



# MACMH's 2012

## Child & Adolescent Mental Health Conference

April 22 - 24 • Duluth, MN

### Keynote Speakers



**Mark Katz, PhD**, is a clinical and consulting psychologist in San Diego, California, and author of the book *On Playing a Poor Hand Well*. In his book Dr. Katz explores the lessons learned from those who've overcome adverse childhood experiences, and discusses ways of incorporating these lessons into our existing system of care. For the past 25 years, Dr. Katz has served as the Director of Learning Development Services, an educational, psychological and neuropsychological center in San Diego, California. The center is also home to the Resilience Through the Lifespan Project, a project dedicated to understanding the different ways in which people have been able to carve out meaningful and productive lives for themselves, despite having endured a range of adverse childhood experiences. Most recently, he has worked with colleagues from around the country on the Stop Bullying Now! campaign, a federally sponsored multi-year media campaign designed to increase public awareness of bullying and other forms of school violence.

Dr. Katz's keynote topic, *On Playing a Poor Hand Well*, focuses on recent advances in our understanding of human resilience, and of the limits of emotional endurance. Robert Louis Stevenson once said that, "life is not so much a matter of holding good cards, but of playing a poor hand well." Many adults who currently enjoy meaningful and productive lives grew up under very difficult and emotionally stressful conditions, which they couldn't change, no matter how hard they tried. Up until recently, there wasn't much known about how these resilient individuals managed to overcome their earlier adversities. Researchers now feel however that they've been able to identify specific sources of resilience, as well as specific buffers or protective influences that help explain why some people "beat the odds." Dr. Katz will review some of these factors and discuss how we can work together to help children, youth, families access them.



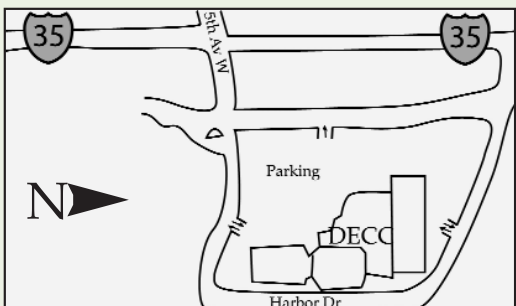
**Joel V. Oberstar, MD**, MACMH Board President, has had a passion for working with and helping children nearly all his life. Originally from Chisholm, Minnesota, he graduated with a BA in English and biology from Hamline University and later a Doctorate in Medicine from the University of Minnesota Medical School. Following three years of general psychiatry training at the Brigham & Women's Hospital/Harvard Longwood Psychiatry Residency Training Program in Boston, Dr. Oberstar returned to Minnesota to complete two years of fellowship training in child and adolescent psychiatry. Dr. Oberstar is currently CEO and Chief Medical Officer at PrairieCare, a Twin Cities-based organization providing a wide range of mental health services to children, adolescents and adults. His clinical work primarily consists of providing care to children and adolescents admitted to an inpatient psychiatric unit. Dr. Oberstar is Board Certified in Psychiatry and in Child & Adolescent Psychiatry and is Clinical Assistant Professor of Psychiatry at the University of Minnesota Medical School.

Dr. Oberstar's keynote will focus on **Pediatric Bipolar Disorder**. In the past decade, diagnoses of pediatric bipolar have skyrocketed. The scientific literature teems with articles arguing the following: 1) bipolar disorder exists in children just as it is defined in the DSM-IV-TR, 2) bipolar disorder exists in children in ways not defined in DSM-IV-TR, and 3) bipolar disorder may exist in children (using either set of criteria), but few of those children currently diagnosed with bipolar disorder may actually have it. In this keynote, Dr. Oberstar will provide an overview of these arguments and the pros and cons thereto. A framework for approaching "possible bipolar" kids will be considered and proposals for the upcoming DSM-V will be explored.

### DECC

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

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



NOTE:  
Parking at the DECC is \$5.00 per day. Parking at the hotels is free.

### Lodging

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

Canal Park Lodge	..... \$99	..... 800-777-8560
Holiday Inn*	..... \$82	..... 800-477-7089
Inn on Lake Superior	..... \$88	..... 888-668-4352
Radisson*	..... \$78	..... 800-333-3333
South Pier Inn	..... \$65 - 107	..... 800-430-7437
The Suites	..... \$79 - 129	..... 800-794-1716

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

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

## KEY

### 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/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

### Target Age Group



Parents



Early Childhood Specific



Professionals



Early Childhood & Youth



Parents & Professionals

Audience indicates to whom the presentation is tailored, not necessarily all who may attend.

### Acronyms

The following are used throughout this brochure:

ASD	= Autism Spectrum Disorders
ADHD	= Attention Deficit Hyperactivity Disorder
CBT	= Cognitive Behavioral Therapy
DSM	= Diagnostic & Statistical Manual of Mental Disorders – Fourth Edition
DHS	= MN Department of Human Services
EBD	= Emotional or Behavioral Disorder
FASD	= Fetal Alcohol Spectrum Disorder
MAIECMH	= MN Association for Infant & Early Childhood Mental Health
MDE	= MN Department of Education

## Infant & Early Childhood Competency Levels

Infant/early childhood workshops are applicable to MAIECMH's process of Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health®. This process informs multidisciplinary, individual professional development within an organized framework focused on a specialized set of competencies to meet the unique needs of infants, young children, and their families, including using a developmental framework, multigenerational and culturally competent best practices, and reflective practice. To determine which competencies are covered by conference workshops, please read the Competency Guidelines on the MACMH website. Questions? Contact Emily Richardson at MACMH who will direct you to a member of the endorsement committee.

## Tuesday Workshop Series

### U of MN Special Presentation Series

#### Bridging Research and Practice in Trauma: Impact on Children, Families and Communities, and Effective Interventions

MACMH has partnered with the Children, Youth and Family Consortium at the University of Minnesota to create the third annual children's mental health training. These workshops offer participants an in-depth review of basic and applied research, best practices, and translation of research to practice and policy. University of Minnesota faculty and staff will present a full day of workshops that explore how trauma affects the developing child, the brain, the child's immediate environment, and entire communities. Participants will learn about interventions based on research and examples of effective community-based programs designed to reduce the effects of trauma.

See workshop numbers 42, 56, and 70 on Tuesday pages 8, 9, and 10.

## Things To Know

### Continuing Education

The conference is designed to meet CEH (Continuing Education Hours) 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. **Post tests are provided in each workshop for social workers working towards an LICSW.**

### Meals

Continental breakfast and lunch are provided Monday and Tuesday to registered conference attendees at no additional charge. Dinner is on your own.

### Accessibility

If you need a reasonable accommodation for a language interpreter or disability (e.g., wheelchair accessibility, interpreter, Braille, or large print materials), such accommodations will be made available upon advance request. Please contact the MACMH office on or before April 2, 2012. For TTY, contact Minnesota Relay Service at 1-800-627-3529.

### Weather

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

### On-site Registration

On-site registration will be available as space allows.

### Cancellation

Conference registration fees **minus a \$50 administration fee** per registration will be refunded if cancellation is made in writing (fax to 651-644-7391 or e-mail [info@macmh.org](mailto:info@macmh.org)) to the MACMH office by April 6th, 2012, or registration can be transferred to another attendee. Please contact MACMH if you need to transfer your registration.

### Schedule Changes

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

### Exhibits

**Monday, April 23 • 8:00 am – 3:00 pm**

**Tuesday, April 24 • 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.

# MACMH's Child & Adolescent Mental Health Conference

## Sunday Afternoon • April 22, 2012

### Registration • 1:30 PM

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

### Concurrent Symposia

#### A • 2:00 – 4:00 PM

##### Intentional Pathways to Self-Regulation: Relationship-based Mindfulness For Children

This session will offer an in-depth examination of how mind-body awareness and a mindful therapeutic relationship can reduce the stress response and activate the soothing effects of parasympathetic nervous system. First the theoretical base for this integrative approach will be discussed. Then participants will learn and practice integrative mindfulness clinical strategies that can address depression, anxiety, ADHD, and trauma. The work of Bessel van der Kolk, Daniel Siegel, Bruce Perry, Jon Kabat-Zinn, and Jim and Lynea Gillen (the founders of the Yoga Calm approach and curriculum) and others will be explored and applied.

**Marit Appeldoorn**, MSW, LICSW, Therapist and Consultant—private practice; **Kathy Flaminio**, LICSW, RYT, Owner—1000 Petals

#### B • 2:00 – 4:30 PM

##### Complex Trauma Treatment in Action II: More Tools and Techniques for Therapists

By popular demand—a continuation of last year's Symposium, this advanced session will provide therapists with more practical methods to address the six core themes of complex trauma treatment as proposed by Dr. Bessel van der Kolk. Receive a summation of current findings from the National Child Traumatic Stress Network on treatment aimed at impacting complex trauma within seven domains of child functioning: attachment, stress biology, affect regulation, dissociation, behavioral control, cognition, and self-concept. Techniques will be demonstrated, and particular attention will be given to therapies designed to reinforce new neural networks that allow moving from automatic defensive responses to perceived threat to more integrated responses that use thinking, feeling, and body movement.

**Krista Nelson**, MA, LICSW, LMFT, Project Coord.—Wilder Foundation Ctr. for Children with RAD; & **Kathy Porter**, MS, LP, Psychotherapist—BlueStem Ctr. for Child and Family Development

#### C • 2:00 – 4:00 PM

##### Developmental Knowledge for Clinicians: Understanding the First Five Years of Life

Knowing about typical child development, such as ages and stages, who said what, and what happens when, does not explain the process of development nor how those early stages affect how young children think and feel. Clinicians need to know how to apply a developmental lens in their work with children and adults. This presentation will integrate concepts, old and new, about early development and developmental issues that arise in therapy. Case material will be used to apply this knowledge to therapeutic interventions.

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

4:00 –  
5:30 PM

### Poster Session

The Poster Session is an opportunity for presenters to disseminate and display information about programs, research projects, newly developed curricula, etc. Presenters will be able to discuss their topic directly with conference participants and may have flyers, brochures, and other handouts available. (Sorry, no product sales will be allowed at poster presentations.) Light snacks and refreshments will be served. See page 4 for a listing of poster presentations.

5:30 –  
6:15 PM

### Beyond Fidgety Fairy Tales The Fourth Mental Health Musical

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

Three new stories about mental health performed by actors ages 8 – 18 :

- Snow White (*Schizophrenia*)
- Jack and the Beanstock (*Brain Damage*)
- Little Mermaid (*Eating Disorder*)

## Conference Schedule

### Sunday, April 22

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

### Monday, April 23

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, April 24

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 – 69  
2:15 – 2:30 .....Break  
2:30 – 4:00 .....Workshops 70 – 82

## Sunday 4:00 – 5:30 • Poster Session Presentations

### 1 Alternative Dispute Resolution in Family Courts: Maximizing Outcomes for Children

**Patricia Buss, JD**, Attorney & Mediator—Buss Law & Mediation, LLC; & **Amber M. Sewart, MA**, Mediator, Parenting Consultant and Parenting Time Expeditor—AMS Mediation

### 2 Assessment and Treatment Access for Adolescents Affected by Chemical Abuse/Addiction

**Karen Christensen, MSW, LICSW**, Principal Planner & **Nancy Charlebois, MA, LPC**, Principal Planner—DHS, Alcohol & Drug Abuse Division

### 3 America's Greatest Brain Drain and What We Are Doing About It

**Jody Crowe, MS**, Exec. Director—Healthy Brains for Healthy Children

### 4 Parent Attributions About Why Their Child is Referred for Psychotherapy

**Kathy Dowell, PHD, LP**, Associate Professor—Univ. of Minnesota, Duluth; & **Thomas Jensen, MSW, LICSW**, Manager of Ambulatory Behavioral Health—Essentia Health Duluth Clinic

### 5 Children with Insecure Attachments/RAD in Education

**Kelly Duffy, MS**, Teacher—Superior School District

### 6 Yoga Calm: Educating Heart, Mind, and Body

**Kathy Flaminio, LGSW, RYT**, Owner—1000 Petals; & **Marit Appeldoorn, MSW, LICSW**, Therapist and Consultant—private practice

### 7 Making the Connection: Helping Families of Teens with Substance Abuse

**Tamarah Gehlen, MA, LAMFT, LADC, CFLE, CCT**, Program Director—WINGS Adolescent Treatment Center

### 8 Understanding the Role Mental Health Plays in the Lives of Students Identified as English Learners

**Rachael Gonzales, ED.D**, Professor—California State Univ., Sacramento, CA

### 9 Vocational Rehabilitation Services with Transition Students

**Kendra Grunig, MS, CRC**, Career Counselor—Vocational Rehabilitation Services

### 10 BOLD Back-the-Pack Program

**Betsy Hennen, MS SPED**, Consultant—HELP Kids!

### 11 The Scoop on Poop (and Pee): Toilet Training Children with Autism and Other Developmental Disabilities

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

### 12 Strength-based Practices with Youth and Families: How Minnesota Student Survey Data Inform the Need for Trauma Informed and Systemic Interventions

**Jane Hurley Johncox, MSW, LICSW**, Clinical Faculty / Therapist—Univ. of St. Thomas / Private Practice; & **Dana Swayze, MSW**, Juvenile Justice Analyst—MN Dept. of Public Safety Office of Justice Programs

### 13 Navigating the ECSE world: Who can Refer, Understanding the Assessment Process, and What is an IFSP/IEP

**Laura Jensen, EdS**, School Psychologist—Owatonna School District

### 14 Social Vulnerability and Autism Spectrum Disorders in the Middle and High School Years

**Brigitte King, PHD, LP**, Licensed Psychologist & **William Clifton, PSYD, LP**, Licensed Psychologist—Fraser Child & Family Ctr.

### 15 Meet Eve: Every Parent of an Easy to Love but Hard to Raise Child

**Kay Marner**, Parent

### 16 Building a Parenting Program to Stop the Cycle of Violence

**Kathy Samilo, MA, LP**, Exec. Director & **Maureen Zinda, MA**, Certified Life Coach & Therapist—Lee Carlson Center for Health & Well-Being

### 17 Ask a Counselor!

**Nancy Streng, MS, P/MHNP-BC**, School Counselor, Psych/Mental Health Nurse Practitioner—ISD 742 and GROWTH Mental Health Services; & **Steve Streng, MS, CRC**, Certified Rehabilitative Counselor—GROWTH Mental Health Services

### 18 Ask an Advocate!

**Andrea Bejarano-Robinson**, Parent Advocate

### 19 DISORDERED [thy name is teenager]

**Adam Arnold, MA, LAMFT, LADC**, Psychotherapist, Artistic Director—blank slate theatre

### 20 Aromatherapy Personalized

**Karla Berger**, Wellness Consultant—Freedom Plus Intl. / Young Living Essential Oils; & **Kathy Grannes, CNHP, CMT**, Certified Natural Health Professional—Young Living Essential Oils

### 21 Getting Better: Hispanic Youth in the Child Welfare System

**Bhuvana Sukumar, PHD, MSW**, Senior Manager & **Melissa Scardaville, PHD**, Senior Associate—ICF International, Atlanta, GA

### 22 Emotion Coaching

**Sally Takala, PE**, Parent Educator / Home Visitor—Freeborn County Healthy Families; & **Jen Williamson, AA**, Program Resource Director—Ican

### 23 HELP is Here – New Crisis Program for Adoptive Families

**Cindy Lee Thomas, MSW, LCSW**, Clinical Specialist & **Jane Seymour, MSW, LCSW**, Clinical Specialist—MN Adoption Resource Network

### 24 Self-Care for Providers

**Kelly Tousignant, MA, LMFT**, Marriage and Family Therapist—Reimann Counseling Clinic

### 25 My Adolescent/Young Adult is Self-Injuring/Suicidal: How Can DBT Help?

**Katie Troyak, MSW, LICSW**, DBT Program Manager—Volunteers of America, Mental Health Clinics

### 26 Transitions Toward Adulthood in the World of Asperger's Syndrome

**Jody Van Ness, MA**, Psychoeducational Consultant; & **Pat Pulice, MA, LP**, Director of Autism Services—Fraser Child & Family Ctr.

### 27 Transition Employment for Adolescents with Severe Disabilities, The Effects of Community Based Curricula

**Howard Zmudy, MED**, Career Consultant & **Sheila Zmudy, MED**, Career Consultant—Career Innovations

### 28 ADHD and the Link to Executive Functioning: Implications for Self-Regulation

**Heather Burke, MSW, LICSW**, School Social Worker / Mental Health Professional—District 112

### 29 How Can We Keep High-Risk Youth Out of the ER?

**Caroline Woods, PA-C, MS**, Physician Assistant / Program Manager—LSS Wellness Ctr., Free Teen Clinic

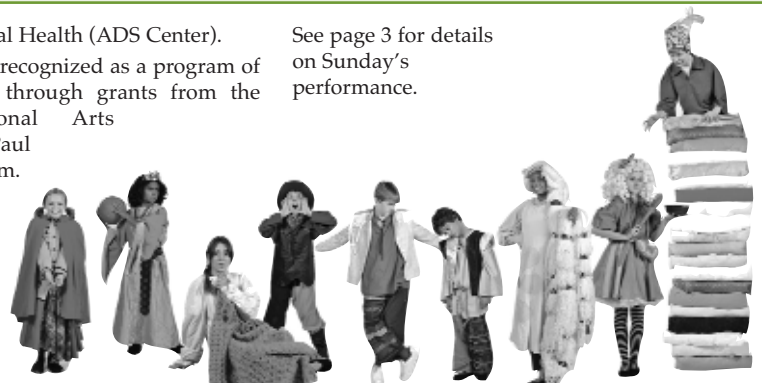
## Sunday 5:30 – 6:15 • Beyond Fidgety Fairy Tales: The Fourth Mental Health Musical

Once upon a time... familiar fairy tales were re-imagined to show positive portrayals of children with mental health disorders and to raise awareness about mental health! These four original musical theatre productions are performed by a talented cast of actors ages 8 – 18, both with and without mental health disorders.

Fidgety productions provide accurate and accessible information about mental health. Scripts have been reviewed by mental health professionals. Fidgety has been recognized nationally by SAMHSA's Resource Center to Promote Acceptance, Dignity, and Social Inclusion

Associated with Mental Health (ADS Center). Fidgety has also been recognized as a program of high artistic quality through grants from the Metropolitan Regional Arts Council and the St. Paul Cultural STAR Program.

See page 3 for details on Sunday's performance.



**1 Workshop by Keynote—Changing the Odds, One School Day at a Time**

**All** For children at risk for serious emotional, behavioral, learning and later life adjustment problems, simply going to school each day could actually protect them from these negative outcomes years down the road. Dr. Katz will review what researchers identify as important protective processes, sources of resilience and turning point experiences in the lives of those who overcame a range of adverse childhood experiences, some of which resulted in serious school related problems. The discussion will include protective processes that can be weaved into a typical school day to effectively buffer children, youth and families exposed to adverse conditions.

**Mark Katz, PHD, Clinical and Consulting Psychologist, Director—Learning Development Services**

**2 Anxiety in Children and Adolescents: An Advanced-level Discussion with Professionals**

**Pr** This workshop will provide an overview of anxiety disorders and symptoms along with describing the neurophysiological and psychosocial contributors and processes involved. Approaches to identification, treatment, and prevention will also be presented. The presentation is designed to allow for in-depth discussion with audience participants.

**L. Read Sulik, MD, Child and Adolescent Psychiatrist, Senior VP Behavioral Health Services—Sanford Health**

**3 ADHD 2012: Diagnostic Change, Preschoolers, Sleep, Meds, Behavioral & Cognitive Interventions**

**All** This workshop will focus on recent research combined with critical changes to ADHD diagnosis (American Academy of Pediatrics & DSM-V), including: increased focus on correct identification of children 3-8; specific strategies to help the four different sleep issues associated with attention issues; new medications; research validating essential behavioral interventions; and the importance of cognitive training for executive dysfunctions. The presenter will use “everyday language” spiced with humor, multimedia, and clinical examples.

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

**4 Development of Resilience and the Mind-Body Connection**

**Pr** **E+** This workshop will provide an overview of new neuroscience research and infant brain development as it relates to the mind-body connection. Participants will experience practical applications of mind-body techniques that have been proven to help children age 3 and up gain resilience, self-regulation, and self-awareness. How these techniques are currently being used with diverse populations in Haiti and Gaza will be discussed.

**Lora Matz, MS, LCSW, Clinical Education Specialist and Psychotherapist—PrairieCare**

**5 When the Issue is the Environment: Child Misbehavior is not “Just Behavior.”**

**All** **E+** When therapy and positive parenting don't seem to go far enough, looking at

environmental issues is the next step toward reversing challenging child behaviors. Parents, teachers, and professionals will benefit from understanding how we may misinterpret behaviors in children and what else a child needs to overcome challenges in order to bring peace to home and school.

**Tina Feigal, MS, ED, Parent Coach, Trainer, Faculty and Adler College—Center for the Challenging Child, LLC**

**6 Effective Strength-based Interventions for Emotional/Behavioral Disorders of Childhood and Adolescence**

**Pr** The workshop will present a set of strength-building interventions effective in the treatment of emotional and behavioral disorders. Participants will receive a treatment-planning guide appropriate for in-home interventions as well as intensive treatment settings. A recent study using CASII to measure the effectiveness of a strength-based approach will be examined.

**Dean Grace, ED.D, Director of CADI Progs.—Northwood Children's Services**

**7 Demonstration Workshop: Manualized, Intensive Outpatient Psychiatry Program, Sustainable in Managed Care Environment (PACK, MaPS)**

**Pr** This workshop will provide a look at a service delivery model for children who have disruptive behavior disorders too acute to manage in a routine outpatient setting. The presenter will explain how to develop an intensive outpatient program that optimizes access to care, cost effectiveness, standardization, and skills training for families. In addition, the audience will practice family training techniques that address affect regulation, empathetic communication, problem-solving, and behavior management.

**Mary N. Cook, MD, Clinical Director, Department of Psychiatry—Children's Hospital Colorado, CO**

**8 Working with Somali Youth and Families**

**Pr** This presentation will provide a brief overview of Somali culture and a comparison of Somali and western concepts of mental health and mental illness. Special problems of youth and families will be discussed as well as effective practices for providing mental health services. There will be ample time for questions and answers.

**David Schuchman, MSW, LCSW, Director of Immigrant and Refugee Behavioral Health & Bilan Jama, Graduate Social Work Intern—Volunteers of America Minnesota, Mental Health Clinics**

**9 Adolescent Transitions – Thriving in the Midst of Change**

**Pa** Teen years can be challenging for teens, parents, and educators—a key reason being that these years include some of the most important life transitions. This interactive session will examine how youth are impacted by these transitions and provide strategies for parents and educators to best respond (not react) to how teens manage these changes. Through discussion and demonstration, participants will learn how to minimize adolescent problem behaviors and faulty thinking.

**Coach Nakumbe, Family Relationship Strategist and Mentor Coach and Founder—Coach Nakumbe's Education for Change**

**10 How to Tell your Story so People will Listen – Photovoice Flash 101!**

**Pa** Learn how to create an impactful and permanent message to promote youth and family voice and choice. This hands-on, interactive, individual- or group-centered session will walk participants through creating a message focusing on: “Mental health matters every day!” Participants will actually create a PhotoVoice project to take home (materials and camera equipment will be provided). Come and create positive messages to inspire others. (Class size may be limited.)

**Brenda Anderson, MSW, LICSW, Director of Family and Children's Services, Rich Mosher, MSW, LCSW, School Prog. Coord., Travis Gaddie, MSW, Evaluation Specialist, & Colleen MacRae, Social Marketing Director/Collaborative Coord.—Northwestern Mental Health Center, Inc.**

**11 Mental Health Services and Ethical Concerns**

**Pr** This presentation will combine the theme of student health support services with that of ethical responsibility and advocacy. A problem-solving model for ethical decision-making will be reviewed, and the model will be applied to current events and case studies where student mental health issues are a key factor. Examples of ethical challenges will be presented and discussed.

**Donald Stovall, PSYD, LP, Professor, Psychologist, School Psychologist—Univ. of Wisconsin-River Falls**

**12 The Nurtured Heart Approach (NHA) in the Classroom Setting**

**Pr** NHA creates meaningful change in the lives of challenging children; it focuses on what is going right with the goal of uncovering success in each moment. NHA uses the power of relationships with students as a means of transforming the way students understand themselves. Examine the core elements of this approach while becoming empowered to use the tools of this approach effectively in an educational setting. The presenters will also review current data from their special education setting supporting NHA as a positive behavior intervention.

**Katherine Utter, LCSW, Social-Emotional Learning Coord., Shaun Pakenham, Special Education Instructor, & John Fry, PHD, Assistant Principal—Intermediate District #287**

**13 Diverse Voices: Cross Cultural Collaboration in Early Intervention**

**All** **EC** Through pictures, stories, and personal experiences, this presentation will share results from 12 cultural forums, including implications for change in the Early Intervention system. The forums explored perspectives of parents with young children in Latino, Somali, Sudanese, and other African communities on child development, barriers to accessing services, and skills within the communities.

**Jane Ellison, MS, LMFT, IMH+E® (IV), Early Childhood Mental Health Specialist—Sauk Rapids/Rice Early Childhood Programs; Janette Yiran, Director—African Women's Alliance; Mayuli Bales, Coord.—Casa Guadalupe Multicultural Ctr.; & Teri Estrem, PHD, Professor, Communications Sciences and Disorders—St. Cloud State Univ.**

Key	Technical Levels	Target Audience
	<input type="checkbox"/> Basic	<input type="checkbox"/> Parents
	<input type="checkbox"/> Intermediate	<input type="checkbox"/> Professionals
	<input type="checkbox"/> Advanced—Gen	<input type="checkbox"/> Parents & Professionals
	<input checked="" type="checkbox"/> Advanced—Tech	<input type="checkbox"/> Early Childhood
		<input type="checkbox"/> Early Childhood + Youth
	<a href="#">details on pg 2</a>	

**14 Evidence-Based Treatments for Autism Spectrum Disorders: How to Navigate Multiple Treatment Options**

Treatment options for children with ASD have expanded significantly. However, as more treatments have been developed, many parents find it difficult to determine which are most effective. This presentation will provide parents with a review of various treatment options for children with ASD and provide strategies for selecting evidence-based treatments.

**Sara Biehl, PhD, Psychology Post-Doctoral Resident & Carrie Brower-Breitwieser, PhD, BCBA-D, Psychology Post-Doctoral Resident—Sanford Health**

**15 ADHD: What's New, What Works**

Explore exciting new research findings from cognitive neuroscience that shed light on the latest effective treatment strategies for children with ADHD. This presentation will highlight the importance of emotions and executive functions in motivation, and discuss the neuroplasticity of the brain. Walk away with a roadmap to navigate the journey of raising and/or supporting children with ADHD.

**Cindy Lea, MA, LMFT, Psychotherapist—Succeeding with ADD; & Terri O. Johnson, MA, Director—LearningRx**

**16 Inpatient Family Therapy: Getting at the “Real” Issues**

Disruption in family dynamics is often the underlying, though not overt, reason for a child's psychiatric decompensation and inpatient hospitalization. Clinicians attending this workshop will learn about common precipitants to psychiatric hospitalization; the impact of family dynamics on pediatric psychopathology; and the role of intensive family psychotherapy on an inpatient unit.

**Susan Gatto, MSW, LCSW, Therapist & Joel Oberstar, MD, CEO and Chief Medical Officer—PrairieCare**

**17 It is a Little Unconventional But it Works! Using DBT as a Foundation for Inpatient Dual Diagnosis Treatment (IDDT) Programs with Adolescents**

Dual diagnosis magnifies issues and brings about pain, disruption, and life upheaval for youth and those who care about them. This workshop will identify complexities of working with adolescents who have co-occurring disorders and explain a programmatic approach that has been reported by patients and families as successful—an adolescent IDDT program that utilizes DBT as a foundational therapy. Learn about the methods and application of DBT, MI, and 12 step concepts as a recipe for this integrated approach.

**Ann Becher-Ingwolson, MA, PSYD, ABD, LADC, LPCC, Clinical Systems Manager—U of MN Amplatz Children's Hospital**

**18 Therapeutic Language: Naming, Narrating, and Relating to Dysregulated Children and their Families**

Many children in mental health treatment and in EBD school settings need their caregivers and educators to name what is underneath their behavior. As children become dysregulated, language is one of the first skills to be lost. Learn ways to help challenging children by reading feelings underneath their behavior, being concise with requests, and remaining attuned to the children's needs.

**Lauren Nietz, MSW, LCSW, Day Treatment Supervisor &**

**Matthew Witham, MFT, LMFT, Day Treatment Supervisor—Washburn Center for Children**

**19 Managing Emotions: Turning the Loosey Goosey into Tightly Whitey**

Need ideas for what to do when kids are crumbling emotionally? Examine the building blocks of social-emotional learning, review current research on its importance in childhood, and discover strategies for managing emotions. The presenters will share tools and activities for children aged preschool, elementary school, and older, as well as allow time for interactions and ideas from participants.

**Catherine Thomas, MS, ED., LISW, School Social Worker & Scott Graham, MS, ED., LISW, School Social Worker—St. Michael-Albertville Schools**

**20 Helping Grow Sexually Healthy Kids and Teens**

This workshop empowers parents, caregivers, and professionals with the skills they need to ensure youth develop safe and healthy interpersonal relationships. Learn the difference between healthy exploration and problem behaviors, and gain awareness of behaviors prevalent among children with special needs. Through discussion of real-life scenarios and experiential activities, participants will learn to respond in a positive way and communicate effectively around difficult topics.

**Elizabeth Bergman, MSW, ACSW, LICSW, Executive Director, Amy Moeller, MSW, LCSW, Child & Adolescent Therapist—Family Enhancement Center**

**21 Employment Works!**

Employment is an important part of transition-age youth feeling more independent and secure. This workshop will provide information about evidence-based supported employment, also known as Individual Placement and Support (IPS). The panel will provide information on current transition programs for youth, including Pathways to Employment, and discuss the family's role in helping a teen succeed in employment.

**Sue Abderholden, MPH, Executive Director—NAMI-MN, Debra Jacoway—NAMI-MN Family Advocacy; Renee Zorn, RN, mom; Shelley White, Mental Health Program Consultant—DHS**

**22 The Minnesota Indigenous Youth Freedom Project: Leadership Through Resilience**

This seminar will explore the leadership training protocol developed and implemented by the Minnesota Indigenous Youth Freedom Project team at the University of Minnesota Duluth. This initiative was designed to serve at-risk youth by developing leadership skills through personal resiliency training. Learn how this model addresses issues in tribal community life and governance that had yet to be addressed in other models of tribal youth development.

**Brian McInnes, MES, ED.D, Department Head of Ctr. for Indigenous Knowledge and Language Revitalization—U of MN Duluth**

**23 Preventing Recidivism: Perspectives on the Effectiveness of the Justice System in Meeting the Needs of African American Boys with EBD**

African American youth with EBD are disproportionately represented in the juvenile

justice system; they also experience disproportionately high rates of recidivism. Research has identified several risk factors that contribute to this unfortunate reality. This presentation will explore these factors and efforts currently undertaken to address them. Perspectives of professionals working in and around the juvenile justice system will also be discussed.

**Carneann Foster, Graduate Student—Univ. of St. Thomas**

**24 Working with Interpreters in Intervention with Children and Families**

With an ever-increasing number of linguistically diverse families seeking mental health services, effective work with interpreters is key. This presentation will provide strategies for using interpreters as an asset to the therapeutic process, focusing on interpreting mental health concepts, establishing roles, and understanding the unique needs of interpretation with children.

**Sarah Olitzky, PhD, School Psychologist & Kathryn McGraw-Schuchman, MA, LP, Licensed Psychologist—Fraser Child & Family Ctr.**

**25 Restrictive Procedures: Beyond the Basics**

This workshop will provide a legal analysis of restrictive procedures (physical holding and seclusion) applicable to children with disabilities within Minnesota's public schools.

The presenter will emphasize hot spots in the law and provide discussion and strategies for working within legal requirements. Information will include numerous documents developed by MDE for use by the education community to verify compliance with the restrictive procedure requirements.

**Sara Winter, JD, Due Process Specialist—MDE**

**26 Helping Change Happen in Complex Homes: Working with Parents who are Mentally Ill**

Sustained change requires participation by both parent and child. That process can be rocky if a parent has a mental health disorder. This workshop will help identify common pitfalls in working with this population, as well as identify techniques that can create change. The presenters have several years of experience working in the fields of early childhood mental health and in-home parenting.

**Jacob Christensen, Family Support Specialist, Michael Thompson, MSW, LCSW, Lead Therapist, & Michele Willert, MS, ED, Early Intervention/Prevention Director—People Incorporated**

**27 Looking for Laughs**

When parents discover their child has special needs, sometimes playing for fun gets lost in the focus on intervention and treatment. Increasing amounts of research indicate how crucial the roles of mom and dad are in the progress children make. This session will explain how parents can engage their child in play exchanges that will support the parent/child relationship and can be easily embedded into daily routines. By exploring stages of development and typical play milestones parents find ways to creatively structure play activities to bring out their child's smiles and laughter.

**Rachel Gardner, MA, LP, Licensed Psychologist, Sue Pederson, MS, LP, Licensed Psychologist, & Karin Hampton, PhD, LP, Licensed Psychologist—Fraser Child & Family Ctr.**

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



The presenters will give an overview of depression in children and adolescents and discuss keys to identification, assessment, and evidence-based approaches to treatment. Dr. Sulik will review medication options for treatment and discuss when it is appropriate to consider medications; Dr. Biebl will review evidenced-based psychotherapies including cognitive behavioral therapy and interpersonal psychotherapy. The workshop is designed specifically for parents to allow for an in-depth discussion about the importance of self-care for parents of depressed children and adolescents.

**L. Read Sulik, MD**, Child and Adolescent Psychiatrist, Senior VP Behavioral Health Services & **Sarah Biebl, PhD**, Psychology Post-Doctoral Resident—Sanford Health

**29 The Mysteries and Challenges of Fetal Alcohol Spectrum Disorders (FASD)**



Individuals with Fetal Alcohol Spectrum Disorders present us with some unique challenges. Explore the many characteristics of FASD, learn what damage occurs in each trimester, and gather practical strategies for working with individuals who may have FASD. This dynamic interactive workshop is relevant and necessary for anyone working in social services, public health, law enforcement, mental health, or education.

**Lynne Frigaard**, Fetal Alcohol Specialist, Fetal Alcohol Program Director—Arc Northland

**30 Sensory Processing and Integration: Information and Implementation**



This session will present a summary of sensory integration theory and how sensory processing difficulties effect learning and behavior. Learn to identify red flags and possible underlying sensory factors that may be contributing to a child's difficult behaviors. The presenter will share tools to help adjust the sensory system toward an optimal level of functioning to fully attend and learn. When to utilize occupational therapy as a consult or in treatment will also be discussed.

**Sara Sheppard, MSOTR/L**, Pediatric Occupational Therapist, Program Director—Therapy Connections For Kids

**31 A Peek into Medical Trauma: Indications, Prevention and Healing**



This workshop will focus on the signs and effects of medical trauma and how it impacts a child's brain development. Methods to help reduce the impact of trauma on an infant or child during a medical procedure will be described for both parents and providers. Identifying and treating children with trauma symptoms and the parents' role in the healing process will also be discussed.

**Nicole Ross, MS**, Clinic Director, Mediator—The Creative Therapy Center; & **Melissa Connolly, LCSW, RPT**, Clinical Social Worker, Registered Play Therapist—Pediatric Neuropalliative Care Program, Gillette Children's Specialty Healthcare

**32 "You Can Consequence Me All You Like But Stealing Just Makes Me Feel Better" - A Trauma Informed Approach to Help Destructive Children Act and Relate Differently When Stressed in Daily Life**



When working with youth with complex trauma, cognitive tools that try to shift how youth think don't go far enough to help a child meet emotional and relational needs differently. This practical

workshop for direct-care staff will highlight a neurodevelopmental approach for addressing behavior, such as stealing, and illustrate twenty different ways to structure skills training so youth can manage stress and regulate emotions differently in the context of important relationships in their lives.

**Krista Nelson, UCSW, LMFT**, Project Coord.—Wilder Foundation Ctr. for Children with RAD; & **Eric Gerrits**, Staff Supervisor—Wilder Foundation Day Treatment

**33 Professionalism with a Heart**



This workshop will challenge your thoughts and ideas of individuals and families living with poverty, child abuse, domestic violence, chemical dependency, and/or mental health disorders, and working within the social service system. The presenter brings an insider's view of the at-risk family dynamic, offering awareness and skills to professionals that will strengthen their relationships when working with families, and assist them to communicate and implement realistic expectations with respect and compassion.

**Karen Wussow, LSW, MFIP** Outreach Specialist, Licensed Social Worker—Crow Wing Co. Social Services

**34 De-escalation of a Child or Adolescent in Mental Health Crisis**



Learn essential skills to de-escalate a mental health crisis for a child or adolescent while protecting yourself, the child, and members of the community; reducing the trauma for the child in crisis; and keeping the child on the road to recovery. The presenters will also explain the need for collaboration in preventing and managing crisis situations.

**Mark Anderson, MA**, Executive Director, **Renee Jensen, MA**, Development Director, & **Randy Carroll**, CIT Certified Trainer and Coach—The Barbara Schneider Foundation

**35 Adverse Childhood Experiences: Minnesota Initiatives**



This workshop will present findings from the Adverse Childhood Experiences (ACE) studies, illustrating the connections that have been discovered among childhood trauma experiences, developmental and mental health problems, health risk behaviors, and adult chronic diseases. Opportunities for community engagement to address ACE consequences and interventions which may build resilience in relation to ACEs will also be discussed.

**Glenace Edwall, PSYD, PHD, LP, MPP**, Director—Children's Mental Health Division, DHS

**36 Mental Health Behavioral Aide Services Time to Expand!**



Mental Health Behavioral Aide (MHBA) services help children to practice and generalize skill sets that were previously taught by a mental health professional or mental health practitioner. This session will identify the difference between skills training and MHBA services and describe why they are an important adjunct to treatment services. See a live service demonstration and learn how to implement to your organization.

**Jill Johnson, PN**, Children's Mental Health Advisor & **Mary Jo Avendaño, LMFT, LPC, LSW**, Psychology Doctor and Clinical Consultant—DHS

**37 Guiding Parents on the Journey of Parenting: Helping Them Raise Competent, Caring, Contributing Adults**



Explore a model that helps define one goal of parenting: to raise competent, caring and contributing adults. This model helps parents see the bigger picture while seeking a solution to their immediate problem. Learn how to successfully navigate four channels that help children feel loved: security, protection, importance, and respect, and how to stay on course. This model is an update of Erik Erikson's work.

**Linda Budd, PHD, LP, LMFT, RPT-S**, Executive Director—Caritas

**38 Here's Your Brain on SEL**



This interactive workshop will provide a variety of ways to teach students about their brain, including brain anatomy; how we learn and remember; and effects of stress on the brain. In addition, what happens when things go wrong inside the brain and how this can influence behavior will be addressed. Participants will complete hands-on activities and leave ready to replicate these activities in their classrooms or therapy sessions. (Class size may be limited.)

**Linda Oberg, MA, LMFT**, Social Emotional Learning Coord. / Marriage and Family Therapist—Intermediate School District #287 / Volunteers of America Mental Health Clinic & **Charlene Myklebust, PSY.D**, Executive Director for Mental Health Partnerships—Intermediate School District #287

**39 No One Likes A Bully!**



Bullying has been making headlines recently. Have you wondered exactly what bullying is? Do you know what traits add up to a 'bully' or their victims? Explore the profile of a bully, and learn strategies to change behaviors and support everyone involved. This workshop is appropriate for people working with and caring for preschool and school age children.

**Kristen Wheeler-Highland**, Trainer and Early Childhood Specialist—Minneapolis TAPP Program

**40 Processes to Maximize School Success and Reduce Juvenile Justice Involvement in Youth with Mental Health or Multi-Agency Needs**



Successfully preventing school failure and juvenile justice involvement for at-risk youth is critical to improving their functioning. This interactive workshop will describe a process shown to improve coordination among mental health providers, schools, and juvenile justice systems; identify the needs of the whole youth, including factors that contribute to delinquency; and promote parental engagement.

**Kay Hodges, PHD**, Professor—Eastern Michigan University

**41 Trauma and the Body: Research and Clinical Case Studies**



This interactive and engaging presentation will emphasize the relationship between mind and body. Discussion, video, and hands-on activities will be used to help participants gain both a subjective understanding as well as clear treatment strategies for working with infants and young children exposed to traumatic stress. Recognizing and addressing specific age-dependent systems will be covered and age-dependent treatment trees will be provided to attendees. Material is based on Jim Geidner's longitudinal research and Mary Geidner's clinical practice.

**James Geidner, PHD, LPC, LCPC**, Assistant Professor—Univ. of Wisconsin, Superior; & **Mary Geidner, MA, LCSW**, Licensed Independent Clinical Social Worker—Harbor City Psychological Associates

**42 U of MN Special Presentation – Trauma Happens: Introduction to the Developmental Impact of Trauma and Strategies for Intervention**

How does trauma affect the process of development in young children? How does early trauma affect parenting? This workshop will provide a brief overview of the impact of trauma and traumatic stress, and review some intervention ideas for early care and education providers, home visitors, foster parents, early childhood special education, and others working with young children and families.

**Michele Fallon, MSW, LICSW, IMH-E(IV), Field Associate—Ctr. For Early Education and Development, U of MN**

**43 Emotional and Behavioral Dysregulation Part I: The Role of Social Networking of the Brain**

Life experiences have a significant impact on the development of social networks of the brain and children's ability to self-regulate. When these experiences are negative, children develop maladaptive coping strategies, including inappropriate behaviors and emotional outbursts. Participants who attend this workshop will gain a greater understanding of this interaction between nature and nurture. Treatment strategies will be discussed in part 2 of this series, workshop #57.

**David Alter, PHD, LP, ABPP, ABPH, Clinic Director & Nancy Foster, PHD, Post-doctoral Neuropsychology Fellow—Institute for Brain-Behavior Integration**

**44 Family-Based Treatment of Eating Disorders: Evidence and Interventions**

The Academy of Eating Disorders (AED) recently published a position paper highlighting the important role of the family in helping to promote recovery from eating disorders. This session will provide evidence supporting family-based treatment along with detailed discussions of key interventions including collaborative weighing and the family meal. Specific interventions for addressing food phobias will be discussed, as these can be common among children with eating disorders, and case examples will be used to highlight techniques.

**Heather Gallivan, PSYD, LP, Clinical Psychologist & Marci Mueller Theisen, PSYD, LP, CPRP, Clinical Psychologist—Melrose Institute**

**45 Early Warning Signs of Schizophrenia: What Should You Know? Why Should You Care?**

Schizophrenia affects one percent of the general population and typically surfaces during late adolescence and early adulthood. Outcomes for schizophrenia might be improved if more therapeutic efforts were focused on people with emerging symptoms during the early stages of the illness. Attendees will learn about prevention and early detection of schizophrenia in youth at risk for this disorder, as well as neurobiological research aimed at improved diagnosis of early symptoms.

**Sanjiv Kumra, MD, Director of Child and Adolescent Division, Associate Professor, Rabindra Tambyraja, MD, Assistant Professor, & Tiffany Reis, MA, Program Coord.—Dept. of Psychiatry, U of MN**

**46 The Development & Dysfunction of Empathy in Youth**

Empathy often deters acting out against others. However, some antisocial youth have empathy deficits that do not prevent them from victimizing others and may interfere with socialization and therapy. This workshop will

describe the roles of heritability and neurological factors, as well as trauma and experiences in the development and impairment of empathy. Also learn about early identification and recommendations for intervening with youth who have empathy deficits.

**David Swenson, PHD, LP, Licensed Psychologist—College of St. Scholastica; & Richard Wolleat, LICSW, President and CEO—Northwood Children's Services**

**47 Strategies for Working With Difficult Children and Adolescents**

Working with difficult children in a safe and effective manner is quite challenging and raises security concerns. This presentation will explore an initiative that was successful in reducing injuries to patients and staff at a child and adolescent mental health inpatient unit. Strategies to partner with patients and teach self-regulation skills will be addressed.

**Bridget Doak, PHD, MTBC, Music Therapist & Karen Wendt, RN, BSN, MAOL, Program Director for Child/Adolescent Mental Health Inpatient Unit—U of MN Amplatz Children's Hospital, Fairview**

**48 The Clinical/Behavioral Index: Successfully Integrating Behavioral and Clinical Approaches in Children's Mental Health**

This session will outline methods to integrate and synthesize the concepts and vocabularies of applied behavioral analysis with clinical psychiatric diagnosis for assessing children and adolescents who have emotional and/or behavioral disorders. Learn how to apply this model to the design of effective interventions, accommodations, and modifications. This perspective bridges the gap and can be shared by mental health and juvenile justice professionals, parents, and educators.

**William Dikel, MD, Independent Consulting Psychiatrist; & Jan Ostrom, MS, LP, BCBA, Licensed Psychologist, Behavioral Analyst—Brih Designs**

**49 Compassion Fatigue and Vicarious Trauma**

Helping youth to process trauma experiences can be very emotionally taxing. Compassion fatigue and vicarious trauma may be experienced by those who work directly with children and youth who have experienced trauma, and can impact performance in the workplace. This session will identify protective factors and supports as well as self-care and coping strategies for mental health practitioners, their supervisors, and others who provide support within and outside the workplace.

**Cynthia Packer, MSW, LICSW, Clinical Coord.—MITH Program; & Linda Gensheimer, PHD, MSW, LICSW, Clinical Social Worker and Community Faculty—U of MN School of Social Work**

**50 A Conversation with the Minnesota Board of Social Work**

When must a social worker be licensed? What laws govern the practice of social work? Learn this and more through lecture, video, and audience questions in this workshop with staff and a board member of the MN Board of Social Work. How to file a complaint and what happens after a complaint is filed will be discussed, as well as examples of ethical scenarios that have a focus on meeting the needs of children and adolescents.

**Louis Hoffman, JD, Compliance Director, Antonia Wilcoxon, MA, Board Member, & Sheryl McNair, LICSW, MSW, Assistant Director—MN Board of Social Work**

**51 Mindfully Parenting the Spirited Child**

This presentation provides an overview of the neuroscience and practical applications

of mindful parenting based on the work of Dr. Dan Siegel, Goldie Hawn, Dr. Shefali Tsabary, and Dr. Henry Emmons. Parents will learn why mindfulness calms the brain and promotes thinking rather than reacting, and how simple exercises can be woven into daily life to improve family relationships.

**Charlene Myklebust, PSYD, Executive Director for Mental Health Partnerships—Intermediate School District #287; & Linda Oberg, MA, LMFT, Social-Emotional Learning Coord. / Marriage and Family Therapist—Intermediate School District #287 / Volunteers of America Mental Health Clinic**

**52 Learning to Learn: Effective Teaching Strategies for Children with Disabilities**

How do we give children with ASD skills to unlock real-world learning? How can we enter their world and teach them to work with us without upsets? This workshop will present a set of positive techniques that use baby steps to teach 'learning to learn' skills. How these skills set children up for success in other environments will be discussed as well as supporting data and important details for implementing these methods.

**John Hoch, PHD, MA, Research Director, Cara Dreyer, MS, BCBA, Associate Clinical Director, & Beth Isakson, BCBA, Clinical Supervisor—Behavioral Dimensions**

**53 School Mental Health – Measuring Our Success and Making the Case for Sustainability**

This presentation will focus on making the case for school mental health. The presenters will share outcomes from a four-year longitudinal study and how the results, which demonstrated effectiveness of school mental health in improving mental health functioning, will help shape key messages. Recommendations for sustaining these programs from the MN SMH Strategic Leadership Committee will be shared.

**Mark Sander, PSYD, LP, Mental Health Coordinator—Hennepin County/Minneapolis Public Schools; & Jessie Everts, PHD, LMFT, Director of Mental Health—Wayside House**

**54 Trauma Leaves Children Behind: Schools Educating Traumatized Youth**

Children from certain demographics have higher rates of post-traumatic stress disorder (PTSD) than returning combat veterans. The reactive behaviors of traumatized youth are challenging for teachers and school administrators. This workshop will identify behaviors and signs of trauma, and will assist parents, teachers, and administrators in creating schools and classrooms that enable these students to learn.

**Gary Justice, MS, LP, Psychologist—Heartland Kids**

**55 What About Before Birth? Prenatal and Perinatal Influences on Infant Mental Health**

Though the field of Infant Mental Health is defined as examining the capacities of children from birth to age three, critical psychological development and precursors to attachment have begun during womb life. Awareness of the impact of events occurring prenatally/perinatally is an essential part of understanding infant mental health; this workshop will present key concepts from prenatal and perinatal psychology as they relate to infant mental health.

**Patricia Lucas, MA, RDMT, PHD, Dance Therapist and Doctor of Clinical Psychology—Parenting Alchemy; & Joann O'Leary, PHD, MPH, MS, IMH-E(IV), U of MN Faculty, Consultant and Advisory Board Member—U of MN, CEED**

**56 U of MN Special Presentation – Brain Development & Traumatic Experience**

How do early experiences, both positive and negative, affect the brain? This workshop will provide an overview of the research that supports our understanding of children's cognitive development, the effects of trauma and early deprivation on the brain and its development, and implications for interventions and interactions with children.

*Kathleen M. Thomas, PHD, Associate Professor—Institute of Child Development, U of MN*

**57 Emotional and Behavioral Dysregulation Part II: Engaging Brain-based Dialogues**

Children who have severe difficulty with emotional and behavioral dysregulation typically require treatment interventions that are brain-based. This workshop will help professionals better understand sensory-sensitive interventions for children, pre-school through school-age, who have difficulty with self-regulation. The primary focus of this workshop will be to demonstrate computer technology, as well as engage in simple and interactive activities that enhance self-regulation.

*Nancy Foster, PHD, Post-doctoral Neuropsychology Fellow & David Alter, PHD, LP, ABPP, ABPH, Clinic Director—Institute for Brain-Behavior Integration*

**58 Personal Outlook on Fetal Alcohol Spectrum Disorders (FASD)**

FASD is a life-long disability. FASD impacts us all. A panel of young adults with FASD will share their experiences living with these disorders, including challenges during the transition to adulthood. They will discuss their personal struggles with acceptance of the diagnosis and describe the importance of having a support system. Audience members will have the chance to ask questions and receive advice on living or working with individuals prenatally exposed to alcohol.

*Angie Dyer, Training Coord., Liz Kulp, Martin Beyer, James Jarvis, & Ken Moore—MN Organization on Fetal Alcohol Syndrome (MOFAS)*

**59 Developing Bridge Relationships with Children Living with ASD**

Individuals with ASD naturally reach out to a 'loved one' to help them interpret and translate a world of social interactions and societal expectations; this chosen individual is kept nearby to help reduce anxiety, thus creating a bridge relationship between Autism and Neuro-typical worlds. This session will discuss this coping strategy, as well as provide ways to help children with ASD enhance relationships and reduce resentments among all family members.

*Paul Johnson, Psychotherapist—Taborn and Associates*

**60 Metabolic Concerns for Children on Atypical Antipsychotics**

More commonly, children are being prescribed atypical antipsychotics for a number of disorders. This category of medications confer an increased risk of weight gain and metabolic disorders. This presentation will provide the latest research on the use of atypical antipsychotics prescribed for children and the

monitoring recommended when prescribing the medications.

*Jane Marie Sulzle, DNP, RN, CNS, Clinical Nurse Specialist in Child and Adolescent Psychology—PrairieCare*

**61 Encouragement Vs. Discouragement: Using the 4 Goals of Misbehavior to Facilitate Change in Working with Teens**

This session will examine the four goals of misbehavior—attention, power, revenge and inadequacy—and how children, teens, (and some adults) use these self-defeating ways trying connect to others. When these methods do not serve their purpose, individuals can become discouraged and withdrawn. Concrete examples of each misbehavior will be given as well as strategies that encourage positive emotional and behavioral interactions with others.

*Tamarah Gehlen, MA, LAMFT, LADC, CFLE, CCT, Program Director—WINGS Adolescent Treatment Center*

**62 Making an Investment: Strategies Toward Family Engagement**

This interactive presentation will provide strategies to professionals for increasing engagement with families whose children receive mental health treatment. Using an investment metaphor, learn how to use family assets to reduce treatment dropout; examine and minimize risk; diversify options using others in the community; and get the most rate-of-return. The presenters will also share responses from families they serve regarding successful and unsuccessful investments.

*Miranda Gilmore, PSYD, LP, LMFT, Licensed Psychologist & Heather Krug, MA, LPCC, Licensed Professional Clinical Counselor—Fraser Child & Family Ctr.*

**63 Not the "Bath Salts" Your Mom Used**

So-called "bath salts" is on a growing list of items that young people can obtain to get high. This session will provide background and current information on this synthetic powder, including data covering symptom clusters of both intoxication and withdrawal, with special focus on cognitive features of both states. Key points will include symptoms possibly mistaken for mental health disorders and the differential assessment thereof. Many resources will be made available to attendees via email.

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

**64 Research Simplified: What are the Risk and Protective Factors of Adolescent Suicide?**

For many people, identifying risk factors for suicide is easy, but what about protective factors? Protective factors are defined as "those aspects of the individual and his or her environment that buffer or moderate the effect of risk." This session will explore what parents and guardians can do to increase the protective factors in their adolescents' lives and decrease the risk of suicide.

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

**65 They Call The Wind Miranda**

A family shares their story of adopting a sister's children due to her schizophrenia, descent into chemical dependency, and finally suicide. They describe facing the challenges of mental illness,

persevering and advocating, while confronted with difficult decisions. The story focuses on the youngest child, Miranda, and the challenges and joys of success. Attendees will leave with hope and encouragement.

*Sandie Murray, Professional Parent, John Murray, Parent, & Miranda Murray, The Wind*

**66 Taking a Personal Inventory**

Being aware of internal stereotypes and biases is integral to understanding one's own cultural competency. This workshop will involve an interactive exercise designed to take a deeper look into one's own experiences and take a personal inventory of cultural competency. The participants will have an opportunity to share their insights with others and challenge themselves through a visioning exercise for future action.

*Dana Stroschein, MSW, LGSW, Case Manager, Diversity Trainer & Christine Squier, MA, LPCC, LADC, Clinical Therapist, Cultural Diversity Trainer—Woodland Hills*

**67 Public Achievement and Special Education: Empowering Students with EBD to Create Radical Change in the Midst of Mediocrity**

Who says kids don't care? A collaboration of a special education licensure program, the Center for Democracy and Citizenship, and middle school special education staff helps students develop their civic voices. In this pilot program, young people work together in democratic groups, interact with public officials, and get things done while meeting goals within a Level III EBD program. Presenters will share program design, first year outcomes, and continuing programming.

*Susan O'Connor, PHD, Associate Professor—Augsburg College; Michael Ricci, MA, Program Coord.—Fridley Middle School; & Donna Patterson, MED, LD, ABE, Assistant Professor—Augsburg College*

**68 MN Technical Assistance Center on Social Emotional Interventions (TACSEI) Partnership**

This presentation will assist mental health practitioners gain an understanding of the pyramid model for social-emotional interventions. First, an overview of MDE's Centers of Excellence for Young Children with Disabilities Project will be given. Most of the session will be focused on the Technical Assistance Center on Social Emotional Intervention (TACSEI) project, including how practitioners can get involved in their area.

*Michele Bedor, Director of Special Education—MDE*

**69 The Impact of Reflective Supervision on Early Childhood Professional Practice: A Case Study**

Explore data collected during a two-year pilot project that examined the potential impact of reflective supervision on early childhood professional practice. Current information about reflective supervision will also be shared via lecture and video, and includes reviewing basic tenets and observing reflective practice in process. Opportunities to interact and brainstorm with other participants will be provided.

*Mary Ann Marchel, PHD, MSED, Associate Professor & Insoon Han, PHD, Assistant Professor—U of MN, Duluth*

**70 U of MN Special Presentation – Historical Trauma and Its Effects on American Indian and African American Children and Their Families**

This workshop will focus on historical trauma and its impact on American Indian and African American families. The objective is to trace the history of social policies and analyze the impact this has had on health issues with American Indian and African American families and their children. We will also examine health disparities within these two groups.

*Evelyn Campbell, MSW, Assistant Professor—Dept. of Social Work, U of MN, Duluth*

**71 Can it Really Be that Different from Girls? Depression and Anxiety in Adolescent Boys – Identification and Strategies**

This workshop will identify symptoms of depression and anxiety in adolescent boys and how these symptoms may differ from other populations. Then, how to use evidence-based practices to fit with boys will be described. The presenters will build a base of knowledge in a lecture format and then provide interactive strategies that will be applicable in the home, school, and/or community setting.

*KeriAnne Moon, MSW LICSW, Clinical Supervisor and Coordinator, & Jessie Steenblock, MA, Adolescent Mental Health Counselor—Northern Pines Mental Health Center*

**72 Beyond Meds: Essential Interventions That Really Work**

Recent evidence supports a number of critical “therapeutic lifestyle changes” which can significantly help multiple pathologies, improve individual and social functioning, and optimize cognitive functioning. These changes are underutilized despite considerable evidence of their effectiveness, which at times can equal psychotherapy or pharmacotherapy. Learn about recent research along with suggested specific strategies regarding diet, supplements, exercise, parenting, electronics, time in nature, relationships, play, stress management, spiritual involvement, CBT, and executive function training, to use as crucial adjuncts to traditional treatments.

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

**73 Teaching DBT Skills to Adolescents with Activities and Hands-On Learning**

Teaching DBT skills to adolescents can be difficult. This session will begin by identifying and addressing common barriers to adolescents’ learning and engaging effectively in a group therapy setting. Then through engaging activities and hands-on learning, the presenter will demonstrate ways to teach these skills to adolescents. Although aimed at DBT group facilitators, the content will be helpful for all professionals who work with adolescents.

*Jean Eich, PSYD, LP, Therapist—Mental Health Systems, PC*

**74 Psychotherapy and Hmong Clients: Deepening Cultural Competence to Improve Treatment**

The Hmong cultural evolution in the U.S. has many therapeutic implications. The presenters, a Hmong American woman pursuing a graduate

degree in counseling psychology, and a university professor, combine their professional experiences with research. They will describe the uniqueness of Hmong experiences, as well as obstacles and therapeutic challenges that mental health providers may encounter in their work with Hmong clients. Tangible suggestions for working with Hmong clients will be the main focus of this presentation.

*Talee Vang, student & Kerry Frank, PHD, Associate Professor—University of St. Thomas Graduate School of Professional Psychology*

**75 A Holistic Approach to Adolescent Care**

When working with adolescents, it can be difficult to treat all aspects of their needs; a holistic approach allows them to be served from all angles. Discover how working with youth holistically provides them with the best possible care. A panel of staff who use holistic youth care will explain how to integrate services to maximize benefits for youth and how to model this approach in your organization.

*Kari Lyn Wampler, MA, LMFT, Youth and Family Therapist, Matt Howard, CPP, Community Justice Program Manager, Aaron Lynch, Community Justice Case Manager, & Tovah Marek, Youth Enrichment Manager—Lakes Area Youth Service Bureau*

**76 Restorative Justice: Change of Behavior by a Change of Heart**

Restorative justice circles offer those most impacted by crime and conflict a means to repair harm. This presentation will explore the essential elements of restorative justice and identify its key mental health benefits for children and adolescents, including links to social-emotional learning and brain development. Participants will gain an understanding of the effectiveness and process of restorative justice circles.

*Kris Miner, MS, Executive Director—St. Croix Valley Restorative Justice Program*

**77 Technology Abuse By Youth**

Technology has become universal in our lives, and many youth are finding that it infiltrates their learning, relationships, and pastimes. Although technology has benefits, its proliferation also carries risk of abuse and even addiction. This workshop will describe current uses and abuses of technology by youth; how it may affect development; how the addiction process occurs; and what parents and therapists can do to intervene.

*David Swenson, PHD, LP, Licensed Psychologist & Brandon Olson, MA, Director of IT Leadership Program—College of St. Scholastica*

**78 “The Voice” Teen Mental Health Edition**

Being a teenager is an exciting, yet difficult, time. Teens with mental health needs can be especially vulnerable to the challenges of being a teen. Members of the Youth Advisory Board on Mental Health will present ways to capitalize on teenagers’ strengths and attributes, rather than on their diagnoses. These teens will demonstrate what it means to embrace the good and the bad, and how to emerge as a survivor.

*Renelle Nelson, MA, Executive Director & Youth Advisory Board Members—MN Statewide Family Network*

**79 Yoga Therapy – Maintaining Balance and Stability for Caregivers and Individuals Living with a Mental Health Diagnosis**

Creating a sense of stability and balance, as well as moment-to-moment functionality, is attainable for everyone affected by a mental health disorder. Through simple movements and breathing, learn how to control fear and uncertainty, respond versus react, and regain a sense of self. This workshop will include demonstration and practice of specific poses and breathing techniques for both caregivers and children, plus a discussion about which techniques are appropriate for specific needs.

*Jenn Nelsen, LLC, Education and Wellness Consultant—Jenn Nelsen, LLC*

**80 Positive Behavior Rocks**

This workshop will feature a variety of positive learning activities for use in counseling, classrooms, or at home. Small-group activities to use with children and adolescents that focus on facilitating change, building social skills, developing friendships, and resolving conflicts will be demonstrated. Materials and handouts will be provided for participants to use for completing several of these hands-on activities.

*Don Zieman, MA, School Psychologist—Bemidji School District*

**81 Young Children on the Autism Spectrum: Tailoring the Incredible Years Curriculum**

Using lecture, video vignettes, and handouts, the presenters will describe a tailored version of The Incredible Years Curriculum they use with parents of preschool children on the autism spectrum. The following areas will be discussed: strategies for positive discipline and rewards, effective praise and encouragement, responding to misbehavior, importance of routines, and playing with children with ASD. Participants will leave with concrete ideas for working with parents of young children on the autism spectrum.

*Christina Kress, MSW, LICSW, Day Treatment Supervisor, Kristi Swenson, PSYD, Post-Doctoral Psychology Fellow, Judy Strommen, MA, LP, Licensed Psychologist, & Amy Robinson, MA, LPCC, FACT Program Supervisor—Fraser Child & Family Ctr.*

**82 Self-Regulation: The Role of Responsive Teachers**

In this session, attendees will learn the definition of self-regulation and how to identify children who need additional guidance and support in developing self-regulation strategies. Specific calming strategies that can be taught and used in early childhood settings will be demonstrated. A handout of calming strategies and descriptions for easy reference will be provided.

*Tracy Schreifels, MS, LMFT, Mental Health Specialist—Reach Up Incorporated*

<b>Key</b>	<b>Technical Levels</b>	<b>Target Audience</b>
	□ Basic	□ Pa Parents
	■ Intermediate	□ Pr Professionals
	■ Advanced—Gen	□ All Parents & Professionals
	■ Advanced—Tech	□ Ec Early Childhood
		□ E+ Early Childhood + Youth
	<i>details on pg 2</i>	

# 2012 Conference Registration • Also Available Online

Please use one form per person. Duplicate as needed or download from [www.macmh.org](http://www.macmh.org). Group rates available.\*

Name \_\_\_\_\_

Agency \_\_\_\_\_

Job Title \_\_\_\_\_

Home  Work Address \_\_\_\_\_

\_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_ County \_\_\_\_\_

Phone H W C \_\_\_\_\_

E-mail \_\_\_\_\_  
*Registration confirmation/receipt will be sent via e-mail only. Please print clearly.*

**This is my first MACMH conference.**

**How I heard about this conference:**  MACMH (circle one): Email/Website/Mail  
 Colleague  Other \_\_\_\_\_

**Sunday Events** (choose 1 from each section) I will be attending:

**Sunday Symposia** (see pages 3 – 4 for details)

**A • 2:00 – 4:00 PM • Intentional Pathways to Self-Regulation: Relationship-based Mindfulness For Children**

**B • 2:00 – 4:30 PM • Complex Trauma Treatment in Action II: More Tools and Techniques for Therapists**

**C • 2:00 – 4:00 PM • Developmental Knowledge for Clinicians: Understanding the First Five Years of Life**

Not attending Symposia A, B, or C

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**4:00 – 5:30 PM • Poster Session**  Not attending PS

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**5:30 – 6:15 PM • Beyond Fidgety Fairy Tales**  Not attending FFT

**Monday & Tuesday Workshops** (see pages 5 – 10 for details)  
*Help us determine room sizes by choosing one workshop from each time period. Note: you are not registering for these workshops, just noting your interest.*

<b>Monday</b>	10:15 – 12:15 • Workshops	1	–	13	#	_____
<b>April 23</b>	1:15 – 2:30 • Workshops	14	–	27	#	_____
	3:00 – 4:45 • Workshops	28	–	41	#	_____
<b>Tuesday</b>	10:30 – 12:00 • Workshops	42	–	55	#	_____
<b>April 24</b>	1:00 – 2:15 • Workshops	56	–	69	#	_____
	2:30 – 4:00 • Workshops	70	–	82	#	_____

**Lunch (Mon. &/or Tues.)**

Standard  
 Vegetarian  
*(May include dairy)*

Sorry we are unable to accommodate special requests.

**Role** (Please check all that apply)

I am a:

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

I work in:

Corrections  
 Early Childhood  
 Education  
 Health Care  
 Mental Health  
 Social Services  
 Public Health  
 Other \_\_\_\_\_

**Attention**

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

**Payment and Registration Information**

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

**Online Registration:** [www.macmh.org](http://www.macmh.org)

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

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

**Cancellation Policy:** Conference registration fees minus a \$50 administration fee per registration will be refunded if cancellation is made in writing (fax to 651-644-7391 or e-mail [info@macmh.org](mailto:info@macmh.org)) to the MACMH office by **April 6th, 2012**, but registration can be transferred to another attendee. Please contact MACMH if you need to transfer your registration.

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

**Billing Information**

Visa  
 Mastercard  
 Discover

Register on/before March 22nd	Register After March 22nd
<input type="checkbox"/> \$30 Sunday only	<input type="checkbox"/> \$30 Sunday only
<input type="checkbox"/> \$325 Monday + Tuesday	<input type="checkbox"/> \$340 Monday + Tuesday
<input type="checkbox"/> \$190 Monday	<input type="checkbox"/> \$195 Monday
<input type="checkbox"/> \$190 Tuesday	<input type="checkbox"/> \$195 Tuesday

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

*\*Groups of 5 or more:  
Register Mon + Tues SAVE \$25 per person; Register 1 day SAVE \$10 per person  
Does not include Sunday only registrants; all registrations must be submitted together.*

Card # \_\_\_\_\_ 3-digit verification code \_\_\_\_\_ Exp. date \_\_\_\_\_ Amount \_\_\_\_\_

Name as appears on card \_\_\_\_\_ Signature \_\_\_\_\_

Billing Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

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

165 Western Avenue North, Suite 2  
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Minnesota Association for  
Children's Mental Health

# MACMH's

## Child & Adolescent Mental Health Conference

**April 22 - 24, 2012**

**Duluth Entertainment Convention Center (DECC)  
Duluth, MN**

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

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

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