



# MACMH's

## Child & Adolescent Mental Health Conference

May 1 - 3, 2011

Duluth Entertainment Convention Center (DECC)  
Duluth, MN

### Keynote Speakers



**L. Alan Sroufe, PhD**, is Professor Emeritus of Child Psychology in the Institute of Child Development at the University of Minnesota. Professor Sroufe received his Ph.D. in Clinical Psychology from the University of Wisconsin with a clinical internship at the

Langley Porter Neuropsychiatric Institute. Dr. Sroufe has been an Associate Editor of *Developmental Psychology* and *Development and Psychopathology*. An internationally recognized expert on early attachment relationships, emotional development, and developmental psychopathology, he has published seven books and 140 articles on these and related topics. His awards include the Distinguished Scientific Contribution Award from the Society for Research in Child Development, the Bowlby Ainsworth Award for Contributions to Attachment Research, the G. Stanley Hall Award for Distinguished Scientific Contribution to Developmental Psychology, an Honorary Doctorate Degree from the University of Leiden, and the Distinguished Teaching Award from the College of Education, University of Minnesota.

Dr. Sroufe's keynote, titled "**Resilience and Disturbance as Outcomes of Development: How Early Relational Experience Shapes the Development of the Person**" addresses the nature of development, how later development builds upon earlier foundations and how and why early experience is carried forward. Sroufe will also discuss how continuity and change are explained in Bowlby's pathways model, what happens to early experience following developmental change and how a developmental viewpoint changes our understanding of resilience and psychopathology.



**L. Read Sulik, MD**, is Senior Vice President of Mental Health Services at Sanford Health, a child, adolescent and adult psychiatrist, and a pediatrician. He received his medical degree from the U of MN Medical School and completed his training in the Triple Board Combined Residency Program at the Univ. of

Kentucky Medical Center. Dr. Sulik was the Assistant Commissioner of Chemical and Mental Health Services for DHS, from 2008 to 2011. Prior to joining DHS, he was the medical director of child and adolescent psychiatry of the St. Cloud Hospital/CentraCare Health System, where he developed a nationally recognized program of integrating mental health into primary care and founded Clara's House, an award winning partial hospital program for children and adolescents. Among many honors, Dr. Sulik was awarded the Psychiatrist of the Year Award in 2007, and in 2008 the Distinguished Service Award by the MN Psychiatric Society. He is a past president of the MN Society for Child & Adolescent Psychiatry and a former Board Director of MACMH.

Sulik's keynote, "**Soothing the Unrest: Calming the Angry, Anxious, and Defiant Child,**" focuses on our fast paced world that is over stimulating, stressful, and often "toxic" for a number of children. Many children are susceptible to becoming overly stimulated; they experience a constant triggering of their internal arousal which leads to an inability to tolerate any additional stimulation. They become conditioned to fight, argue, and defend or to withdraw, escape, and avoid. Our role must be to calm the arousal, not stop or control the behaviors. In this presentation, Sulik draws on current research and his experiences of working with dysregulated, anxious, angry, and defiant children and their families. Sulik will provide directions needed for adults to soothe the unrest and promote optimal mental health and wellness development in children.

## KEY

### Infant & Early Childhood Competency Levels

Levels given for infant/early childhood workshops correspond to the Competency Guidelines required for MAIECMH Endorsement For Culturally Sensitive, Relationship-based Practice Promoting Infant Mental Health. This is a process that informs individual professional development and career planning within an organized framework focused on specialized knowledge, culturally competent best practice skills, supervised and guided work experiences, and reflective practice. Get more information on endorsement at the MAIECMH poster session, exhibit booth, and at [www.macmh.org](http://www.macmh.org).

#### 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

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Pa</b> Parents                  | This indicates to whom the presentation is tailored, not necessarily all who may attend. |
| <input type="checkbox"/> <b>Pr</b> Professionals            |  |
| <input type="checkbox"/> <b>All</b> Parents & Professionals |  |
| <input type="checkbox"/> <b>Ec</b> Early Childhood Specific |  |

#### Acronyms

The following are used throughout this brochure:

- |         |   |
|---------|---|
| ASD     | = Autism Spectrum Disorders                                 |
| ADHD    | = Attention Deficit Hyperactivity Disorder                  |
| CBT     | = Cognitive Behavioral Therapy                              |
| CTSS    | = Children's Therapeutic Services & Supports                |
| DSM     | = Diagnostic & Statistical Manual of Mental Disorders       |
| DHS     | = MN Department of Human Services                           |
| EBD     | = Emotional or Behavioral Disorder                          |
| EMDR    | = Eye Movement Desensitization Therapy                      |
| FASD    | = Fetal Alcohol Spectrum Disorder                           |
| MAIECMH | = MN Association for Infant & Early Childhood Mental Health |
| MDE     | = MN Department of Education                                |
| PTSD    | = Post Traumatic Stress Disorder                            |

## Tuesday Workshop Series

### U of MN Special Presentation Series

#### Bringing Research to Practice in Autism Spectrum Disorder: Diagnosis and Assessment, Interventions, and Levels of Evidence

MACMH has partnered with the Center for Excellence in Children's Mental Health (CECMH) at the University of Minnesota to bring you this second annual children's mental health training series. The purpose of the 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 will 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 Autism Spectrum Disorder.

See workshop numbers 43, 56, and 69 on Tuesday pages 9, 10, and 11.

## Things To Know

### Continuing Education

The conference is designed to meet CEH (Continuing Education Hour) 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. They are in your participant folder.

### Meals

Continental breakfast (exhibit hall) and lunch (ballroom) 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 and workshop room temperatures vary. 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](http://www.macmh.org) (conference page) for available handouts after May 12.

### 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, May 2 • 8:00 am – 3:00 pm**

**Tuesday, May 3 • 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.

### Keynote Book

Dr. Alan Sroufe's book "The Development of the Person" will be sold at the MACMH booth in the Exhibit Hall.

# MACMH's Child & Adolescent Mental Health Conference

## Sunday Afternoon • May 1, 2011

### Concurrent Symposia • 2:00 – 4:00 PM

#### Symposium A • BALLROOM

Disempowering  
 All Anxiety, Empowering  
Adult/Child Relationships

Does anxiety need to "run the show" in the education and caregiving of a child who is saddled with it? No. This presentation will discuss the characteristics of anxiety-driven behavior and the physiological effects of anxiety on the body. Then techniques to free children of anxiety in order to create a calm, cooperative atmosphere will be identified. Elements of Present Moment Parenting, mindfulness, and The Nurtured Heart Approach will be used to help children and adults decrease anxiety and increase personal empowerment.

**Tina Feigal, MS, ED, Parent Coach, Trainer—Ctr. for the Challenging Child**

#### Symposium B • FRENCH RIVER

Complex Trauma Treatment in Action:  
 Pr Tools and Techniques for Therapists

Increasingly professionals in children's mental health are working with clients identified as having "complex or developmental" trauma, larger in scope than PTSD. This advanced presentation is for therapists who want to broaden their clinical effectiveness and resourcefulness with children with early and persistent histories of stress and loss. Techniques congruent with Bessel van de Kolk's six core components of complex trauma intervention will be demonstrated through role play, video, and discussion, drawing from TheraPlay, Developmental Dyadic Therapy, EMDR, Trauma-focused CBT, and Beyond Consequences parent training.

**Krista Nelson, MA, LICSW, LMFT, Program Coord.—Wilder Foundation Ctr. for Children with Reactive Attachment Disorder (RAD); and Kathy Porter, LP, Therapist and Parent Coach—Blue Stem Ctr. for Child & Family Development**

#### Symposium C • GOOSEBERRY 1,2

Working with Parents  
 Pr with Multiple Challenges:  
 Ec An Infant Mental Health Perspective

With more than forty years of combined experience working with parents of infants and toddlers, the presenters will use two case studies, one involving domestic violence and one involving substance abuse recovery, to illustrate the use of infant mental health principles. Explore these principles, such as 'holding multiple perspectives' and 'reflective practice,' and their foundation in attachment research and literature, that lend themselves well to working with parents with multiple challenges who have young children. (Levels 3 & 4—Relationship-based, therapeutic practice; mental and behavioral disorders in adults.)\*

**Jane Ellison, MS, LMFT, IMH-E® (IV), Early Childhood Mental Health Specialist—Sauk Rapids/Rice Early Childhood Programs; and Michele Fallon, MSW, LICSW, IMH-E® (IV), Infant and Early Childhood Mental Health Consultant—What About the Baby? LLC**

### 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. (There will be no product sales at the poster presentations.) Light snacks and refreshments will be served.

See page 4 - 5 for a listing of poster presentations.

### Further Fidgety Fairy Tales The Third Mental Health Musical 5:15 – 6:00 PM BALLROOM

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

- Three new stories about mental health performed by actors ages 9 – 17 :
- Goldilocks and the Three Bears (*Obsessive Compulsive Disorder*)
  - Boyd, Who Cried Wolf (*Tourette Syndrome*)
  - CinderEdward (*Bipolar Disorder*)

See page 6 for more information.

## Conference Schedule

### Sunday, May 1

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

### Monday, May 2

8:00.....Exhibits/Registration/Breakfast  
8:50 – 9:00 .....Announcements  
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 – 27  
2:30 – 3:00.....Exhibits/Extended Break  
3:00 – 4:45 .....Workshops 28 – 41

### Tuesday, May 3

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 42 – 55  
12:00 – 1:00 .....Lunch/Exhibits  
1:00 – 2:15.....Workshops 56 – 68  
2:15 – 2:30 .....Break  
2:30 – 4:00.....Workshops 69 – 80

**1 Kinship Navigator: Supporting Family Members Who Are Caring for, or Considering Caring for, a Relative's Child**

Find tools to help families who are caring for, or considering caring for, a relative's child--tools that will help them better prepare for this experience. Learn about resources to support these unique families including Kinship Navigators and RAPs (Relatives and Parents) regional offices that provide legal navigation and concrete help in accessing financial assistance, child care, and educational enrichment activities in your community.

*Nancy Devitt, MSW, Associate Director & Janet Salo, Kinship Navigator Coordinator—MN Kinship Caregiver's Association*

**2 Tips for Parents of Children Who Have Experienced Trauma**

This poster presentation will provide parents with tools to support their child while addressing trauma in therapy. Parents can learn to: identify traumatic stress responses; reinforce child's use of techniques to regulate emotions and manage intrusive thoughts; identify readiness to communicate about trauma and listen and support while controlling emotions; and utilize behavioral management tools.

*Laurelle Myhra, MS, LMFT, Therapist & Maureen Gilham, MFT Intern—Native American Community Clinic*

**3 Foster Care and Adoption Experiences: A Panel of Youth and Young Adult Adoptees**

Our own Words: Minnesota's Adoptee Advisory Committee is made up of 24 youth and young adults from across the state. Committee members have a passion for sharing their experiences, supporting each other, and encouraging positive change in the foster care and adoption community. Hear about their experiences in foster care and adoption related to loss, transition, support, and permanency.

*Heidi Bischoff, MSW, LCSW, Adoptee Social Worker—HOPE Adoption and Family Services Int.; & Jesslyn Benedict, LSW—Children's Home Society and Family Services*

**4 Braided Cord Strategy — There is Hope**

Go on a practical journey into the life of persons with FASD and find insight on useful strategies and ideas. Learn about our Braid of 12 Strands, a working model for persons with FASD and how families and professionals can make a difference in outcomes. Challenge your thinking with 12 strands of strategies for medical, education, vocational, and social services.

*Jodee Kulp, ABCDT, Author, Speaker, Dog Trainer & Liz Kulp, Advocate for persons with FASD—Better Endings New Beginnings*

**5 Living with FASD — No Space In Time, "a moment in my life"**

Morgan is a young Alaska Native with FASD; he uses his own personal story to raise awareness of this disorder and how prenatal exposure to alcohol can affect a person's life. Hear first-hand about the frustrations and struggles of living with FASD, and strategies he uses to not only cope with his challenges, but rise above them to help others and spread awareness of this preventable disorder.

*Morgan Fawcett, Musician & Professional Speaker & Sue Hempel, Grandmother, FASD Advocate and Support Person—One Heart Creations*

**6 Discover Further Fidgety Fairy Tales: The Third 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 100 times in Minnesota, Guam, and Washington, DC.

*Matt Jensen, Playwright, Director, Director of Arts Programming—MACMH*

**7 Inner Knowing: Mindfulness Techniques to Use with Children**

Practicing mindfulness and yoga-based principles impacts caregiver responsiveness, behavioral organization, social emotional learning, and the development of community. Learn about these techniques and how they can be generalized across environments.

*Kathy Flaminio, MSW, RYT, School Social Worker & Julie Hurtubise, MACTR, RYT, Occupational Therapist—Minneapolis Public Schools*

**8 Community Schools—A Strong Model for Mental Health in Brooklyn Center Schools**

To reduce barriers to learning, Brooklyn Center Community Schools has over 100 mental health, medical, and dental partner programs that serve children (infant to high-school age) holistically, providing access to no-cost or low-cost services. The district has a decade of experience offering mental health in schools. Find out how other agencies and schools can replicate this comprehensive, coordinated, co-located, and collaborative delivery of school mental health services.

*Keith Lester, MFA, MS, Superintendent of Schools & Julie Truong, MPP, Community Schools Program Manager—Brooklyn Center School District 286*

**9 Student Support Network**

In a Student Support Network, participants learn about a variety of mental health related topics: symptoms of mental health concerns, how to communicate about concerns, and local resources available to help. Explore Student Support Network concepts and discuss how to adapt the model to your high school setting.

*Sara Fier, PHD, LP, Assistant Professor of Counseling—Southwest MN State Univ.*

**10 Faculty's Response to Student Grief and the Provision of Support**

This poster presentation offers a brief review of research examining the occurrence of grief experienced among college students and its potential effects. The results of a study done to assess college faculty's empathy levels, attitudes towards grieving students, and responses to grieving students will be shared. Specific strategies instructors can follow to identify and assist grief-affected students will be provided.

*Amy Hedman, PHD, CHES, MS, Assistant Professor—MN State Univ., Mankato*

**11 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 R. Weber-Brown, MS, LMFT, Mental Health Program Director & William Weber-Brown, LADC, Chemical Dependency Program Director—Element Mental Health Services*

**12 Accessing Chemical Dependency Treatment Services and Rule 25**

Individuals who meet clinical and financial requirements under Rule 25 are eligible to have treatment paid for by the Consolidated Chemical Dependency Treatment Fund. Focusing on child/adolescent needs, find out who qualifies for an assessment, as well as how to arrange for an appointment, exercise your rights, and appeal decisions regarding a Rule 25 assessment and placement in substance abuse treatment programs.

*James Klingner, LSW, Principal Planner/Block Grant and Co. Monitor and Coord. & Karen Christensen, LCSW, Program Consultant, Principal Planner—Alcohol and Drug Abuse Division, DHS*

**13 What You Need to Know About Synthetic Marijuana**

SPICE/K2/Sweet Leaf is a legal, synthetic cannabinoid substance gaining great popularity with young people today; often used as an alternative to marijuana/hash, it is far stronger and more dangerous. Learn the symptoms of intoxication and withdrawal from this compound (which can mimic symptoms commonly associated with mental illness), methods of use, and differential diagnosis with other substances of abuse and mental health disorders.

*Rick Moldenhauer, MS, LADC, ICADC, IPCC, Treatment Services Consultant—Alcohol and Drug Abuse Division, DHS*

**14 ATOD (Alcohol, Tobacco, and Other Drugs) Prevention Resources for You, Your Clients and Your Community!**

Substance abuse issues and related trends specific to underage drinking, abuse of prescription and OTC medications, and tobacco, marijuana, and other illicit drug use have contributed to significant economic, familial, and emotional distress. Discover the evidence-based ATOD resources available at the MPRC accessible to families and professionals.

*Kevin Spading, LICSW, LADC, Project Director—MN Prevention Resource Ctr. (MPRC), MN Institute of Public Health*

**15 Family Factors Influencing Alcohol Attitudes in Elementary-aged Children**

A sample of 152 elementary school students from four schools each completed a survey regarding their attitude toward alcohol. Examine the results of this study that assessed if living with two parents versus one parent or other family members affected attitudes toward drinking alcohol.

*Ashley Davis, Student & Lindsay Miller, Student—U of MN, Duluth*

**16 Socioeconomic Status and Elementary School Students Perceptions and Attitudes Towards Tobacco Use**

Utilizing a sample of 150 students in four Duluth elementary schools researchers sought to add to the body of research surrounding attitudes,

perceptions, and critical thinking towards tobacco use in students 10-11 years old based on socioeconomic status. Learn the results of this study that assessed participation in the “Free and Reduced Lunch Program” as a predictive factor for perception and attitude towards tobacco use among youth.

**Tom Cariveau**, Student & **Jean-Baptiste Quillien**, Student—U of MN, Duluth

### 17 A Review of the Possible Path of ODD to Antisocial Personality Disorder and the Gender Appropriateness of Current ODD Diagnostic Criteria

This literature review looks at existing studies to determine possible outcomes of Oppositional Defiant Disorder (ODD) when diagnosed in late adolescence or young adulthood, as well as the validity of diagnostic criteria as it pertains to female behaviors. Find out why this review suggests that further research be done regarding outcomes for children diagnosed with ODD and diagnostic criteria for male versus female behavior.

**Kristie L. Hills**, Student—U of MN, Duluth

### 18 Technological Communication and the Therapeutic Relationship

Youth involved in therapeutic relationships with mental health professionals are more likely to build a positive therapeutic alliance with the use of texting, therefore increasing the efficacy of treatment. Explore this literature review that assesses ethical considerations and negative impacts of this type of texting that need to be addressed, as well as the issue of suitability for a diverse population.

**Keri Anne Mauch Moon**, MSW, UCSW, Mental Health Professional/Adjunct Instructor—Northern Pines MHC/College of St. Scholastica

### 19 Pursuing a Comprehensive Multidisciplinary Evaluation Within the Mental Health, Medical, Educational, and Rehabilitative Systems

Find navigational guidelines for parents seeking a comprehensive evaluation for an infant, toddler, preschooler, school-aged child, or teenager, including how to determine when/if it is appropriate. Parents will obtain a flow chart as a reference tool to assist with navigating a comprehensive set of systems.

**Bill Clifton**, PSYD, LP, Licensed Psychologist & **Sue Pederson**, MS, LP, Licensed Psychologist—Fraser Child & Family Ctr.

### 20 Ask a Counselor

Do you have a question you would like to ask a school counselor or transition specialist? All the interactions you have with professionals who work with your child can be overwhelming. Sometimes it takes a while for you to clarify to yourself what you need more information on. Well, this is your opportunity to ask a counselor! We hope you will stop by and visit.

**Nancy Streng**, MS, LSC, P/MHNP-BC, School Counselor/Mental Health Nurse Practitioner—St. Cloud Area Schools; & **Steve Streng**, MS, CRC, Certified Rehabilitative Counselor—Division of Rehabilitative Services, State of MN

### 21 Vocational Rehabilitation with Transition Students

This branch of DEED provides vocational services to youth with disabilities throughout the state. Gather information on services available, get your questions answered regarding these services, and find out how to contact rehabilitation professionals in your area.

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

### 22 Celiac Disease and EBD (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 deficit, sensory integration, digestive problems, and fatigue.

**Nancy Wittmer**, M.ED, Special Education Teacher; & **Jodi Libey**, RD, CNSD—Essentia Medical Ctr.

### 23 Mental Health Mamas (and a few dads too!): Why Special Needs Parents Turn to the Internet & What We Gain from Our Time There

“Mental Health Mamas” are women who routinely read, blog, comment, and question each other in cyberspace about parenting their special needs kids. What are we looking for? What do we actually find there? An evidence-based marketing company with expertise in the mental health field teamed with leading Mamas to survey other Mental Health Mamas on those issues and more. See the results that speak to what’s missing from traditional mental health care.

**Kay Marner**, Parent, Freelance Writer

### 24 Mental Health Needs and Statewide Services for Deaf, Deafblind, and Hard of Hearing Youth

Gain essential information to improve outcomes for deaf, deafblind, and hard of hearing youth, including communication, working with interpreters, and the effects of hearing loss on child development. Learn about cultural competency for this specialized population, and changes in the availability of direct care services for clients and families all over the state.

**Jaime Monson**, MSW, UCSW, Mental Health Therapist & **Sara Hegge**, MA, MSW, LCSW, Mental Health Therapist—Volunteers of America

### 25 Human Trafficking in Minnesota: The Impact on Children and Adolescents

Get informed about human trafficking in MN. Review prevalence data and information regarding physical and psychological effects of trafficking. Hear victim accounts of how they were trafficked, how they escaped, and their recovery process. Learn about the unique challenges encountered when treating victims and effective ways to help them heal, including trauma-informed care and current public policies impacting this issue.

**Éowyn Gatlin**, Case Manager, Graduate Intern—Civil Society

### 26 American Sign Language for Infants and Toddlers as Easy as 1-2-3!

Research indicates that children who learn sign language as infants or toddlers have greater verbal and literacy skills. Learn how to incorporate American Sign Language (ASL) vocabulary into activities, music and stories to develop your children’s social and language skills.

**Debbie Lawrence**, PITC, MNCPD, ASL/Infant Signing Instructor—Easy Signing

### 27 Social-Emotional Skill Development: The Continuum of Early Childhood Intervention

Sometimes help is needed to encourage age appropriate social-emotional development in a young child. Family Networks (now a part of CHSFS) provides a variety of programs to meet the needs of children from therapeutic playgroups to early childhood day treatment and options in between. Learn about the different service models offered and how each of them benefit children and their families.

**Jacob Christensen**, Family Development Specialist & **Michael Thompson**, UCSW, Mental Health Therapist—Early Intervention & Prevention Services, Children’s Home Society & Family Services (CHSFS)

### 28 Early Intervention: Bringing Mental Health to the Child’s Natural Environment

Collaboration between a community mental health agency and early childhood education providers has been effective in providing seamless and coordinated care for young children with behavioral or emotional needs. This presentation will highlight the framework for this collaboration, outcomes for children and teachers, and special consideration in developing a common vision.

**Jennifer Sommer**, MSW, UCSW, Clinical Site Supervisor for Fraser/Head Start & **Kari Brenberg**, MSW, UCSW, Clinical Site Supervisor for Fraser/Minneapolis ECSE—Fraser Child and Family Ctr.

### 29 The Infant Mental Health Competencies: What Everyone Needs to Know and Practice

Learn about the infant mental health competencies that every professional across disciplines should know and use. The competencies provide a roadmap for professional development for those working with children ages birth to five and their families and lay the foundation for work with older children and adults. The competencies promote effective, culturally sensitive, relationship-based practice.

**Members of MAIECMH** (MN Association for Infant & Early Childhood Mental Health), a division of MACMH

SAVE THE DATE

MACMH’s 2012  
Child & Adolescent  
Mental Health Conference

April 22 – 24, 2012 • Duluth

# Further Fidgety Fairy Tales



## The Third Mental Health Musical

### Sunday, May 1 at 5:15 PM

music, lyrics and co-directed by **Marya Hart**

written, choreographed and co-directed by **Matt Jenson**

performed by

**Kaela Bader, Emily Bengtson, Cristina Corrie, Ethan Davenport, Marianna Ejiapor, Sophia Feller, Sam Gaines, Albert Leo Greene, Jillian Jacobson, Morgan Jellison, Lily Jones, Stephanie Kahle, Alexander Krohnfeldt, Anushka Lall, Sam Lipscomb, Mary-Grace Pirjevec, Drew Simon, Cason Willman**

**A production of**

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

**Deborah Saxhaug, Executive Director**

**Laurie Flanigan-Hegge, Development and Marketing**

**Thank you**

This production would not have been possible without all of the wonderful people and organizations who have been so supportive every step of the way. Thank you to Ben Krywosz and Nautilus Theatre's "Rough Cuts" program, Max Wojtanowicz, Laurie Flanigan Hegge, Greg Theisen, JP Fitzgibbons, Maggie Lofboom, Julie Kurtz, Andrea Leap, Leif Jurgensen, Sean Nolan, Debra Baron, Genoveva Castenada, April J Tighe, Deb Cavitt, Lisa Wolf, Deborah Saxhaug, Cynthia Moore, Jane Reilly, Andrea Olthoff, Ann Hoffer, Morganne Napoleoni, Janet Grove, Kim Matteen, Becky Dale, Shad Klukas, Mogos Tesfagiorgis, Vanessa Kahle, Sue Bengtson, Ryan Davenport, Tara Davenport, Vicky Schumann, Sarah Lee, Julie Bader, and all of the families of the actors.



photos by V. Paul Virtucio



Now booking for our 2011-2012 season!  
[www.macmh.org/fidgety-fairy-tales](http://www.macmh.org/fidgety-fairy-tales)

Minnesota Association for Children's Mental Health is a fiscal year 2011 recipient of an Arts Access grant from the Minnesota State Arts Board and an Arts Activities Support grant from the Metropolitan Regional Arts Council. This activity is funded, in part, by the Minnesota arts and cultural heritage fund as appropriated by the Minnesota State Legislature with money from the vote of the people of Minnesota on November 4, 2008. Additional funding from Target Stores.

**1 Workshop by Keynote—  
Understanding the Impact of  
Attachment on Development**

This workshop will explore answers to the questions: How is attachment tied to emotion regulation? Why and how are attachment experiences carried forward? And what are the role of genes, brain, and temperament? Dr. Sroufe will explain the nature of attachment relationships and how they organize early development of the self.

**L. Alan Sroufe, PHD**, Professor Emeritus of Child Psychology—Institute of Child Development, U of MN **ROOM 204-205**

**2 Adolescent Depression: Implications for  
Anomalous Functioning of the  
Neurobiological Stress System**

Adolescent depression is seemingly ubiquitous. Using a developmental psychopathology perspective, this presentation will use case studies and empirical evidence to enhance understanding of key neurobiological processes that precede, accompany, and are the result of depression in youth. The speaker will also examine established and potential methods of altering the risk trajectories in adolescence.

**Bonnie Klimes-Dougan, PHD**, Assistant Professor of Psychology and Psychiatry—U of MN **ROOM 303**

**3 ADHD 2011: A New Decade.  
Proposed DSM-V Diagnostic  
Changes and Treatment Advances**

ADHD is increasingly recognized as both pervasive and complex. This session will describe substantial diagnostic changes that are proposed for the upcoming DSM-V, as well as alarming evidence that points to a more complex, multi-faceted disorder which requires an updated evidence-based approach. Comorbidity of ADD and ASD, in addition to effective treatments that address a wide variety of medical, social, and behavioral concerns will be discussed.

**Gary Johnson, PHD, LP, LMFT**, Psychologist, Clinical Director—Clinic for Attention, Learning, and Memory (CALM), Loring Family Clinic; & **Joanne Search Johnson, MA, M.ED, LMFT**, Early Childhood Special Education Teacher—Hopkins School District **FRENCH RIVER**

**4 Effective Family-Focused  
Skills Building Interventions  
for Children and Adolescents  
with Behavioral-Emotional Problems**

This workshop will provide evidence-based practice guidelines and a “tool box” of family-focused skills training strategies for children and adolescents (ages 5-17) 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 **ROOM 304-305**

**5 Look and Learn**

Many individuals with autism, Asperger’s, and other disorders process what they see more efficiently than what they hear. This session will explain how a child on the autism spectrum’s brain takes in information, stores it, and retrieves it, as well as related issues with sequencing, recall, and processing. Participants will then be introduced to a variety of visual tools and be given ideas on how to create and implement them.

**Amy Robinson, MS, LPCC**, Licensed Professional Clinical Counselor & **Emily Honken, MSW, LICSW**, Licensed Independent Clinical Social Worker—Fraser Child and Family Ctr. **GOOSEBERRY 3**

**6 Inner City Youth - The Challenges with  
Violence in Homes, School, and Society**

Examine why inner-city youth impacted by violence struggle with rules and compliance at school, home and social environments. Through intermediate discussions and practical demonstrations participants will learn how to minimize adolescent problem behaviors and faulty thinking using experimental and researched based best practices.

**Coach Nakumbe, Family Relationship Strategist & Mentor Coach**—Coach Nakumbe’s Education for Change **GOOSEBERRY 2**

**7 Working Towards  
Healthy Family Sexuality**

Ever wonder how to help children develop a healthy sense of human sexuality? Or how families can ensure their children are safe from becoming a victim or perpetrator of sexually abuse? In this session parents and professionals will learn the basics of healthy family sexuality, how to identify abnormal sexual development in children, and how to mitigate risk for sexual abuse.

**Elizabeth Bergman, MSW, LICSW, ACSW**, Executive Director & **Amy Moeller, MSW, LICSW**, Child and Adolescent Therapist—Family Enhancement Ctr. **SPLIT ROCK 1**

**8 Lethal Means  
Restriction Education Program**

This workshop has been cancelled.

**Sue Abderholden, MPH**, Executive Director—NAM-MN

**9 Inner Knowing: Mindfulness Techniques  
to Use with Children**

This session will discuss the effect of mindfulness and yoga-based principles on caregiver responsivity, behavioral organization, social emotional learning, and the development of community. Through lecture and experiential learning, learn activities highlighting the principles of Self Calming, Communication, Self Esteem Building, Strength, and Community—perfect for caregivers and educators to use with children to help achieve a sense of wellness on all levels.

**Kathy Flaminio, MSW, RYT**, School Social Worker & **Julie Hurtubise, MAOTR, RYT**, Occupational Therapist—Minneapolis Public Schools **GOOSEBERRY 1**

**10 Beyond The Social Story:  
Creating Stories for Children  
that Integrate Experience, Create  
Regulation, and Improve Relationships**

This session will expand the concept of traditional “social stories,” providing instruction and practice in the creation of integrative clinical stories. These therapeutic narratives target over aroused systems of the brain and body, utilizing movement, metaphor, and relationships. Through lecture, small group discussion, and hands-on application, learn the therapeutic use of intentional and relational storytelling to help unregulated and stressed children integrate and organize difficult experiences—opening the door to new possibilities.

**Ingrid Meyer, MA, LP**, Psychologist, Consultant, Play Therapy Supervisor, Trainer—Healing From Roots to Branches; & **Marit Appeldoorn, MSW, LICSW**, Therapist, Consultant, Play Therapy Supervisor—Private Practice **ROOM 302**

**11 Mind Up™**

Working with leading neuroscientists, educators, and researchers, the Hawn Foundation funded research and developed this curriculum for grades preK-8 that provides emotional and cognitive tools to reduce stress and anxiety, sharpen concentration, build confidence, and improve performance in school. Explore mindfulness research and experience activities to use in your classroom that foster children’s social emotional competence, psychological well-being, and self-regulation while decreasing acting-out behaviors and aggression.

**Charlene Myklebust, PSYD**, Director of Mental Health and Partnerships—Intermediate District 287 **ROOM 203**

**12 Teacher Child Interaction Training**

Teacher Child Interaction Training (TCIT) is a modification of Parent-Child Interaction Therapy (PCIT), a short-term intervention program for children ages 2 through 7 who are experiencing behavioral, emotional, or developmental difficulties. TCIT involves implementing the same core principles in a classroom setting in order to decrease disruptive behaviors and improve the teacher-child relationship.

**Jeff Jorgensen, MAMFT, ED.S**, Director of Special Education & **David Stern, LICSW**, Mental Health Coord.—Alexandria School District **SPLIT ROCK 2**

**13 The Origins, Clinical Innovations,  
and Evidence-Basis for Infant  
and Early Childhood Psychotherapy**

This session will provide a brief overview of the historical context that gave rise to relationship-based models of infant, toddler, and preschooler psychotherapy. Early and contemporary models of intervention targeting attachment relationships will be reviewed. Treatment innovations, such as focus on relational functioning and home-based therapy, and recent research on treatment outcomes will be highlighted. (Levels 3 & 4—Relationship-based, therapeutic practice; Psychotherapeutic and behavioral theories of change.)\*

**Consuelo E. Cavalieri, PHD**, Assistant Professor—Univ. of St. Thomas **ST. LOUIS**

<b>Key</b>	<b>Technical Levels</b>	<b>Target Audience</b>
	<input type="checkbox"/> Basic	<input type="checkbox"/> Parents
	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Professionals
	<input type="checkbox"/> Advanced—Gen	<input type="checkbox"/> Parents & Professionals
	<input type="checkbox"/> Advanced—Tech	<input type="checkbox"/> Early Childhood
<b>Level Criteria - pg 2</b>		<b>*EC Competencies - pg 2</b>

**14 Brain Injury in Children: Potential Redefined**

**All** Brain injury in children is often misunderstood and can go undiagnosed for years, which can lead to social, emotional, and educational challenges, years past the initial brain injury. How brain injuries occur in children and key strategies on how to use neuropsychological assessments for school success will be discussed, as well as a best practice approach to school re-entry following brain injury and resources for families, students, and professionals.

**Pete Klinkhammer**, *CBIS, Associate Director of Services—Brain Injury Association of MN* **GOOSEBERRY 1**

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

**All** **This workshop has been cancelled.**  
*Stephen Cook, Experiential Speaker*

**16 Behavior Management Planning**

**All** This program presents a framework for developing a behavior management plan. The plan identifies a range of positive and negative behavior as well as triggers for problem behaviors. Tiered sequence interventions are used to reduce uncontrolled and disruptive behaviors and reinforce cooperative and prosocial behaviors. Worksheets and examples will show how to construct the plans for classroom, home, and therapy applications.

**David X. Swenson**, *PHD, LP, Forensic Psychologist—College of St. Scholastica*; & **Paul Fleckenstein**, *LCSW, LPC, Clinical Mental Health Coord.—Northwest Journey-Superior* **ROOM 304-305**

**17 Collaborative Problem Solving Approach**

**Pr** When the demands of the environment are greater than abilities of an individual to deal with the demands, a problem develops. This session will give an in-depth overview of an approach developed by Dr. Ross Greene for solving these problems. Research supporting this approach will be shared, as well as case studies to help illustrate Plans A, B, and C and crucial language to be used with each plan.

**Linda M. Oberg**, *MA, LMFT, Social Emotional Learning Coord.—Intermediate School District #287* **FRENCH RIVER**

**18 Five Survival Skills for Caregivers of Emotionally Reactive Children and Adolescents**

**Pa** This workshop will discuss how trauma, attachment, and other factors can contribute to emotional dysregulation in children and adolescents, and how this reaction in children can trigger a similar reaction, in even the best caregiver. Five specific skills will be presented to help caregivers manage their own emotions effectively when faced with difficult behaviors from children they care for.

**Jeremy Mork**, *MSW, LICSW, Therapist* & **Missy Butler**, *MS, LMFT, Therapist—State Operated Services, Child and Adolescent Behavioral Health Services, MITH, DHS* **ROOM 302**

**19 Healthy Home, Healthy Children**

**All** This session will focus on connections between environmental contaminants and the mental health of our children. Many chemicals we are exposed to daily have been linked to adverse affects to health, brain development, and behavior. Learn about the research and chemicals of concern, what products they are in, safer alternatives, and steps you can take in your home and community to protect your family's health.

**Kim LaBo**, *Program Organizer—Clean Water Action/Health Legacy Coalition* **GOOSEBERRY 2**

**20 Shared Care: Integrating Mental Health and Primary Care**

**Pr** The Beltrami Area Service Collaborative has partnered with Sanford Health, Primewest Health, and the Thrive Initiative to start this new shared care project in Beltrami County. Learn how technology is used to provide screening and psychiatric consultation, in addition to care coordination, with the goals of early intervention and bridging the gap between primary care doctors and mental health providers.

**James Jarmuskewicz**, *MD, Child and Adolescent Psychiatrist—Wildgen and Wilimek and Assoc.*; & **Becky Secore**, *MS, LMFT, Children's Mental Health Coord.* & **Jody Wilkinson**, *Care Coord.—Beltrami Area Service Collaborative* **SPLIT ROCK 2**

**21 OutSide the Lines: A Personal Journey**

**Pr** 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, 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. This powerful story will especially benefit anyone who interacts with at-risk families.

**Karen Wussow**, *LSW, MFIP Out-Reach Specialist—Crown Wing County* **ST. LOUIS**

**22 Challenges of American Indian Youth**

**All** Intergenerational burdens create stress, anxiety, anger and frustration for many American Indian youth. Faced with challenges that include peer pressure, uncertain housing, violence, drug and alcohol abuse, and disconnection from cultural traditions, these youth often fall through the gaps and cracks in services. Through multimedia approaches, this session will present the youths' point of view as well as ideas on providing more effective services.

**Wendy Drift**, *Mental Health Worker*, **Janelle Burton**, *Homeless Program Coord.*, & **Clint Miller**, *Youth Transitional Living Program Case Mgr.—Bois Forte Health & Human Services, Mental Health Program* **ROOM 202**

**23 Understanding the Needs of the Somali Caregiver and Families of Children with Autism**

**Pr** Understanding unique needs of Somali families of children with special needs, autism in particular, is key for better assessment, treatment, and outcomes. A 2009 study explored the financial, social, and emotional challenges of these families; findings inform practical recommendations for improving quality of service delivery. This session will describe these ideas and resources for families, as well as give insight to the Somali culture.

**Huda Farah**, *MS, Executive Director—HEAL Institute* **SPLIT ROCK 1**

**24 ASD: Transitioning from Adolescence to Adulthood**

**All** This session will examine not just process, but the importance of nurturing an interdisciplinary team with families as leaders in this individual-centered process. Unique attributes of autism as they relate to adulthood, challenges and critical accommodations, and gifts these individuals have to share with the world of work will be discussed. Specific tools and strategies that lead to a self-determined, safe, and satisfying adulthood will be shared.

**Jody Van Ness**, *MA, Psychoeducational Consultant*, **Karin Hampton**, *PHD, LP, Child Psychologist*, & **Doris Read**, *PHD, LP, Child Psychologist—Fraser Child & Family Ctr.* **ROOM 204-205**

**25 Integrating School-Wide PBIS in Separate Sites for Students with EBD: Lessons Learned Towards Implementation Fidelity**

**Pr** School-Wide Positive Behavioral Interventions and Supports (SW-PBIS) is a powerful system s change approach to promoting positive student behavior. As a prevention model, implementation in a special setting for students with emotional or behavioral disorders (EBD) raises some interesting challenges. Presenters will provide the audience with examples of lessons learned in Setting 4 programs, focusing on basic features and fidelity.

**Shelley Neilsen Gatti**, *PHD, Assistant Professor—Univ. of St. Thomas*; **Char Ryan**, *PHD, PBIS Coach and Evaluation Specialist—(MACMH) Metro RIP*; & **Kim Adams**, *PHD, Principal, Director of EBD Prog.—Minneapolis Public Schools* **ROOM 203**

**26 What Babies Want: Calming and Communicating with Babies**

**Pr**  **Ec** Research being conducted in the field of prenatal and perinatal psychology is bringing forth a new understanding of early infant development. This presenter, author of CALMS: A Guide to Soothing Your Baby and What Babies Want: Calming and Communicating with Your Baby will offer professionals a new view of babies and an essential tool kit for creating family harmony and parent-child connection. *(Levels 2, 3, & 4—pregnancy and early parenthood, infant and young child development and behavior, infant/young child and family-centered practice.)\**

**Carrie Contey**, *PHD, Early Parenting Coach—Austin, Texas* **ROOM 303**

**27 Psychotherapy Revisited: Reformulating a Previous Psychotherapy Case from the Infant Parent Program (Part 1)**

**Pr**  **Ec** Clinicians do not often get the chance to "do over" a clinical case. This presenter recently had the opportunity to revisit a case from 1992 with her former supervisor Alicia Lieberman, Ph.D. This 2-part presentation will discuss the original approach to this very complex case, changes in theory and practice that have come about in the ensuing twenty years, and how we might approach this same case now. *(Levels 3 & 4—Parent-infant/toddler psychotherapy, psychotherapeutic and behavioral theories of change, reflection.)\**

**Carol F. Siegel**, *PHD, LP, IMH-E® (IV), Clinical Psychologist, Private Practice* **GOOSEBERRY 3**

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	<input checked="" type="checkbox"/> Intermediate	<input checked="" type="checkbox"/> <b>Pr</b> Professionals
	<input checked="" type="checkbox"/> Advanced—Gen	<input checked="" type="checkbox"/> <b>All</b> Parents & Professionals
	<input checked="" type="checkbox"/> Advanced—Tech	<input checked="" type="checkbox"/> <b>Ec</b> Early Childhood
Level Criteria - pg 2		*EC Competencies - pg 2

**28 A Practical Exploration of When ADD and Trauma Co-exist at Home and in the Classroom**



Increasingly professionals are acknowledging inattention, restlessness, or extreme bursts of energy can be symptoms of attention deficit disorder or a response to chronic anxiety linked to traumatic experiences. This interactive session will explore the intersection of these vital childhood mental health conditions. Brain development research on executive functioning and chronic arousal will be shared, as well as what one can do in the home, classroom, or therapy room.

**Krista Nelson**, MA, LICSW, LMFT, Project Coord.—Wilder Foundation Ctr. for Children with Reactive Attachment Disorder; & **Brad Houghton**, PSYD, LP, Clinic Psychologist—Wilder Foundation Child Guidance Clinic **ROOM 204-205**

**29 How Families of Children with ASD Survive .... and Thrive**



This session will look closely at strengths and characteristics of families who are resilient in the midst of raising a child with special needs, particularly families who have a child with ASD. Information based on research, as well as based on collective experiences, will be shared. Parents and professionals will gain strategies to promote resilience in families, and will think creatively about services to support families.

**Judith Strommen**, MA, LP, Program Site Supervisor, Mental Health Professional, **Barb Klatt**, MSW, LICSW, Mgr. of Child & Family Mental Health & Preschool Mental Health, & **Rochelle Brandt**, PHD, LP, Director—Fraser Child and Family Ctr. **ROOM 302**

**30 Pathways to Hope: Living and Working with Fetal Alcohol Spectrum Disorders**



This workshop will use experiences of the experts (families living with FASD) to describe behavior characteristics common with FASD, behavior strategies most likely effective, and how to encourage a developmental growth spurt. The presenters will also explain the importance of a team approach and how each member has a vital role in the development of an ever-changing life plan.

**John Hays**, Executive Director—Hays Kids; & **Janice Goudy**, FASD Family Resource Coord.—MN Organization on Fetal Alcohol Syndrome (MOFAS) **ST. LOUIS**

**31 Coming Out: Integration of LGBTQA Identity**



Coming Out can be the process of transforming a negative identity into a positive one through adjusting to and accepting a stigmatized identity. Feeling positive about themselves is central to LGBTQA (Lesbian, Gay, Bisexual, Transgender, Questioning, Ally) youths' mental health. This workshop will inform parents and professionals about the Coming Out process and their role in helping LGBTQA youth.

**Troy R. Weber-Brown**, MS, LMFT, Mental Health Program Director—Element Mental Health Services **ROOM 202**

**32 Suicide – Together We Can Raise Awareness**



This session will focus on suicide awareness and prevention from a clinical and personal/family perspective. Risk factors and warning signs of suicide will be identified, as well as strategies and ideas that parents can use if their teenager is depressed or suicidal. Presenters will discuss treatment and resource options and share

personal experience on the importance of support and outreach to survivors.

**Jim Schober**, MA, Licensed Psychologist—Northwest Mental Health Ctr.; & **Terri Hegge**, Parent, Founder—Russell Rocks **SPLIT ROCK 2**

**33 An Evidence-based Guide to Building Resilience with Youth**



The acquisition of resilience increases efforts to exert control over behavior and reduce the symptoms of mental illness. This session will present a strength-based model incorporating interventions proven to build resilience in youth. Participants will receive a planning guide with asset-building interventions appropriate for using in homes as well as in treatment settings.

**Dean Grace**, ED.D, Director of Community Alternatives for Disabled Individuals—Northwood Children's Services **FRENCH RIVER**

**34 Adolescents and Mental Health: Building Independent Living Skills**



Concrete lessons on life skills for youth should be balanced with lessons on the less tangible skills necessary to navigate systems. This session will identify the components for comprehensive independent living skills training. Discussion will include integrating best practices, youth development, self-care, and service delivery, as well as the necessary safety nets that should be in place for adolescents with mental health issues as they transition to independence.

**Ann Gaasch**, MA, Program Director—Genesis II for Families **GOOSEBERRY 3**

**35 Redefining Conflict: Positive Interactions in Difficult Moments**



Miscommunication, avoidance, anger, fear—dynamics that interfere with healthy interactions. Participants will learn skills for addressing common pitfalls in communication and techniques for resolving misunderstandings quickly to avoid behaviors that can escalate tense situations. Learn how to move through conflict to achieve better understanding and reduce ineffective patterns of interaction.

**Mary Helmin**, MS, LICSW, Psychotherapist—U of MN Medical Ctr., Fairview Adolescent Mental Health **ROOM 203**

**36 Ethics and Boundaries with Small, Rural, or Niche Populations**



This interactive presentation will define, identify, and recognize boundaries of professionals working with small, rural or niche populations. Both detrimental and beneficial boundary crossings will be considered, as well as dual relationships and ethical decision making related to dual relationships. Guidance and recommendations for ethics and boundaries will be presented, and participants will be encouraged to openly discuss their experiences, challenges, tips, and recommendations with one another.

**Jaime Monson**, MSW, LICSW, Mental Health Therapist—Volunteers of America **ROOM 303**

**37 Expanding our Tool Box: Social Skills Strategies that Work!**



This interactive workshop will review current research on the importance of social-emotional learning in childhood and provide professionals and parents with a well-stocked toolbox 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 will include games, books, and activities that really engage students.

**Cathy Thomas**, LISW, MS.ED., School Social Worker & **Scott Graham**, LISW, MS.ED.—St. Michael/Albertville Schools **ROOM 304-305**

**38 Mayday, Mayday... When Crisis and Death Impact School**



This session will describe grief and the process of coming to terms with loss, focused on effective strategies for supporting children and families from a school-based perspective. A framework of support will be outlined that can be adapted to meet the needs of any size school district. Conversations with the bereaved will be shared that identify the impact that support services have on students and families during crisis, death, and loss.

**Mary T. Schmitz**, MSW, LICSW, School Social Worker & **Judy Johnson**, Prevention Specialist/Crisis Coord.—ISD 728, Elk River Area School District **GOOSEBERRY 2**

**39 The 3Rs of Special Education: Rights, Responsibilities and Resources**



Understand rights and responsibilities associated with the provision of special education services. After a brief overview of Section 504 and due process of Individuals with Disabilities Act (IDEA), presenters will explain legal processes that produce educational benefit. Guidance for participating in IEP meetings and how to access the dispute resolution options available in the district and through the MN Department of Education will be included.

**Patricia McGinnis**, ADR Coord. & **Barbara Case**, JD, Compliance and Assistance Supervisor—MDE **ROOM 301**

**40 Where's Daddy? What Happened to Mommy? Military Life Through the Eyes of Infants and Toddlers**



Working with military families requires an in-depth awareness of strengths, challenges, and unique dynamics for children. This workshop will focus on connectedness, nurturing, behavior patterns, parental self-care throughout the deployment cycle, and how military-specific factors affect and influence infants and toddlers. Participants will leave with techniques to put into action. (Levels 2 & 3—Family relationships and dynamics; cultural competence; attachment, separation and loss.)\*

**Cynthia Rollo-Carlson**, MSW, MA, LICSW, LADC, CT, Psychotherapist—Carlson Counseling and Consulting; & **Pam Hudson**, Family Preservation Case Manager—Leech Lake Band of Ojibwe, Child Welfare (ICWA) **SPLIT ROCK 1**

**41 Psychotherapy Revisited: Reformulating a Previous Psychotherapy Case from the Infant Parent Program (Part 2)**



Clinicians do not often get the chance to "do over" a clinical case. This presenter recently had the opportunity to revisit a case from 1992 with her former supervisor Alicia Lieberman, Ph.D. This 2-part presentation will discuss the original approach to this very complex case, changes in theory and practice that have come about in the ensuing twenty years, and how we might approach this same case now. (Levels 3 & 4—Parent-infant/toddler psychotherapy, psychotherapeutic and behavioral theories of change, reflection.)\*

**Carol F. Siegel**, PHD, LP, IMH-E® (IV), Clinical Psychologist, Private Practice **GOOSEBERRY 1**

**42 Workshop by Keynote—****Pa** **Soothing the Family:  
Promoting Optimal Mental Health  
and Wellness in All Family Members**

Families today experience a multitude of stressors, particularly families of children with mental, emotional, or behavioral disorders. Designed especially for parents and caregivers, this interactive workshop will involve discussion of common family pressures and stressors. Then strategies will be offered to overcome the barriers of healthy family functioning, creating opportunities for optimal mental health and wellness of all family members.

**L. Read Sulik, MD, Senior Vice President—Mental Health Services, Sanford Health FRENCH RIVER**

**43 U of MN Series—****Pr** **Autism Spectrum Disorder: Diagnosis,  
Assessment, and Best Practices**

How do we identify behaviors compatible with ASD at different ages and language levels? Why have prevalence rates increased within particular populations? This session will examine the complexities of identifying individuals with ASD, including current and proposed diagnostic criteria. The presenter will also discuss best practices including a review of commonly used assessment tools, levels of training and expertise needed, and culturally sensitive assessment practices.

**Robin K. Rumsey, PhD, LP, Pediatric Neuropsychologist, Asst. Professor—Autism Spectrum and Neurodevelopmental Disorders Clinic, U of MN ROOM 304-305**

**44 Evidence-based Treatment  
of Eating Disorders in Adolescence**

**Pr** Eating disorders involve medical complications and high rates of medical co-morbid psychiatric disorders. This presentation will review indications for hospitalization and behavioral intervention. In addition, evidence-based treatment including family-based treatment, cognitive behavioral therapy, and dialectical behavioral therapy will be discussed with clinical examples.

**Julie Lesser, MD, Child and Adolescent Psychiatrist & Heather Gallivan, PsyD, LP, Clinical Psychologist—Melrose Institute SPLIT ROCK 1**

**45 Assessment and Treatment of  
Adolescents with Gender Identity Issues:  
The Role of Therapy  
in Social and Medical Transition**

This workshop will discuss the assessment and treatment philosophy used with adolescents who have gender identity concerns and their caregivers. The presenters will explore the role that group therapy can play in decision making about social and medical transition. Diagnostic controversies and differential diagnoses related to gender identify and the pros and cons of two prominent treatment models will also be reviewed.

**Dianne Berg, PhD, LP, Assistant Professor & Katie Spencer, PhD, LP, Staff Psychologist—Program in Human Sexuality, U of MN ROOM 202**

**46 Mirrors In/Windows Out:  
Working with Adolescents  
Dealing with Self-injurious Behavior**

This session will focus mostly on the cutting aspect of self-injurious behavior. Who cuts and why will be discussed, as well as how to support adolescents

to safely and respectfully observe and describe their emotions. Many interventions will be described, including one using the youth's own personal creativity to allow the area of concern to be objectified and studied.

**Bruce O'Leary, LMFT, Director of In-Home and Outpatient Services—Therapeutic Services Agency ROOM 203**

**47 Animal Assisted Therapy with Children**

**Pr** This workshop will offer a general overview of the therapeutic efficacy of the human-animal bond with children during counseling. Participants will find out how Freud partnered with his own dogs as well as learn about best practices used today and research that supports them. Explore the possibilities of integrating an AAT (Animal Assisted Therapy) program into your counseling sessions with children.

**Carolyn Kinney, PsyD, Clinical Coord. / Primary Therapist—Safety Ctr., Inc.; & Patti Anderson, M.Ed, CPDT, Therapy Animal Trainer—Doggone Good Coaching, LLC GOOSEBERRY 1**

**48 Narrative & Collaborative  
Approaches for Helping Adolescents  
Create Preferred Lives**

This presentation will offer parents and professionals several collaborative and narrative approaches to use in assisting adolescents to navigate life's problems. Regardless of the type of problem—anxiety, depression, addiction, or relationship struggles—these approaches can help adolescents and their families in moving to a preferred way of living and being.

**Michelle Hunt-Graham, MA, LMFT, Marriage and Family Therapist—Inside Out Life Development SPLIT ROCK 2**

**49 Minnesota's Hidden Heroes: How  
Deployment Affects Youth and Families**

**Pr** The emotional cycle of deployment and its impacts on youth, families, and service members will be described in this session. Participants will gain insight into behaviors, attitudes, and coping mechanisms of youth and families as well as learn how they can provide support within communities.

**Kia Harries, M.Ed, 4-H Youth Development Educator & Amber Runke, 4-H Operation Military Kids Program Specialist—U of M Extension: Operation Military Kids; & Darlene Wetterstrom, MSW, LCSW, Military Family Life Consultant—Beyond the Yellow Ribbon Program ROOM 301**

**50 Mythbusters: Uncovering the Truth  
about Youth with Mental Health Needs**

**All** Everyone has a story to tell. Sharing personal stories can move, inform, and empower others. The Youth Advisory Board on Mental Health, sponsored by the MN Statewide Family Network, is made up of teens with a mental health diagnosis who have developed this presentation that will encourage, challenge, and redefine how you live and work with teens with mental illness.

**Renelle Nelson, MA, Parent Advocate/Executive Director & Youth Advisory Board on Mental Health Members—MN Statewide Family Network ROOM 303**

**51 Teaching Happiness and Well-being**

**All** Learn to teach children skills to be a successful human: to create and sustain meaningful relationships, to find and develop strengths, to foster positive emotion, and to care for the body and mind. Concepts discussed will include

emotions and emotional management, resilience, strengths, relationships, mindfulness, and meaning. This session will provide philosophical background, as well as concrete research supported ideas to help children flourish at home and in school.

**Lonna Housman Moline, ED.D—Eastern Carver County Schools ROOM 204-205**

**52 Creating Replicable,  
Self-sustaining School-based  
Mental Health Treatment Programs**

This workshop will give an overview of the essential components for successful school mental health programs. The presenter will outline the legal, financial, clinical, and educational issues that need to be addressed in order to create sustainable programs. Professionals' roles, potential funding sources, school district CTSS billing, contractual relationships, and methods of analyzing program outcomes will also be reviewed.

**William Dikel, MD, Consulting Child and Adolescent Psychiatrist, Independent Consultant GOOSEBERRY 2**

**53 Bridge Building: Best Practices with  
African American Children with Mental  
Health Needs in the School Setting**

In this session, mental health professionals will gain concrete tools and strategies to effectively work with African American families in a school setting. Parent involvement and educational achievement; African American parenting style; mutual understanding and empathy between parents and schools; parent empowerment; and lessons in providing mental health services to African American children will all be addressed.

**Sabrina Walker, MSW, Behavioral Health Therapist & Edna Geddes, PsyD, Behavioral Health Therapist—African American Family Services GOOSEBERRY 3**

**54 Infant/Early Childhood Mental Health  
for Clinicians and Parents**

**All** This will be a hands-on, engaging workshop for individuals interested in the health and well being of infants and young children. Participants will learn basic assessment, diagnosis, and intervention strategies for working with infants and young children. Dyadic therapy, DIR, neurosequential intervention, and dynamic systems therapy will be addressed in some detail. (Levels 3 & 4—*Psychotherapeutic and behavioral theories of change; disorders of infancy and childhood*)\*

**James Geidner, PhD, LPC, LCPC, Assistant Professor—Univ. of Wisconsin, Superior ROOM 302**

**55 When Science Meets Practice:  
Applying the Science of  
Early Childhood Development  
to Infant Maltreatment (Part 1)**

Using video, lecture, and case examples, this session will describe the impact of neglect and trauma on brain development, the development of the stress response system, and mechanisms for intergenerational transmission of trauma. Practical assessment and intervention strategies that are immediately applicable to front line child welfare, mental health, and home visiting professionals will be emphasized. (Levels 2 & 3—*Infant/young child development and family-centered practice; developmental guidance*)\*

**Evelyn Wotherspoon, MSW, Social Worker—Private Practice, Calgary, Alberta ST. LOUIS**

**56 U of MN Series—**  
**What works? Levels of Evidence**  
**for Popular Treatments for ASD**

Families of children with autism spectrum disorder (ASD) are bombarded with information and advice about treatments for their children. This session will classify common therapies in terms of levels of scientific evidence and discuss challenges in conducting research on treatment of ASD. The presenter will describe how a treatment's level of research support is determined, common treatments that fall within these levels, and how to provide accurate information to parents while supporting their decisions.

**Amy N. Esler, PhD, LP, Psychologist and Assistant Professor of Pediatrics—Autism Spectrum Disorder Clinic, U of MN**  
**ROOM 304-305**

**57 ADHD & ODD:**  
**What's the Difference?**

Are the kids in your life challenging you with off task behaviors and back talk? This presentation will offer a beginning look at the similarities and differences between ADHD and ODD. Causes, behaviors, and treatments will be included, as well as coping strategies for children and caregivers.

**Betsy Hennen, M.Ed, Teacher—H.E.L.P. Kids! (Help Easy Lessons for Parents and Kids!)** **GOOSEBERRY 3**

**58 Addressing Socio-medical Needs**  
**of the GLBT Teen**

This session will address ways to ensure your GLBT (gay, lesbian, bisexual, transgender) mental health clients receive quality, GLBT-appropriate medical services. The presenter works at a free walk-in teen clinic that provides medical service to at-risk youth of all sexual orientations. Through this work she has become aware of common barriers that prevent these youth from getting their specific medical needs met. Learn how to help GLBT youth navigate these barriers and find GLBT-friendly medical care.

**Caroline A. V. Woods, PAC, MS, Physician Assistant at Teen Clinic/Wellness Ctr. & Melissa Frackowiak, LGBT Coord./Together for Youth—Lutheran Social Service**  
**ROOM 301**

**59 Grief During Late Adolescence**

The loss of a loved one can significantly impact development for older adolescents and young adults as they struggle to manage emotions and develop identity, competence, autonomy, mature interpersonal relationships, purpose, and integrity. This presenter will examine the unique needs and developmental stage of emerging adults who are grieving a loss, then review three contemporary models of grief, giving applications of clinical interventions for each model.

**Eunie Alsaker, MSSW, UCSW, College Counselor, Clinical Social Worker—Winona State Univ.** **ROOM 302**

**60 Practical Use of Relaxation**  
**for Children with Anxious**  
**and/or Depressive Symptoms**

Experience relaxation and mindfulness techniques and learn how to incorporate them into the life of a child or adolescent struggling with anxiety or depression. This workshop will begin with an overview of developmental stages and symptoms of anxiety and depression in children. Background of these practices will also be reviewed as well as

evidence that supports these skills being effective in helping children to cope with stress.

**Shelly Richardson, MSW, UCSW, Clinical Social Worker—Northern Pines Mental Health Ctr.; Tracy Jeremiason, MSW, UCSW, Social Work Program Coord./Instructor—College of St. Scholastica, Brainerd Program; & Kim Dwinell-Dillon, In-Home Skills Counselor—Northern Pines Mental Health Ctr.**  
**FRENCH RIVER**

**61 Mindfulness with Children:**  
**How Does It Work and Why?**

Workshop participants will learn about mindfulness and how it can best be utilized to elicit change among children and adolescents. The presentation will focus on understanding mindfulness in developmental terms and practicing the basic techniques. Current clinical and evidence-based literature regarding the integration of mindfulness into the therapeutic process, and documenting successful behavioral and psychological change, will be reviewed.

**Jill Leverone, PHD, LP, Assistant Professor—Argosy Univ.**  
**ROOM 203**

**62 Sweet Leaf in 2011**

So called “synthetic marijuana,” such as K2, SPICE, et al, is an increasing popular substance of abuse in Minnesota. This session will focus on symptoms of intoxication of this substance, which can mimic symptoms commonly associated with mental illness. Utilizing differential assessment techniques, specific detail and examples will be given to help differentiate between physiological and psychological symptoms of abuse of this substance versus a primary mental health disorder.

**Rick Moldenhauer, MS, LADC, ICADC, LPCC, Treatment Services Consultant—Alcohol and Drug Abuse Division, DHS**  
**ST. LOUIS**

**63 Metro Children's Crisis Services**  
**(MetrCCS) Providers:**  
**Responding to Children's Mental Health**  
**Crisis with a Continuum of Care**

MetrCCS providers and partners will describe their children's mental health crisis teams, the role they play, and the services they make available for children and families in the seven-county metro area. They will explain how crisis teams work with parents, hospitals, police, schools, and other interested stakeholders to make sure services are as seamless as possible as well as discuss tools for parents to support their children during a mental health crisis.

**Suzette Scheele, Director of Operations—NAMI MN; Brian Vue, MSW, UCSW, Mental Health Professional—St. Paul Youth Services; Mary Jo Verschay, MSSW, Children's Mental Health Program Consultant—Children's Mental Health Division, DHS; & Brian McGlenn, UCSW, Supervisor—Dakota Co. Crisis Response Unit**  
**SPLIT ROCK 1**

**64 They Call The Wind Miranda**

This parent will share her story, beginning 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 this parent's and youth's perspective about the challenges and joys of success; leave with hope and encouragement.

**Sandie Murray, Parent—Parent Voices of NAMI St. Cloud & Miranda Murray, Youth** **GOOSEBERRY 1**

**65 Integrating RtI, PBIS, and SMH:**  
**Aligning and Strengthening**  
**Services and Supports for Students**

Response to Interventions (RtI), Positive Behavioral Interventions and Supports (PBIS), and school mental health (SMH) all have a shared goal of supporting students and improving educational outcomes. Learn how they compliment each other and how to successfully integrate them to provide a strong, best-practice approach that will reduce barriers to learning for students in general and special education.

**Mark Sander, PSYD, LP, Senior Clinical Psychologist, Mental Health Coord.—Hennepin Co./Minneapolis Public Schools; & Doug Marston, PHD, Administrator for Research, Evaluation, & Assessment—Minneapolis Public Schools, Special Education Dept.** **ROOM 204-205**

**66 Mental Health Challenges**  
**of Immigrant Muslims**

This workshop will address the unique challenges and stressors immigrants face in the United States. Islamic beliefs and practices will be explained to eliminate misconceptions about this fast growing religion and help participants understand their Muslim clients and neighbors better. Professionals will learn culturally competent ways of helping their Muslim clients deal with mental health issues.

**Zehra Ansari, MA, LP, Licensed Psychologist and School Psychologist—Ansari Psychological Services**  
**GOOSEBERRY 2**

**67 Cultural Considerations for**  
**Understanding Early Childhood**  
**Development and Disorder**

Cultures are strikingly different in how child development is viewed; hence, providing language interpretation alone is not enough for many families. This presentation provides an example of agency change based on changing needs of the community. Presenters will describe a model for approaching newcomers with diverse cultural backgrounds and varying language access needs. (Levels 3 & 4—Cultural competence; policy and program administration)\*

**Kathryn McGraw Schuchman, MA, LP, Psychologist & Pat Pulice, MA, LP, Autism Services Director—Fraser Child and Family Ctr.** **ROOM 303**

**68 When Science Meets Practice: Applying**  
**the Science of Early Childhood**  
**Development to Infant Maltreatment**  
**(Part 2)**

Using video, lecture, and case examples, this session will describe the impact of neglect and trauma on brain development, the development of the stress response system, and mechanisms for intergenerational transmission of trauma. Practical assessment and intervention strategies that are immediately applicable to front line child welfare, mental health, and home visiting professionals will be emphasized. (Levels 2 & 3—Infant/young child development and family-centered practice; developmental guidance)\*

**Evelyn Wotherspoon, MSW, Social Worker—Private Practice, Calgary, Alberta** **SPLIT ROCK 2**

<b>Key</b>	<b>Technical Levels</b>	<b>Target Audience</b>
	<input type="checkbox"/> Basic	<input type="checkbox"/> Parents
	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Professionals
	<input type="checkbox"/> Advanced—Gen	<input type="checkbox"/> Parents & Professionals
	<input type="checkbox"/> Advanced—Tech	<input type="checkbox"/> Early Childhood
<b>Level Criteria - pg 2</b>		<b>*EC Competencies - pg 2</b>

**69 U of MN Series—**

**Pr** **Establishing Early Communicative Skills: Augmentative Communication Practices with Learners Experiencing Autism Spectrum Disorders**

This session will focus on growing instructional technology in the area of social/communication skill intervention. The presenter will discuss a range of early communicative skills, and address how to begin teaching these skills with particular emphasis on beginning communicators. When an augmentative/alternative communication (AAC) should be implemented; what effect AAC will have on future speech development; and advantages derived from the implementation of AAC will also be explored.

**Joe Reichle, PhD, Professor and Research Director—Leadership and Education Training Program in Neurodevelopmental Disabilities, Dept. of Speech-Language-Hearing Sciences, and Dept. of Educational Psychology, U of MN ST. LOUIS**

**70 Recognizing the Impact of Prenatal Alcohol Exposure**

**Pr** This presentation is geared toward professionals who work with kids, older teens, and young adults who may be affected by FASD. Participants will learn about basic brain functioning in relation to FASD brain damage, identify "red flags" for diagnosis, understand the relationships between secondary disabilities and primary brain damage, and discover protective factors and strategies to increase success.

**Susan Terwey, MS, Program Director—MN Organization on Fetal Alcohol Syndrome (MOFAS) GOOSEBERRY 2**

**71 Using the New Theories of ADHD to Create More Effective Strategies**

**All** The latest data sheds new light on the motivational system of executive functions, opening up a new view for more reasonable expectations and effective treatment of ADHD. This session will look at new theories that highlight the importance of emotions and executive functions in self-regulation and how they are changing our understanding of ADHD. Using these views we will highlight and demonstrate some of the strategies and management approaches that are improving outcomes.

**Cindy Lea, MA, MFT, Psychotherapist, ADHD Consultant and Speaker—Succeeding with ADD; & Erin Meyer, MSW, Social Worker—Beechwood Inc. ROOM 304-305**

**72 Strategies for Trauma Awareness and Resilience (STAR): First Aid for the Head, Heart, and Spirit**

**All** How can we be prepared to respond to others' needs when tragedy strikes? How do trauma/chronic stress impact the body, mind, and spirit? How can we help others in ways that do no harm? This workshop introduces principles of STAR which integrates neurobiology, psychology, restorative justice, conflict transformation, and spirituality for healing. Conference participants will learn practical strategies to render emotional first aid in times of trauma and tragedy.

**Donna Minter, PhD, LP, Neuropsychologist/Clinical Psychologist/Forensic Psychologist—MN Epilepsy Group/Wisconsin Forensic Unit/Private Practice GOOSEBERRY 3**

**73 Music Therapy: Interventions in Mental Health**

**All** The presenters will provide a background of music therapy and describe how it is utilized in their work in educational and clinical settings. Experiential components will include: lyric analysis to increase parent/professional awareness regarding current music trends, and autogenic music relaxation demonstrating the effectiveness of music as an intervention for anxiety and stress reduction/management to be used in home, classroom, or clinical settings.

**Veronica Jacobson, MM, MT-BC, Music Therapist—Lee Carlson Ctr. for Mental Health and Well-Being; & Danielle Malo, MM, MT-BC, Music Therapist—AMPLATZ U of MN Children's Hospital, Fairview ROOM 303**

**74 Helping Children with Mental Health Disorders Through Horses**

**Pr** Equine Facilitated Therapy (EFT) can be used as a stand-alone or conjunctive treatment model to support self-motivated change. Presenters will describe the EAGALA (Equine Assisted Growth and Learning Association) model, a multisensory and immediate feedback model, as well as integrative treatment strategies from a research-based perspective and how they can assist in family and individual behavioral programming, intervention, and therapy.

**Leslie Russell-Martin, MS, LMFT, PHD, LP, Marriage and Family Therapist, Psychologist & Leslie Young, MS, Intern—True Balance PLLC SPLIT ROCK 1**

**75 iBrain 2011: The Effect of Technology on Brain Development, Function, and Social Interaction**

**All** This workshop will present the expanding body of research finding that early and excessive electronic stimulation may not only affect brain functioning, but may actually change physiological development of the brain. Increased aggression, mood problems, disrupted sleep patterns, poor social skills, disorganized thinking, increased agitation and irritability, family conflict, inattentiveness, distractibility, and even increased rates of ADHD and autism are possible results. Specific examples of "brain enhancing" and "brain limiting" technology, as well as specific guidelines, will be offered.

**Gary Johnson, PHD, LP, LMFT, Psychologist, Clinical Director—Clinic for Attention, Learning, and Memory (CALM), Loring Family Clinic FRENCH RIVER**

**76 DISORDERED [thy name is teenager]: a play**

**All** ADHD. OCD. ODD. Eating disorder. Addicted. Anxious. Depressed. Alcoholic. Suicidal. For teenagers, these may be helpful diagnoses, or harmful labels. Can they be both? Just what is going on inside the teenage brain? Participants will view this heart-rending and hilarious, award-winning, professionally-produced film written by teens about what it's like to live with these labels; time for discussion will be included.

**Adam Arnold, MA, LAMFT, Artistic Director/Psychotherapist—blank slate theatre ROOM 302**

**77 Parents and Social Services: From Critical Circumstances to Collaborative Success**

**All** Hear a parent and family perspective, as well as a professional perspective from these presenters who managed to find success working together in what can be a challenging relationship—social services and parents. They will share how they built a trusting relationship, kept the focus on the child's best interests, and promoted mutual respect and understanding. This session will be an interactive experience featuring real world accounts and practical strategies for working together.

**Lynne Peterson, Parent Leader—NAMI MN; & Ashley Stevens, MA, Children's Mental Health Case Manager—Dakota Co. Social Services SPLIT ROCK 2**

**78 Transitioning to College with a Psychiatric Disability: Cultivating a Plan for Success**

**All** College campuses are seeing growing numbers of students with a mental health diagnosis. Advanced planning while in high school can help students acquire the self-advocacy, illness management, and interpersonal skills they need to succeed. This workshop will give ideas and examples on how to develop treatment plans to support these skills, as well as explain how students can obtain medical documentation to request disability related accommodations.

**Sara Hegge, MA, MSW, LGSW, Mental Health Therapist—Volunteers of America Mental Health Clinic GOOSEBERRY 1**

**79 Working Effectively With Parents Exhibiting Signs of Mental Illness**

**Pr** In school the student is the primary patient but too often we find ourselves waylaid by the needs of the parent. This session will focus on the development of practical methods for working effectively with parents exhibiting signs of mental illness. Utilizing a strategic problem-solving model, attendees will learn how to adapt their communication patterns to meet the needs of mentally ill adults.

**Jeff Jorgensen, MAMFT, ED.S, Director of Special Education—Alexandria School District ROOM 204-205**

**80 Physical Activity for the Mental Health of Infants and Toddlers**

**All** **EC** Infants and toddlers gain mental health benefits with physically active lives. Their motivation is driven by developmental exploration and excitement with "significant others." This workshop will explore these concepts and give practical "best-practice" information and resources for infants and toddlers you serve or love. (*Level 2—Infant and young child development and behavior; infant/young child and family-centered practice*)\*

**Carol Leitschuh, PhD, Consultant and Affiliate Faculty—Ctr. on Neurobehavioral Development and Ctr. on Early Education and Development, U of MN ROOM 203**

Key	<b>Technical Levels</b>	<b>Target Audience</b>
	<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 checked="" type="checkbox"/> Advanced—Technical	<input type="checkbox"/> Early Childhood Specific
Level Criteria - pg 2		*EC Competencies - pg 2

# 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.
- **Visit the MAIECMH Exhibit booth to become a member!**



**Purchase of this super cool mug will help us bring Fidgety Fairy Tales to more schools next year.**

**Find them at the MACMH exhibit booth!**

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# Monday, May 2, 2011

Key CITY SIDE HARBOR SIDE

8:00	Registration/Continental Breakfast/Exhibits	FITZGERALD HALL
Welcome/Announcements/Keynote Speaker		
8:45 – 10:00	<b>L. Alan Sroufe, PHD</b>	LAKE SUPERIOR BALLROOM
10:00 – 10:15	Break/Exhibits	FITZGERALD HALL
<b>10:15 – 12:15 Concurrent Workshops 1 – 13</b>		
1.	<b>Workshop by Keynote</b> —Understanding the Impact of Attachment on Development • <i>L. Alan Sroufe</i>	ROOM 204-205
2.	Adolescent Depression: Implications for Anomalous Functioning of the Neurobiological Stress System • <i>Bonnie Klimes-Dougan</i>	ROOM 303
3.	ADHD 2011: A New Decade. Proposed DSM-V Diagnostic Changes and Treatment Advances • <i>Gary Johnson &amp; Joanne Search Johnson</i>	FRENCH RIVER
4.	Effective Family-Focused Skills Building Interventions for Children and Adolescents with Behavioral-Emotional Problems • <i>Michael Bloomquist</i>	ROOM 304-305
5.	Look and Learn • <i>Amy Robinson &amp; Emily Honken</i>	GOOSEBERRY 3
6.	Inner City Youth - The Challenges with Violence in Homes, School, and Society • <i>Coach Nakumbe</i>	GOOSEBERRY 2
7.	Working Towards Healthy Family Sexuality • <i>Elizabeth Bergman &amp; Amy Moeller</i>	SPLIT ROCK 1
8.	Lethal Means Restriction Education Program • <i>Sue Abderholden • CANCELLED!</i>	GOOSEBERRY 1
9.	Inner Knowing: Mindfulness Techniques to Use with Children • <i>Kathy Flaminto &amp; Julie Hurtubise</i>	ROOM 302
10.	Beyond The Social Story: Creating Stories for Children that Integrate Experience, Create Regulation, and Improve Relationships • <i>Ingrid Meyer &amp; Marit Appeldoorn</i>	ROOM 203
11.	Mind Up™ • <i>Charlene Myklebust</i>	SPLIT ROCK 2
12.	Teacher Child Interaction Training • <i>Jeff Jorgensen &amp; David Stern</i>	ST. LOUIS
13.	The Origins, Clinical Innovations, and Evidence-Basis for Infant and Early Childhood Psychotherapy • <i>Consuelo E. Cavalleri</i>	LAKE SUPERIOR/FITZGERALD
12:15 – 1:15 Lunch/Exhibits		
<b>1:15 – 2:30 Concurrent Workshops 14 – 27</b>		
14.	Brain Injury in Children: Potential Redefined • <i>Pete Klimkhammer</i>	GOOSEBERRY 1
15.	Jan Insider's View of Obsessive-Compulsive Disorder: Childhood Through Adulthood • <i>Stephen Cook • CANCELLED!</i>	ROOM 304-305
16.	Behavior Management Planning • <i>David X. Swenson &amp; Paul Fleckenstein</i>	FRENCH RIVER
17.	Collaborative Problem Solving Approach • <i>Linda M. Oberg</i>	ROOM 302
18.	Five Survival Skills for Caregivers of Emotionally Reactive Children and Adolescents • <i>Jeremy Mork &amp; Missy Butler</i>	

19.	Healthy Home, Healthy Children • <i>Kim LaBo</i>	GOOSEBERRY 2
20.	Shared Care: Integrating Mental Health and Primary Care • <i>James Jarmuskevicz &amp; Becky Secore &amp; Jody Wilkinson</i>	SPLIT ROCK 2
21.	Outside the Lines: A Personal Journey • <i>Karen Wussow</i>	ST. LOUIS
22.	Challenges of American Indian Youth • <i>Wendy Drift, Janelle Burton, &amp; Clint Miller</i>	ROOM 202
23.	Understanding the Needs of the Somali Caregiver and Families of Children with Autism • <i>Huda Farah</i>	SPLIT ROCK 1
24.	ASD: Transitioning from Adolescence to Adulthood • <i>Jody Van Ness, Karin Hampton, &amp; Doris Read</i>	ROOM 204-205
25.	Integrating School-Wide PBIS in Separate Sites for Students with EBD: Lessons Learned Towards Implementation Fidelity • <i>Shelley Neilsen Gatti, Char Ryan, &amp; Kim Adams</i>	ROOM 203
26.	What Babies Want: Calming and Communicating with Babies • <i>Carrie Conley</i>	ROOM 303
27.	Psychotherapy Revisited: Reformulating a Previous Psychotherapy Case from the Infant Parent Program (Part 1) • <i>Carol F. Siegel</i>	GOOSEBERRY 3
2:30 – 3:00 Refreshments/Extended Break/Exhibits Forbes Booksigning		
<b>3:00 – 4:45 Concurrent Workshops 28 – 41</b>		
28.	A Practical Exploration of When ADD and Trauma Co-exist at Home and in the Classroom • <i>Krista Nelson &amp; Brad Houghton</i>	ROOM 204-205
29.	How Families of Children with ASD Survive .... and Thrive • <i>Judith Strommen, Barb Klatt, &amp; Rochelle Brandl</i>	ROOM 302
30.	Pathways to Hope: Living and Working with Fetal Alcohol Spectrum Disorders • <i>John Hays &amp; Janice Goudy</i>	ST. LOUIS
31.	Coming Out: Integration of LGBTQA Identity • <i>Troy R. Weber-Brown</i>	ROOM 202
32.	Suicide – Together We Can Raise Awareness • <i>Jim Schober &amp; Terri Hegge</i>	SPLIT ROCK 2
33.	An Evidence-based Guide to Building Resilience with Youth • <i>Dean Grace</i>	FRENCH RIVER
34.	Adolescents and Mental Health: Building Independent Living Skills • <i>Ann Gaasch</i>	GOOSEBERRY 3
35.	Redefining Conflict: Positive Interactions in Difficult Moments • <i>Mary Helmin</i>	ROOM 203
36.	Ethics and Boundaries with Small, Rural, or Niche Populations • <i>Jaime Monson</i>	ROOM 303
37.	Expanding our Tool Box: Social Skills Strategies that Work! • <i>Cathy Thomas &amp; Scott Graham</i>	ROOM 304-305
38.	Mayday, Mayday...When Crisis and Death Impact School • <i>Mary T. Schmitz &amp; Judy Johnson</i>	GOOSEBERRY 2
39.	The 3Rs of Special Education: Rights, Responsibilities and Resources • <i>Patricia McGinnis &amp; Barbara Case</i>	ROOM 301
40.	Where's Daddy? What Happened to Mommy? Military Life Through the Eyes of Infants and Toddlers • <i>Cynthia Rollo-Carlson &amp; Pam Hudson</i>	SPLIT ROCK 1
41.	Psychotherapy Revisited: Reformulating a Previous Psychotherapy Case from the Infant Parent Program (Part 2) • <i>Carol F. Siegel</i>	GOOSEBERRY 1

# Tuesday, May 3, 2011

Key CITY SIDE HARBOR SIDE

8:00	Registration/Continental Breakfast/Exhibits	FITZGERALD HALL
<p><b>Announcements/Keynote Speaker</b>  <b>8:50 – 10:00 L. Read Sulik, MD</b></p>		
10:00 – 10:30	Break/Exhibits	FITZGERALD HALL
<p><b>10:30 – 12:00 Concurrent Workshops 42 – 55</b></p>		
42.	<b>Workshop by Keynote</b> —Soothing the Family: Promoting Optimal Mental Health and Wellness in All Family Members • <i>L. Read Sulik</i>	FRENCH RIVER
43.	<b>U of MN Series</b> —Autism Spectrum Disorder: Diagnosis, Assessment, and Best Practices • <i>Robin K. Rumsey</i>	ROOM 304-305
44.	<b>Evidence-based Treatment of Eating Disorders in Adolescence</b> • <i>Julie Lesser &amp; Heather Galloway</i>	SPLIT ROCK 1
45.	<b>Assessment and Treatment of Adolescents with Gender Identity Issues: The Role of Therapy in Social and Medical Transition</b> • <i>Dianne Berg &amp; Katie Spencer</i>	ROOM 202
46.	<b>Mirrors In/Windows Out: Working with Adolescents Dealing with Self-injurious Behavior</b> • <i>Bruce O'Leary</i>	ROOM 203
47.	<b>Animal Assisted Therapy with Children</b> • <i>Carolyn Kinney &amp; Patti Anderson</i>	GOOSEBERRY 1
48.	<b>Narrative &amp; Collaborative Approaches for Helping Adolescents Create Preferred Lives</b> • <i>Michelle Hunt-Graham</i>	SPLIT ROCK 2
49.	<b>Minnesota's Hidden Heroes: How Deployment Affects Youth and Families</b> • <i>Kia Harries, Amber Runke, &amp; Darlene Wetterstrom</i>	ROOM 301
50.	<b>Mythbusters: Uncovering the Truth about Youth with Mental Health Needs</b> • <i>Renelle Nelson</i>	ROOM 303
51.	<b>Teaching Happiness and Well-being</b> • <i>Lonna Housman Molline</i>	ROOM 204-205
52.	<b>Creating Replicable, Self-sustaining School-based Mental Health Treatment Programs</b> • <i>William Dikel</i>	GOOSEBERRY 2
53.	<b>Bridge Building: Best Practices with African American Children with Mental Health Needs in the School Setting</b> • <i>Sabrina Walker &amp; Edna Ceddes</i>	GOOSEBERRY 3
54.	<b>Infant/Early Childhood Mental Health for Clinicians and Parents</b> • <i>James Ceidner</i>	ROOM 302
55.	<b>When Science Meets Practice: Applying the Science of Early Childhood Development to Infant Maltreatment (Part 1)</b> • <i>Evelyn Wotherspoon</i>	ST. LOUIS
<p>12:00 – 1:00 Lunch/Exhibits</p>		
<p><b>1:00 – 2:15 Concurrent Workshops 56 – 68</b></p>		
56.	<b>U of MN Series</b> —What works? Levels of Evidence for Popular Treatments for ASD • <i>Amy N. Esler</i>	ROOM 304-305
57.	<b>ADHD &amp; ODD: What's the Difference?</b> • <i>Betsy Hennen</i>	GOOSEBERRY 3
58.	<b>Addressing Socio-medical Needs of the GLBT Teen</b> • <i>Caroline A. V. Woods &amp; Melissa Franchkowiak</i>	ROOM 301

59.	<b>Grief During Late Adolescence</b> • <i>Eunie Alsaker</i>	ROOM 302
60.	<b>Practical Use of Relaxation for Children with Anxious and/or Depressive Symptoms</b> • <i>Shelly Richardson, Tracy Jeremiason, &amp; Kim Dwinnell-Dillon</i>	FRENCH RIVER
61.	<b>Mindfulness with Children: How Does It Work and Why?</b> • <i>Jill Leverone</i>	ROOM 203
62.	<b>Sweet Leaf in 2011</b> • <i>Rick Moldenhauer</i>	ST. LOUIS
63.	<b>Metro Children's Crisis Services (MetrCCS) Providers: Responding to Children's Mental Health Crisis with a Continuum of Care</b> • <i>Suzette Scheele, Brian Vue, Mary Jo Verschay, &amp; Brian McGlenn</i>	SPLIT ROCK 1
64.	<b>They Call The Wind Miranda</b> • <i>Sandie Murray &amp; Miranda Murray</i>	GOOSEBERRY 1
65.	<b>Integrating RtI, PBIS, and SMH: Aligning and Strengthening Services and Supports for Students</b> • <i>Mark Sander &amp; Doug Marston</i>	ROOM 204-205
66.	<b>Mental Health Challenges of Immigrant Muslims</b> • <i>Zehra Ansari</i>	GOOSEBERRY 2
67.	<b>Cultural Considerations for Understanding Early Childhood Development and Disorder</b> • <i>Kathryn McGraw Schuchman &amp; Pat Pulice</i>	ROOM 303
68.	<b>When Science Meets Practice: Applying the Science of Early Childhood Development to Infant Maltreatment (Part 2)</b> • <i>Evelyn Wotherspoon</i>	SPLIT ROCK 2
<p>2:15 – 2:30 Break</p>		
<p><b>2:30 – 4:00 Concurrent Workshops 69 – 80</b></p>		
69.	<b>U of MN Series</b> —Establishing Early Communicative Skills: Augmentative Communication Practices with Learners Experiencing Autism Spectrum Disorders • <i>Joe Reichle</i>	ST. LOUIS
70.	<b>Recognizing the Impact of Prenatal Alcohol Exposure</b> • <i>Susan Terwey</i>	GOOSEBERRY 2
71.	<b>Using the New Theories of ADHD to Create More Effective Strategies</b> • <i>Cindy Lea &amp; Erin Meyer</i>	ROOM 304-305
72.	<b>Strategies for Trauma Awareness and Resilience (STAR): First Aid for the Head, Heart, and Spirit</b> • <i>Donna Minter</i>	GOOSEBERRY 3
73.	<b>Music Therapy: Interventions in Mental Health</b> • <i>Veronica Jacobson &amp; Danielle Malo</i>	ROOM 303
74.	<b>Helping Children with Mental Health Disorders Through Horses</b> • <i>Leslie Russell-Martin &amp; Leslie Young</i>	SPLIT ROCK 1
75.	<b>iBrain 2011: The Effect of Technology on Brain Development, Function, and Social Interaction</b> • <i>Gary Johnson</i>	FRENCH RIVER
76.	<b>DISORDERED</b> [thy name is teenager]: a play • <i>Adam Arnold</i>	ROOM 302
77.	<b>Parents and Social Services: From Critical Circumstances to Collaborative Success</b> • <i>Lynne Peterson &amp; Ashley Stevens</i>	SPLIT ROCK 2
78.	<b>Transitioning to College with a Psychiatric Disability: Cultivating a Plan for Success</b> • <i>Sara Hegge</i>	GOOSEBERRY 1
79.	<b>Working Effectively With Parents Exhibiting Signs of Mental Illness</b> • <i>Jeff Jorgensen</i>	ROOM 204-205
80.	<b>Physical Activity for the Mental Health of Infants and Toddlers</b> • <i>Carol Leitschuh</i>	ROOM 203

Thanks for making this the best year yet!



# Thank You

## CONFERENCE VOLUNTEERS

Amy Amundsen	Amber Hilgart	John Pace
Jodi Anderson	Cecilia Huston	Connie Posl
Andrea Bejarano-Robinson	Scott Ingalls	Ramon I. Reina
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