, and supporting them in their own knowledge and abilities while assisting them to move forward.

Sandi Lindgren, MSW, UCSW, ACC, Professional Life Coach – iAdelante Coaching! GOOSEBERRY 1

59 Anniversary Grief in Communities of Children

Anniversary grief reaction may explain many misunderstood behaviors due to the misperceptions about how long grief lasts and how it impacts children differently than adults. This presentation will identify concepts of invisible grievers, disenfranchised grief, anticipatory grief, and survivor guilt, as well as reactions including PTSD responses and re-traumatization.

Coral Popwitz, MA, CT, CTS, Executive Director – Children's Grief Connection GOOSEBERRY 2

60 Outside the Lines

This session will provide unique insight and deeper understanding of at-risk family dynamics. The presenter will describe her journey from growing up with abuse, alcoholism, neglect, poverty, and foster care to her current position as a licensed social worker, offering perspectives as both a child and a professional in the system.

Karen Wussow, LSW, MFIP Outreach Specialist – Crow Wing County ROOM 302

61 Using Key Concepts from Life-Coaching in Addressing Caregiver Burnout

This interactive workshop will address caregiver burnout using clinical and life coaching strategies. Participants will learn to identify the symptoms of burnout and shape positive strengths-based goals as opposed to simply minimizing stress. Key concepts will be the Life Wheel and task-centered strategies for success.

Mary Geidner, MA, LICSW, Social Worker – Harbor City Psychological Association SPLIT ROCK 2

62 Emotion Regulation and Validation: A Dialectical Behavioral Therapy (DBT) Skills Model for Parents and Caregivers

Originally developed to be used in foster homes serving children with severe emotional disturbance, this treatment model reflects how children with a variety of mental health diagnoses struggle to regulate their emotions and how DBT skills can help. Parents and caregivers will learn how emotional dysregulation manifests itself differently in different diagnoses, and will learn practical ways to address this emotional state in self and others.

Jeremy Mork, MSW, UCSW, Therapist; Cynthia Packer, MSW, UCSW, Clinical Coord., & Missy Butler-Fluth, LMFT, Therapist – MN Intensive Therapeutic Homes (MITH), DHS ROOM 203

63 The Use of Functional Behavioral Assessments in the Area of Children's Mental Health

The South Central Children's Mental Health Initiative is a pilot project to improve service delivery of children's mental health services in Minnesota. Children who receive these services may benefit from comprehensive functional behavioral assessments (FBAs); this project made FBAs available to youth in the 11 county region of the initiative. Review the evaluation summary and hear about implications this may have on the future use of FBAs.

Laurie Strunk, MSSW, LICSW, Assist. Professor & David Beimers, PHD, MSW, Assist. Professor – MN State Univ., Mankato ROOM 204

64 Restraint and Seclusion in Minnesota Public Schools: What's Known and What's Next?

This presentation focuses on a new report by MN Disability Law Center on the restraint and seclusion of children in Minnesota. The report discusses the extent and scope of restraint and seclusion use, promising practices to reduce these risky interventions, and common concerns. A comparison of current laws with new laws (effective in 2011) will also be provided.

Dan Stewart, MA, JD, Supervising Attorney – MN Disability Law Ctr. ST. LOUIS

65 Expanding School-wide PBIS in Minnesota: Implications for Children's Mental Health

This session will describe School-wide Positive Behavioral Interventions and Supports (PBIS) and the new regional models for scaling up statewide in Minnesota. Learn about this initiative that has particular implications for children with mental health needs and their families.

Char Ryan, PHD, LP, PBIS Coach and Evaluator – MACMH and Metro Regional Implementation Project; Ellen Nacik, State PBIS Coord. – MN Dept. of Education; & Barbara Lindell, MS, Regional PBIS Coord. – Northern Regional Implementation Project FRENCH RIVER

66 Enhancing Very Early Relationships to Promote Social and Emotional Development and Positive Mental Health Outcomes (PART II)

Enhance your understanding of the meaning of infant and early childhood behaviors and their connection to healthy development and mental health outcomes. When and how to refer for consultation/intervention will be discussed. Emphasis will be on the use of relationships to support and intervene in various preschool settings.

Maris Gilbert, MA, LMFT, IMH-E® (III), Early Childhood Program Manager – Family & Children's Service ROOM 303

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	<input type="checkbox"/>	Advanced—Technical	<input type="checkbox"/>	Early Childhood Specific
(see criteria on pg 3)				

67 U of MN Series — Coordinated Interventions with School, Home, and Healthcare for FASD

This session will provide a detailed description and rationalization of several practical, evidence-based intervention practices aimed at improving the lives of children with Fetal Alcohol Spectrum Disorders (FASD) in school, home, and healthcare environments. A case will be made that coordinating these efforts can lead to even better outcomes in all settings, and attendees will learn strategies to facilitate a successful coordinated intervention model for FASD.

Christopher Boys, PhD, LP, Assist. Professor – U of MN Dept. of Pediatrics FRENCH RIVER

68 Children’s Mental Health Case Management – how effective case management can assist in relationship repair and trauma healing for children and families

Targeted case management is an effective intervention in treating children and families that have been exposed to trauma. This workshop will define case management services provided through the lens of relationship repair and trauma healing that can assist clients with preparedness for more intensive treatment, relationship building, and success across settings.

Jennifer Britton, MSW, LICSW, Case Management Supervisor & Sarah Dragsten, MSW, LICSW, Assist. Case Management Supervisor – Washburn Ctr. for Children SPLIT ROCK 1

69 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.

Tiffany Leuthold, MS, LMFT, Therapist & Andrea Vasquez, MS, LICSW, Therapist, Program Supervisor – PrairieCare ROOM 203

70 Cost-Effective Early Intervention Strategies for Substance Abuse

Addressing substance abuse early on reduces the likelihood of continued mental and physical health problems. Early intervention strategies for substance abuse have been researched and proven to be effective across settings for nearly 50 years. This session will discuss the effectiveness of these evidence-based strategies as well as a specific cost-effective, culturally competent, early intervention program for first time substance abuse offenders.

Mike Coyne, MA, LADC, CPP, Senior Research Consultant, Licensed Alcohol and Drug Counselor & Kevin Spading, LICSW, LADC, MN Prevention Resource Ctr. Project Director – MN Institute of Public Health SPLIT ROCK 2

71 Family Room Connections

This workshop will address the dynamics of sibling relationships and their impact on life development, particularly when one sibling has a mental illness. Strategies for parents and mental health professionals that enhance resiliency and minimize negative influences will be highlighted. The use of sibling support groups will be discussed.

Kenneth Flanagan, PhD, Assist. Professor – Univ. of North Dakota GOOSEBERRY 1

72 So You Think You Are Finished Raising Kids, or Grandparents Caring for Grandchildren

You were looking forward to retirement—suddenly, you are caring for your grandchildren. Minnesota is ranked as the 6th fastest growing state for grandparents raising grandchildren. This session will explore obstacles, joys, and insights of raising grandchildren, as well as coping strategies and where to find help. Legal, educational, health, and emotional issues will also be addressed.

Betsy Hennen, MS, Owner – H.E.L.P. Kids! (Helpful Easy Lessons for Parents and Kids!) ROOM 301

73 They Call The Wind Miranda

This presenter will share her journey, which begins with her sister’s schizophrenia, descent into chemical dependency, and suicide. She will describe adopting her sister’s children—facing the challenges of their mental illnesses, persevering and advocating while confronted with difficult decisions such as residential treatment. Hear about her challenges and joys of success; leave with hope and encouragement.

Sandra Murray, Secretary, Parent – Parent Voices of NAMI St. Cloud & Miranda Murray, Youth ROOM 302

74 School and Agency Collaboration to Deliver Intensive Programming in the Most Productive Setting

Educators are confronted with maintaining a safe and civil learning environment as well as addressing the unique needs of each student. Disruptive and dangerous behaviors interfere with the educational process. This session will describe a service delivery system and learning strategies provided collaboratively by a public school system and private mental health provider to address behavior of students with severe social, behavioral, emotional, and mental health disorders.

Carol M. Beckerleg, ED.D, Educational Consultant – Action-Wheel Leadership; Ryan Minke, Lead Behaviorist – Provide Care, Inc; & Steve Blankenberg, MA, EBD Teacher, Robbinsdale Public Schools GOOSEBERRY 2

75 Transitioning to Independence

This presentation will emphasize the imperative need of preparing young adults for transitioning to adulthood. The following topics will be covered: funding, guardianship, life skills training, job plans, social

skills, money management, housing, and the importance of completing school. Come learn about building these transition skills for older adolescents.

Karen Johnson, MA, CPRP, Program Director, Deb Reisner, Program Manager, & Deb Fjeld, Program Manager – Grandma’s Place ROOM 303

76 Positive Rocks - 2

This workshop will feature a variety of positive learning activities for use in counseling, classrooms, or at home. Activities for use with children and adolescents on facilitating change, building social skills, and resolving conflicts will be demonstrated. In small groups, participants will develop skills with hands-on experience completing an activity.

Amy Merschman, LSW, Elementary Social Worker & Don Zieman, ED.SP, MA, School Psychologist – Bemidji Area Schools ROOM 304

77 Mental Health Concerns of Children and Adolescents

This session defines a variety of mental health disorders that are commonly found in children and youth. Learn how to differentiate normal behavior from behavior that may indicate a mental health concern, and how to properly respond to concerning behaviors. Community resource options and what might be involved in treatment for mental health disorders will also be discussed.

Jo Hittner, PhD, LP, Assist. Professor – Winona State Univ. ROOM 204

78 Evidence Based Practice in Early Childhood Mental Health: Report from an Ongoing Longitudinal Research Project

In this workshop, participants will actively engage in hands-on learning activities emphasizing brain functioning and development. Activities will be discussed within the context of an ongoing longitudinal research project on clinical interventions with children between birth to eight years old. Clinical interventions with empirical evidence of effectiveness will be highlighted.

James Geidner, PhD, LPC, LCPC, Assist. Professor – UW-Superior ST. LOUIS

79 Infant & Early Childhood Mental Health Systems of Care & The Medical Home: An Opportunity to Realize a Team-based Care Model

This session will review a model for reform of the early childhood services delivery system. Learn how the Medical Home model serves as a framework for comprehensive, developmentally-oriented care of the child and family and a “system of care” whereby young children and families seamlessly access services, resources, and programs.

Troy Hanson, MD, Family Physician, State Mental Health Advisory Council Member, Co-Chair – MAIECMH Advisory Board GOOSEBERRY 3

The First Years are Crucial: Nurture Early Relationships!

At this year's conference there are more opportunities than ever before to learn how to:



- promote social and emotional development and optimal mental health outcomes for very young children;
- enhance early interventions by improving professional competencies in listening, observing, reflecting and promoting healthy relationships; and
- promote organization, community and systems change to support infant and early childhood mental health.

Here's how!

- See Sunday's Poster Sessions on "Endorsement for Culturally Sensitive, Relationship-based Practice Promoting Infant Mental Health (IMH-E®)" and "Guiding Principles & Models for Early Childhood Pre-service Training Promoting Social & Emotional Development."
- Hear our keynotes and attend pre-conference and breakout sessions marked EC (Early Childhood Specific).
- Come to the MAIECMH Reception in the second floor Ballroom after Monday's last breakout for refreshments & relaxed conversation with MAIECMH members!
- Stop by the MAIECMH exhibit booth for more information and to visit with members.
- Become a member of MAIECMH! A membership form is in your conference folder.

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Twice upon a time...

Minnesota Association
for Children's Mental Health
proudly presents



The Mental Health Musicals

With gentle humor, great music, and a cast of talented youth, these two original musicals re-imagine familiar storybook characters to raise awareness about children's mental health and show positive portrayals of children with mental health disorders.



Sunday, April 25th

5:15 - 6:00 PM • Ballroom

Join us for a performance of the sequel that has been touring the Twin Cities since March! Includes "The Prince and the Pea" (autism), "Hansel and Gretel" (post-traumatic stress), and "The Frog Prince" (challenging behaviors).

For more information, please visit us at our booth during Sunday's Poster Session, check out our info at the MACMH table in the Exhibit Hall, or email fidgety@macmh.org.

Now booking tour dates for our 2010-2011 season!



Monday, April 26, 2010

Key

CITY SIDE

HARBOR SIDE

8:00	Registration/Continental Breakfast/Exhibits	FITZGERALD HALL	GOOSEBERRY 3
	Welcome/Announcements/Keynote Speaker	LAKE SUPERIOR BALLROOM	FRENCH RIVER
8:45 – 10:00	Heather T. Forbes, LCSW		ROOM 301
10:00 – 10:15	Break/Exhibits	FITZGERALD HALL	ROOM 302
10:15 – 12:15	Concurrent Workshops 1 – 13		SPLIT ROCK 2
1. Workshop by keynote — Effective Strategies for Severe Behaviors in the Classroom • <i>Heather T. Forbes</i>		ROOM 304	GOOSEBERRY 2
2. Soothe: Calming Your Anxious, Angry and Defiant Child • <i>Read Sulik</i>		FRENCH RIVER	ROOM 204
3. There is More Than One Way to Look at Bipolar Affective Disorder: Diagnosis & Medication in Children and Adolescents • <i>Jonathan B. Jensen</i>		GOOSEBERRY 2	SPLIT ROCK 1
4. Mysteries and Challenges of FASD • <i>Lynne R. Frigaard</i>		ROOM 303	ROOM 303
5. Self Harm - The Bright Red Scream • <i>Gary Eustice</i>		ROOM 302	FITZGERALD HALL
6. "It's not just how you say it, but what you say!" The Hidden Role of Language Skills in Emotional, Social, and Behavioral Disorders • <i>Gary Johnson & Nancy Foster</i>		ROOM 301	
7. Youth Cycles of Violence • <i>Coach Nakumbe</i>		SPLIT ROCK 2	ROOM 304
8. Energy Drinks—The Other Six Pack • <i>Rick Moldenhauer</i>		SPLIT ROCK 1	ROOM 301
9. What Are You Thinking? How Are You Breathing? • <i>DeeAnn Geiske</i>		ROOM 203	ROOM 302
10. Expanding our Tool Box: Learning and Sharing Social Skills Strategies that Work with Elementary Special Needs Students • <i>Catherine Thomas & Scott Graham</i>		GOOSEBERRY 3	ROOM 303
11. Advancing a State-wide Effort for School Mental Health • <i>Mark Sander; Marcia Tipperly, & Anna Lynn</i>		GOOSEBERRY 1	SPLIT ROCK 2
12. What Happened Before I Met You? • <i>Jolene Pearson & Joann O'Leary</i>		ST. LOUIS	GOOSEBERRY 2
13. Connecting the Very Young with Part C Early Intervention: Roles for Minnesota's Interagency Early Intervention Committees in Infant Mental Health • <i>Catherine Wright; Sue Benolken; & Shawn Holmes</i>		LAKE SUPERIOR/FITZGERALD	GOOSEBERRY 1
12:15 – 1:15	Lunch/Exhibits		ST. LOUIS
1:15 – 2:30	Concurrent Workshops 14 – 26		GOOSEBERRY 3
14. An Isomeric View of ADHD, in Both Etiology & Treatment • <i>Jonathan B. Jensen</i>		ROOM 304	ROOM 203
15. Using Technology and Pop Culture as Intervention Tools for Adolescents with Asperger's Disorder • <i>Sue Pederson, Rachel Gardener, & Bill Clifton</i>		ROOM 203	FRENCH RIVER
16. An Insider's View of Obsessive-Compulsive Disorder: Childhood Through Adulthood • <i>Stephen Cook</i>		GOOSEBERRY 1	ROOM 204
17. How to Help Your Teen With Anxiety: Hear It From One! • <i>Solome Tibebe</i>		ST. LOUIS	SPLIT ROCK 1
18. LGBTQ Youth: Matching Highly Effective Interventions to High Risk Populations • <i>Troy Weber-Brown & William Weber-Brown</i>			
19. Treating Children who have Experienced Early Complex Trauma and Effectively Engaging Their Families • <i>Lauren Nietz & Matthew Witham</i>			
20. Who Should Work With Girls? Identifying the Characteristics of Effective Girls' Group Facilitators • <i>Carolyn Garcia; Sandi Lindgren; & Jessie Kemnick Pintor</i>			
21. Dialectical Behavioral Therapy (DBT) Experiential Learning Workshop • <i>Michelle Hunt-Graham</i>			
22. Meeting the Mental Health Needs of Rural Communities • <i>Nicholas Leonard; & Sara Jensen-Fritz</i>			
23. Beyond Time-out: A Wellness Approach to Guidance and Discipline • <i>David J. Erickson, Colleen Beck; & Fran Rethwich</i>			
24. Strategies for Creating a Consistent, Predictable, and Positive Classroom Environment • <i>Shelley Neilsen Gatti; & Kim Adams</i>			
25. Infant Mental Health Reflective Supervision PART I - "Fish Bowl" Demonstration • <i>Jill Simon</i>			
26. Infant Crying, Sleeping and Feeding: Windows into Regulation and Relationships • <i>Karen Lindberg</i>			
2:30 – 3:00	Refreshments/Extended Break/Exhibits Forbes Booksigning		
3:00 – 4:45	Concurrent Workshops 27 – 39		
27. Beyond Behavior Basics: Developing Behavior Supports for Children with Autism Spectrum Disorders (ASD) • <i>Sheila Merzer</i>			
28. Tourette's Syndrome from a Clinical and Personal Perspective • <i>Todd Mehlhoff; & Caisen Turner</i>			
29. Trauma-Focused Cognitive Behavioral Therapy: An Evidence-based Treatment Model for Children and Adolescents (TF-CBT) • <i>David Hong</i>			
30. Grief: A Natural Disaster of the Heart – Helping Children Through Loss • <i>Kris Linner</i>			
31. Therapeutic Assessment and Treatment of Children Who May Have Gender Identity Disorder • <i>Dianne Berg</i>			
32. Promoting a Healthy Therapeutic Alliance with Adolescents in School-based Psychotherapy • <i>Colin Hollidge</i>			
33. Racial Identity Development: Cultural Competence Through A Different Set of Lenses • <i>Kerry D. Frank</i>			
34. Introduction to Psychiatric Medications: What Every Parent Should Know • <i>Marcia J. DeValk</i>			
35. Intensive Needs Kids — Be Their Hero • <i>Lynne Peterson</i>			
36. Environmental Toxins and Their Impact on Children's Mental Health • <i>Kathleen Schuler; & Peter Starzynski</i>			
37. The Journey – Transition for Youth with Mental Health Needs • <i>Linda Bonney</i>			
38. Making Connections: The Brain and Social Emotional Learning (SEL) • <i>Ginny Nyhus, Linda Oberg, & Charlene Myklebust</i>			
39. Infant Mental Health Reflective Supervision PART II - Discussion • <i>Jill Simon</i>			

Tuesday, April 27, 2010

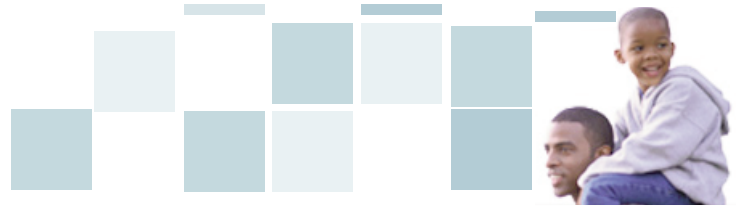
Key CITY SIDE HARBOR SIDE

8:00 Registration/Continental Breakfast/Exhibits	FITZGERALD HALL	ROOM 301
Announcements/Keynote Speaker	LAKE SUPERIOR BALLROOM	GOOSEBERRY 1
8:50 – 10:00 Martha Farrell Erickson, PHD	FITZGERALD HALL	GOOSEBERRY 2
10:00 – 10:30 Break/Exhibits		ROOM 302
10:30 – 12:00 Concurrent Workshops 40 – 53		SPLIT ROCK 2
40. Workshop by keynote — A Developmental Framework for Understanding and Promoting Children's Optimal Mental Health • <i>Martha Farrell Erickson</i>	ROOM 203	ROOM 203
41. U of MN Series — FASD: The Real Deal, Imitators, and What Lies Ahead • <i>Judith Eckerle Kang</i>	FRENCH RIVER	ROOM 204
42. Diagnosis and Treatment of Depressive Disorders in Children and Adolescents • <i>Joel V. Oberstar</i>	ROOM 304	ST. LOUIS
43. Balanced Behaviors: An integrated look at the vestibular system, emotional regulation, and children's mental health • <i>Andy Paulson & Kathryn McGraw Schuchman</i>	ROOM 302	FRENCH RIVER
44. EMDR – Who, What, When, Where, and Why • <i>Kathleen Mathews & Jennifer Britton</i>	SPLIT ROCK 2	ROOM 303
45. Attachment and Play: Strategies and Interventions for Children and Adolescents in a Mental Health Crisis • <i>Sarah Cross & Kathleen Kane</i>	ROOM 204	DECC LOBBY
46. Current Chemical Trends and the At-Risk Student • <i>Michael McGinnis</i>	ST. LOUIS	2:15 – 2:30 Break
47. DISORDERED [thy name is teenager] — A play • <i>Johnny Coleman, Sarah Goldberger, & Hannah Linsk</i>	ROOM 303	2:30 – 4:00 Concurrent Workshops 67 – 79
48. Parenting Strategies for Neuro-atypical Children • <i>Claudia Fletcher; Bart Fletcher; & Kari Fletcher</i>	ROOM 301	67. U of MN Series — Coordinated Interventions with School, Home, and Healthcare for FASD • <i>Christopher Boys</i>
49. School Mental Health Policy • <i>William Dikel</i>	GOOSEBERRY 1	68. Children's Mental Health Case Management – how effective case management can assist in relationship repair and trauma healing for children and families • <i>Jennifer Britton & Sarah Dragsten</i>
50. Adolescence and Mental Health: Building Independent Living Skills • <i>Ann Gaasch</i>	GOOSEBERRY 3	69. Narrative Approaches in Group Therapy • <i>Tiffany Leuthold & Andrea Vasquez</i>
51. Inner Knowing: A Heart-Centered Approach to Learning • <i>Kathy Flaminio & Julie Hurlubise</i>	SPLITROCK 1	70. Cost-Effective Early Intervention Strategies • <i>Mike Coyne & Kevin Spading</i>
52. Keeping The Budget in Mind: Applying Principles of Reflective Practice & Infant Mental Health to Program Planning and Sustainability • <i>Marit Appelboom & Julie Sjorald</i>	ROOM 202	71. Family Room Connections • <i>Kenneth Flanagan</i>
53. Enhancing Very Early Relationships to Promote Social and Emotional Development and Positive Mental Health Outcomes (PART I) • <i>Maris Gilbert</i>	GOOSEBERRY 2	72. So You Think You Are Finished Raising Kids, or Grandparents Caring for Grandchildren • <i>Betsy Hennen</i>
12:00 – 1:00 Lunch/Exhibits	LAKE SUPERIOR/FITZGERALD	73. They Call The Wind Miranda • <i>Sandra Murray & Miranda Murray</i>
1:00 – 2:15 Concurrent Workshops 54 – 66		74. School and Agency Collaboration to Deliver Intensive Programming in the Most Productive Setting • <i>Carol M. Beckerleg; Ryan Minke; & Steve Blankenberg</i>
54. U of MN Series — Can We Heal the Brain in Fetal Alcohol Spectrum Disorders? • <i>Jeffrey Wozniak</i>	ROOM 304	75. Transitioning to Independence • <i>Karen Johnson, Deb Reisner, & Deb Fjeld</i>
55. Tourette's Syndrome: Psychological Evaluation and Treatment • <i>Charles Olsak</i>	GOOSEBERRY 3	76. Positive Rocks - 2 • <i>Amy Merschman & Don Zieman</i>
56. Reaching Latino Parents of Adolescents At Risk for Mental Health Problems Using a Multi-agency, University-Community Collaborative Approach • <i>Carolyn Garcia; Pablo Matamoros; Evan Melo, & Estelania Alvarez</i>	SPLIT ROCK 1	77. Mental Health Concerns of Children and Adolescents • <i>Jo Hittner</i>
		78. Evidence Based Practice in Early Childhood Mental Health: Report from an Ongoing Longitudinal Research Project • <i>James Geidner</i>
		79. Infant & Early Childhood Mental Health Systems of Care & The Medical Home: An Opportunity to Realize a Team-based Care Model • <i>Troy Hanson</i>



Minnesota Association for Children's Mental Health

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Thank You



MN Department
of Human Services

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In Memory of Ken Nitsche



August 15, 1943 –
January 9, 2010

Ken Nitsche, tireless advocate for families and children with mental health and cognitive disabilities, served as a member of MACMH's Board of Directors for eight years. Prior to joining the Board, Ken volunteered his time and talents to MACMH, becoming an integral part of our conference team.

Ken and his wife, Loretta, parents of four grown children, were also foster parents to multiple children with special needs. They added to their family, through adoption,

six of those children, all having dual diagnoses of mental health disorders and cognitive disabilities.

Ken also served on an advisory committee for St. Mary's University, ensuring their special education curriculum addressed the issues of children with dual diagnoses.

Ken was committed to helping families avoid out-of-home placement of their children, whenever possible. He taught families how to access appropriate services

and how to develop consumer-directed community support plans and budgets for their children on waivers. Loretta, Ken's wife, shared, "Ken loved helping people in need. It was his passion to help parents get the supports and services they needed to keep their children at home."

On behalf of the MACMH staff, Board of Directors, and the many children at home with their families, we would like to say, "Thank you, Ken. We will all miss you very much."