

Welcome to



MACMH's 2012

Child & Adolescent Mental Health Conference

April 22 - 24 • Duluth Entertainment Convention Center • DECC

Program

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, and 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.

MACMH is getting social!

Join us on Facebook (www.facebook.com/MACMH)

and Twitter (@MACMHorg)

and let us know what you're enjoying most about the conference!

(Check out our Facebook page following the conference to see pictures from the event.)

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



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:

ADHD	= Attention Deficit Hyperactivity Disorder
ASD	= Autism Spectrum Disorders
CBT	= Cognitive Behavioral Therapy
DBT	= Dialectical Behavior Therapy
DHS	= MN Department of Human Services
DSM	= Diagnostic & Statistical Manual of Mental Disorders – Fourth Edition
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 address the competencies that are promoted through the Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant Mental Health® sponsored by the Minnesota Association for Infant and Early Childhood Mental Health (MAIECMH).

For more information about the competencies and endorsement: <http://tinyurl.com/7ylq8l6>

Contact the MAIECMH office at 651-644-7333 or maiecmh@macmh.org.



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

What is a post test?

A short test taken during a workshop session.

Who needs a post test?

Those seeking LICSW status.

Where will the post tests be given?

Conveners will offer them at the start of each session.

Where can I submit my post test?

Completed tests must be turned at the customer service table located in MACMH's registration area. Once you have dropped off your test, you will receive a receipt of completion.

Meals

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

Message Board

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

Weather

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

Schedule Changes

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

Questions?

For facility-specific questions, see a DECC staff at the front-lobby kiosk. For conference-specific questions, see a MACMH staff at the conference registration area.

Exhibits

Monday, April 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.

Presenter Book Sales (NEW this year!)

Education For Life — Exhibit Booth #59 is the "bookstore" for presenters. Find keynote Dr. Mark Katz's book *On Playing a Poor Hand Well*, as well as several other presenter books and DVDs for sale!

Monday

Lunch & Learn —

A Session with the
MAIECMH



Professional Development Committee

Room 202 • 12:30 – 1:15

Explore Infant & Early Childhood
Competencies and Endorsement

Working with infants, toddlers and their families requires a unique set of skills, no matter what your discipline. Please join members of the Professional Development Committee of MAIECMH for an orientation to the infant and early childhood mental health competencies and the endorsement process. Lunch will be served in the room, accompanied by a short presentation and Q&A. All interested conference attendees are welcome; seating will be *limited to 40*.

Tuesday

U of MN Special Presentations

**Bridging Research and Practice in Trauma—
Impact on Children, Families, and Communities;
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 11, 12, and 13.

Check out our Summer Publication Sale

Receive up to 20% off MACMH publications beginning May 1st at www.macmh.org!

Door prize drawing and stamp cards!

Monday • 2:35 pm

We will be drawing free conference attendance, hotel gift packages, and much more! Come to the exhibit hall to hear your name called!

Tuesday • 10:05 am

Fill your stamp card on Monday and come to the exhibit hall to hear your name called for one of the many door prizes from our wonderful exhibitors!

SAVE THE DATE

MACMH's Child & Adolescent
Mental Health Conference

April 28 – 30, 2013 • Duluth

Conference Schedule

Sunday, April 22

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

Monday, April 23

8:00.....Exhibits/Registration/Breakfast
8:50 – 9:00Announcements
9:00–10:00Keynote
10:00 – 10:15.....Exhibits/Break
10:15–12:15Workshops 1 – 13
12:15 – 1:15Lunch/Exhibits
1:15 – 2:30.....Workshops 14 – 27
2:30 – 3:00.....Exhibits/Extended Break
3:00– 4:45Workshops 28 – 41

Tuesday, April 24

8:00.....Exhibits/Registration/Breakfast
8:50 – 9:00Announcements
9:00–10:00Keynote
10:00 – 10:30.....Exhibits/Extended Break
10:30–12:00Workshops 42 – 55
12:00 – 1:00Lunch/Exhibits
1:00 – 2:15.....Workshops 56 – 69
2:15 – 2:30Break
2:30 – 4:00.....Workshops 70 – 82

Sunday Afternoon • April 22, 2012

Concurrent Symposia

A • 2:00 – 4:00 PM

• **BALLROOM**

All ■ **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

• **FRENCH RIVER**

Pr ■ **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 de 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

C • 2:00 – 4:00 PM

• **GOOSEBERRY 1/2**

Pr Ec ■ **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

Sunday 4:00 – 5:30 • Poster Session Presentations • **BALLROOM**

The Poster Session is an opportunity for presenters to disseminate and display information about programs, research projects, newly developed curricula, etc. Presenters will be able to discuss their topic directly with conference participants and may have flyers, brochures, and other handouts available. (Sorry, no product sales will be allowed at poster presentations.) Light snacks and refreshments will be served. See page 5-6 for a listing of poster presentations.

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



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.

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

Three new stories to raise awareness and reduce stigma!

Snow White (Schizophrenia) • Jack and the Beanstalk (Brain Damage) • Little Mermaid (Eating Disorders)

1 DISORDERED [thy name is teenager]

ADHD. OCD. ODD. Eating disordered. Addicted. Suicidal. For teenagers, these may be helpful diagnoses or harmful labels. Can they be both? Just what is going on inside the teenage brain? Discover this award-winning, beautifully chaotic film written by teenagers; learn about adolescent brain development; experience a teen perspective.

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

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

Parents and caregivers of adolescents and transition-age young adults who struggle with self-injury, suicidality, or emotional dysregulation will learn the value of mindfulness for improving emotion regulation. Find information on the skill sets of Dialectical Behavior Therapy (DBT) and what to expect in an intensive outpatient setting.

Martha Anderson, MS, LMFT, Supervisor of In-Home and School-Based Services—Volunteers of America MN—Mental Health Clinics

3 Vocational Rehabilitation Services 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, Career Counselor—Vocational Rehabilitation Services, MN Dept. of Employment and Economic Development (DEED)

4 Transition Employment for Adolescents with Severe Disabilities—The Effects of Community-Based Curricula

Identify key elements involved in successful school to work transition programs for individuals with severe disabilities including assessment, training, and competitive job placement utilizing integrated work environments in the community. Review transition models and experiences within school districts; current work experience programs; the value of community partnerships; and interventions to ensure successful transition to adult life for these individuals.

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

5 Transitions Toward Adulthood in the World of Asperger's Syndrome

Transition planning for individuals with Asperger's Syndrome can have unique challenges that require team effort and "out of the box" thinking to find success. Examine how the current system of supports operate and how individual challenges and unique skills impact options for: post-secondary training, employment readiness, navigating social situations, and finding one's place in the community.

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

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

Discuss issues related to social vulnerability in individuals with autism spectrum disorders

(ASDs). Focus will be on the social challenges inherent in ASDs that present risk for social victimization, and the challenges of social media/technology for individuals with ASDs. Practical ideas for addressing these concerns will be offered.

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

7 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 deficient, sensory integration, digestive problems, and fatigue.

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

8 Art Therapy in Schools

A school art therapist is trained to recognize barriers to student learning, diagnose problems, and provide individualized interventions and services to help students focus on learning. Gain a basic overview of the need for art therapy in the school systems of today. Hear the reasoning behind this proposal and examples of successful inclusion school models.

Connie Gretsich, MED, MA, Art Therapist, Parent Coach—TryColor Coaching

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

Explore the many reasons high-risk youth, such as teens with mental health issues, without stable housing, or in foster care, may use the emergency room (ER) as their primary source of medical care. Providers who work with these youth can promote their medical health by connecting them with non-ER medical care—clinics, dentists, etc. Find tips for empowering high-risk youth to make better medical decisions and remain healthier while avoiding the ER.

Caroline Woods, PA-C, MS, Physician Assistant—LSS Wellness Center, Free Teen Clinic & Mike McCuskey, Clinical Assistant / Youth Worker—LSS, The Wellness Center / LSS, Renaissance

10 Self-Care for Providers

Explore the dynamics of therapist burnout and how personal self-care can impact work with clients. Find information to help assess current level of self-care, identify ways to increase it in personal and professional life, and create a plan to use as professional development progresses to reduce the likelihood of burnout.

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

11 Building a Parenting Program to Stop the Cycle of Violence

The restorative parenting program, developed by Lee Carlson Center for Health & Well-Being, is for men and women who have exposed their children to violence in the home, as well as the children who are exposed to such violence. Examine the process of building such a component within a domestic violence program; challenges, successes, and difficulties will be shared.

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

12 Making the Connection: Helping Families of Teens with Substance Abuse

Gain a better understanding of the needs of families who have been impacted by addiction. Increase general knowledge of chemical dependency as well as communication, codependency, and boundaries. Professionals will learn about setting up a multi-family educational and therapeutic program through which knowledge, hope, and encouragement are emphasized, leading to an increase in both individual and family health.

Tamarah Gehlen, MA, LMFT, LADC, CFLE, Program Director & Family Therapist—Wings Adolescent Treatment Ctr.

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

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.

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

14 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. This is your opportunity to ask a counselor! (Confidential or identifiable information should not be disclosed.)

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

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

While co-editing the book, "Easy to Love but Hard to Raise: Real Parents, Challenging Kids, True Stories," an anthology of essays written by parents of kids with special needs, this presenter was fascinated by commonalities in feelings and experiences. From this she created a model—a representation of special needs parenthood dubbed Eve. Discover Eve, the experiences that are typical in each of its four stages, and how it helps parents feel they are not alone.

Kay Marner, Parent

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

16 Alternative Dispute Resolution in Family Courts: Maximizing Outcomes for Children

There is a growing emphasis on using Alternative Dispute Resolution (ADR) to reduce the acrimony that often arises in family court matters; ADR processes help parents work together for their children's best interests. Receive basic information on eight different processes available to parties in a family court action in Minnesota, including factors to consider when choosing between them.

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

17 The Wonder Years: More than a Museum Exhibit on the Science of Early Childhood Development

The Science Museum of Minnesota, in partnership with the University of Minnesota, and Public Agenda, have collaborated to develop Wonder Years: The Science of Early Childhood Development. Learn about this one-of-a-kind exhibit, including its development, main messages, exhibit components, and the research behind the exhibit. Gather details of its accompanying programming that actively engages everyday citizens around the state.

Emily Ostergaard, Graduate Student—U of MN

18 Ask an Advocate!

Parenting a young child with emerging special needs can be overwhelming. What is "normal?" Who do I ask? Where do I start? Andrea uses her experience from being a mental health consumer as a adolescent, now when advocating for her two young boys. Using this experience and her unique perspectives she offers guidance and support to other parents of young children looking for answers.

Andrea Bejarano-Robinson, Parent Advocate

19 Emotion Coaching

Learn about Dr. John Gottman's four styles of parenting and the one deemed most effective: emotion coaching. Consider how you were parented, how you currently parent, and how culture may influence your parenting style. Practice identifying and listening for emotions, and learn the steps of emotion coaching to successfully parent socially and emotionally healthy children, birth to age five.

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

20 Yoga Calm: Educating Heart, Mind, and Body

Help children and teens develop lifelong wellness habits with Yoga Calm, an award-winning, research-supported curriculum. Learn classroom, individual, and group activities that include breathing techniques to reduce stress and develop attention; simple poses to build confidence and elicit emotional sharing; cognitive strategies; storytelling; and tools to develop leadership, compassion, and communication.

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

21 Aromatherapy Personalized

Explore research gathered during a 90-day study which followed mental health participants using the "Zyto Compass." This body communication technology identifies the body's priorities and is used by thousands of health professionals around the globe. Come experience essential oils, learn their history and usage, and discover how to personalize them for yourself.

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

22 HELP is Here – New Crisis Program for Adoptive Families

To address adoption dissolutions, DHS contracted with Minnesota Adoption Resource Network to manage post adoption clinical services for families. Learn about this new program (MN ADOPT HELP), issues facing families, and how adoption competent therapists can partner with HELP. Case examples, state trends, gaps in services, and additional adoption resources will be available.

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

23 Children with Insecure Attachments/ RAD in Education

Children with insecure attachments offer challenges within the school setting. Gather information on reactive attachment disorder (RAD) such as: an overview of attachment theory; emotional, behavioral, and academic manifestations in the classroom; and the latest research on effective classroom/school interventions to support these students in learning.

Kelly Duffy, MS, Teacher—Superior School District

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

Identify the devastating effects of prenatal exposure to alcohol and its impact on our schools, communities, and nation. Review research into its connection to school shootings in MN and WI, as detailed in the presenter's book, "The Fatal Link." Find information on Healthy Brains for Children, an organization which spreads awareness of the urgency for prevention and identification, and helps develop awareness projects around the world.

Jody Crowe, MS, Executive Director—Healthy Brains for Children

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

Gather tips to toilet train children with autism or other developmental delays. Learn to assess readiness and determine the most appropriate methods and strategies while considering health, medical, dietary, and physiological responses that may interfere with the process. Information on how to generalize children's skills in order to promote independence will also be available.

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

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

Understanding the early childhood special education (ECSE) world can be very difficult for parents and practitioners alike. This session focuses on the importance of intervention/prevention in the early childhood years and the basics of the evaluation process for young children, including the referral process, evaluation procedures, and qualification requirements.

Laura Jensen, EdS, School Psychologist—Owatonna Sch. Dist.

27 MN Student Survey Data Support Trauma-Informed Practices

Explore responses to the 2010 Minnesota Student Survey given by youth in Minnesota correctional facilities compared to those given by youth in mainstream school settings. These data will illustrate the need for strength-based, trauma-informed interventions when serving Minnesota's highest risk needs and families. Clinicians will increase their understanding of how theory and research are linked to direct practice with high-risk youth and families.

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

28 Getting Better: Hispanic Youth in the Child Welfare System

Compare outcomes for Hispanic and non-Hispanic children who have experienced trauma across three scales: the Child Behavior Checklist (CBCL); Trauma Symptom Checklist for Children-Abbreviated (TSCC-A); and the UCLA-PTSD Reaction Index for DSM-IV. Learn about the treatment interventions that the authors found successful at reducing the number of negative emotions and behaviors over a 6-month period.

Bhuvana Sukumar, PhD, MSW, Senior Manager & Melissa Scardaville, PhD, Senior Associate—ICF International

29 Parent Attributions About Why Their Child is Referred for Psychotherapy

Consistent parent participation in child psychotherapy is a major predictor of treatment success. Explore research findings from an ongoing outpatient child therapy study, including preliminary findings of parent and youth expectations for treatment; parent attributions for their child's presenting problem; and implications for improving parent engagement.

Kathy Dowell, PhD, LP, Associate Professor—U of MN, Duluth & Thomas Jensen, MSW, LCSW, Manager of Ambulatory Behavioral Health—Essentia Health Duluth Clinic

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

Find current, detailed information of the nature of ADHD, including diagnostic criteria, development, and causes. Examine the theory of ADHD as a disruption in the brain's executive functions and how that affects self-regulation. Strategies and interventions to address impairments related to ADHD, executive functioning, and self-regulation for use at home, in schools, and in other settings will be provided.

Heather Burke, MSW, LCSW, School Social Worker—Dist. 112



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Check us out in the exhibit hall Booth 64 for a free bottle of water and more information about what we do.

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SURVIVE OR THRIVE?

There's no higher calling than working with children who have learning or emotional challenges.

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Autism Spectrum Disorders
Child and Adolescent Mental Health
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For a complete listing of graduate and adult programs visit www.bethel.edu

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

 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. 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 **FRENCH RIVER**

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

 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 **ROOM 304**

3 ADHD 2012: Diagnostic Change, Preschoolers, Sleep, Meds, as well as Behavioral and Cognitive Interventions

 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 four 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) **ROOM 203**

4 Development of Resilience and the Mind-Body Connection

  This workshop will provide an overview of new neuroscience research and infant brain development as it relates to the mind-body connection. 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 **ST. LOUIS**


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

  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—Ctr. for the Challenging Child, LLC / Adler College **ROOM 302**

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

 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 **ROOM 204**

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

 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—Dept. of Psychiatry, Children's Hospital Colorado, CO **SPLIT ROCK 1**

8 Working with Somali Youth and Families

 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 **ROOM 301**

9 Adolescent Transitions – Thriving in the Midst of Change

 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 **SPLIT ROCK 2**

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

 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 will be limited to 35.)*


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. **GOOSEBERRY 1**

11 Mental Health Services and Ethical Concerns

 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—University of Wisconsin-River Falls **GOOSEBERRY 3**

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

 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. The power of relationships with students is used as a means of transforming the way students understand themselves. Examine the core elements of this approach while becoming empowered to use these tools 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 **ROOM 303**

13 Diverse Voices: Cross Cultural Collaboration in Early Intervention

  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® (N), 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. **GOOSEBERRY 2**

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 ROOM 303

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 for the journey of raising and/or supporting children with ADHD.

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

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 at 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 GOOSEBERRY 2

17 It is a Little Unconventional But it Works! Using DBT as a Foundation for Intensive Outpatient Dual Diagnosis Treatment Programs with Adolescents



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

Ann Becher-Ingwalson, MA, PSYD, ABD, LADC, LPCC, Clinical Systems Manager & Carla Olson, MA, RN, LP, Director—U of MN Amplatz Children's Hospital ST. LOUIS

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 attuned to the children's needs.

Lauren Nietz, MSW, LCSW, Day Treatment Supervisor & Matthew Witham, MFT, LMFT, Day Treatment Supervisor—Washburn Center for Children ROOM 203

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., LSW, School Social Worker & Scott Graham, MS.ED., LSW, School Social Worker—St. Michael-Albertville Schools ROOM 204

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, LCSW, Executive Director, Amy Moeller, MSW, LCSW, Child & Adolescent Therapist—Family Enhancement Center ROOM 302

21 Employment Works!



For transition-age youth employment is an important part of feeling 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 Aberholden, MPH, Executive Director—NAMI-MN, Debra Jacoway—NAMI-MN Family Advocacy; Renee Zorn, RN, mom; Shelley White, Mental Health Program Consultant—DHS GOOSEBERRY 1

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 ROOM 202

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 and 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.

Carmeann Foster, Graduate Student—Univ. of St. Thomas SPLIT ROCK 1

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. SPLIT ROCK 2

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 GOOSEBERRY 3

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 ROOM 304


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. ROOM 301

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

 Hear an overview of depression in children and adolescents, and keys to identification, assessment, and evidence-based approaches to treatment. Dr. Sulik will discuss medication options for treatment and when they are appropriate to consider; Dr. Biebl will review evidenced-based psychotherapies including cognitive behavioral therapy and interpersonal psychotherapy. Designed specifically for parents, the session will allow for an in-depth discussion on the importance of self-care for parents of depressed children.


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

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 **ROOM 203**

30 Sensory Processing and Integration: Information and Implementation

 This workshop 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, Prog. Director—Therapy Connections For Kids **ROOM 204**

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

  This session will focus on signs and effects of medical trauma and how it impacts a child's brain development. Methods will be described for parents and providers to help reduce the impact of trauma on an infant or child during a medical procedure. 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 **ROOM 202**


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 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, LCSW, LMFT, Project Coord.—Wilder Foundation Ctr. for Children with RAD; & **Eric Gerrits**, Staff Supervisor—Wilder Foundation Day Treatment **ROOM 304**

33 Professionalism with a Heart

 This workshop will challenge thoughts and ideas about 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 **ROOM 303**

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

 Learn essential skills in this interactive, practical session to de-escalate a mental health crisis for a child 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. A realistic enactment of an adolescent in crisis will be loud and may include inappropriate language.


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

35 Adverse Childhood Experiences (ACE): Minnesota Initiatives

 This workshop will present findings from the 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 **SPLIT ROCK 2**

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 Avedaño, LMFT, LPC, LSW**, Psychology Doctor and Clinical Consultant—DHS **GOOSEBERRY 1**


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 **GOOSEBERRY 2**

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 will be limited to 50.)*


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 **GOOSEBERRY 3**

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 **ROOM 301**

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 **CANCELED**

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 **ROOM 302**

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(N)®, Field Associate—Ctr. For Early Education & Development, U of MN FRENCH RIVER

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 ROOM 304

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 Callivan, PSYD, LP, Clinical Psychologist & Marci Mueller Theisen, PSYD, LP, CPRP, Clinical Psychologist—Melrose Institute SPLIT ROCK 1

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 ROOM 203

46 The Development and 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 ROOM 204

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 session 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 explained.

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 ROOM 302

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 SPLIT ROCK 2

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 Prog.; & Linda Gensheimer, PHD, MSW, LICSW, Clinical Social Worker, Community Faculty—U of MN Sch. of Social Work ROOM 301

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 ROOM 202

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 ST. LOUIS

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, BCABA, Clinical Supervisor—Behavioral Dimensions ROOM 303

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

This session 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 GOOSEBERRY 1

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. 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 Eustice, MS, LP, Psychologist—Heartland Kids GOOSEBERRY 2

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(N)®, U of MN Faculty, Consultant and Advisory Board Member—U of MN, CEED GOOSEBERRY 3

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 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 ROOM 304

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

This is part 2 to workshop #43. 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 FRENCH RIVER

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 transition to adulthood. They will discuss personal struggles with acceptance of the diagnosis and describe the importance of having a support system. The audience will have a 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) ROOM 302

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 ROOM 301

60 Replacement A Practical Review of Psychiatric Pharmacotherapy

This workshop will review psychiatric medications commonly prescribed for the treatment of illnesses in children and adolescents. Emphasis will be placed on explaining the major classes of medications, their mechanism of action, and common side effects. Time will be available for questions.

Joel V. Oberstar, MD, CEO and Chief Medical Officer—PrairieCare ST. LOUIS

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, CFE, CCT, Prog. Director—WINGS Adolescent Treatment Ctr. ROOM 204

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. ROOM 303

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 ROOM 203

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 GOOSEBERRY 3

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, John Murray, & Miranda Murray CANCELED

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, LCSW, Case Manager, Diversity Trainer & Christine Squier, MA, LPCC, LADC, Clinical Therapist, Cultural Diversity Trainer—Woodland Hills GOOSEBERRY 2

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, MD, LD, ABE, Assistant Professor—Augsburg College SPLIT ROCK 2

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 GOOSEBERRY 1

69 Replacement Introduction to Reflective Practice in Early Childhood Settings

Because all early learning occurs in the context of relationships, working with young children and their families requires us to engage our emotions as well as our intellect. Using lecture, video, and interaction among participants, this workshop will offer an overview of principles and strategies for integrating reflective practices into early childhood settings to enhance the quality of our work and promote our own professional development.

Michele Fallon, MSW, UCSW, IMH-E(N)®, Infant/Early Childhood Mental Health Consultant SPLIT ROCK 1

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"/> All Parents & Professionals
	<input type="checkbox"/> Advanced—Tech	Age Group Covered
<i>details on pg 2</i>		<input type="checkbox"/> Early Childhood
		<input type="checkbox"/> Early Childhood + Youth

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 **GOOSEBERRY 2**

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 Coord., & Jessie Steenblock, MA, Adolescent Mental Health Counselor—Northern Pines Mental Health Ctr. **ROOM 203**

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 strategies are under utilized despite considerable evidence of their effectiveness, which at times can equal psychotherapy or pharmacotherapy. Examine recent research along with specific strategies—regarding diet, supplements, exercise, parenting, electronics, relationships, time in nature, 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, & Memory (CALM) **ROOM 304**

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 **FRENCH RIVER**

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 **ROOM 301**

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, & Andria Sterbentz, Youth Enrichment Manager—Lakes Area Youth Service Bureau **GOOSEBERRY 3**

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 **CANCELED**

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 **ROOM 303**

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 **SPLIT ROCK 2**

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, Education and Wellness Consultant—Jenn Nelsen, LLC **ST. LOUIS**

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 Ziemann, MA, School Psychologist—Bemidji School District **ROOM 204**

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.

Kristi Swenson, PSYD, LP, Post-Doctoral Psychology Fellow, Judy Strommen, MA, LP, Licensed Psychologist, & Amy Robinson, MS, LPCC, FACT Program Supervisor—Fraser Child & Family Ctr. **GOOSEBERRY 1**

82 Self-Regulation: The Role of Responsive Teachers

This session will define 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 **ROOM 302**

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"/> Advanced—Tech	<input type="checkbox"/> Parents & Professionals
	Age Group Covered	<input type="checkbox"/> Early Childhood <input type="checkbox"/> Early Childhood + Youth
	<i>details on pg 2</i>	

Monday, April 23, 2012

Key CITY SIDE HARBOR SIDE

8:00	Registration/Continental Breakfast/Exhibits	FITZGERALD HALL
Welcome/Announcements/Keynote Speaker		
8:50 – 10:00	Mark Katz, PHD	LAKE SUPERIOR BALLROOM
10:00 – 10:15	Break/Exhibits	FITZGERALD HALL
10:15 – 12:15 Concurrent Workshops 1 – 13		
1.	Workshop by Keynote —Changing the Odds, One School Day at a Time • Mark Katz	FRENCH RIVER
2.	Anxiety in Children and Adolescents: An Advanced-level Discussion with Professionals • L. Read Sulik	ROOM 304
3.	ADHD 2012: Diagnostic Change, Preschoolers, Sleep, Meds, Behavioral & Cognitive Interventions • Gary Johnson & Chris Bedford	ROOM 203
4.	Development of Resilience and the Mind-Body Connection • Lora Matz	ST. LOUIS
5.	When the Issue is the Environment: Child Misbehavior is not "Just Behavior." • Tina Feigal	ROOM 302
6.	Effective Strength-based Interventions for Emotional/Behavioral Disorders of Childhood and Adolescence • Dean Grace	ROOM 204
7.	Demonstration Workshop: Manualized, Intensive Outpatient Psychiatry Program, Sustainable in Managed Care Environment (PACK, MaPS) • Mary N. Cook	SPLIT ROCK 1
8.	Working with Somali Youth and Families • David Schuchman & Bilan Jama	ROOM 301
9.	Adolescent Transitions – Thriving in the Midst of Change • Coach Nakumbe	SPLIT ROCK 2
10.	How to Tell your Story so People will Listen – Photovoice Flash 101! • Brenda Anderson, Rich Mosher, Travis Caddie, & Colleen MacRae	GOOSEBERRY 1
11.	Mental Health Services and Ethical Concerns • Donald Stovall	GOOSEBERRY 3
12.	The Nurtured Heart Approach (NHA) in the Classroom Setting • Katherine Utter, Shaun Pakenham, & John Fry	ROOM 303
13.	Diverse Voices: Cross Cultural Collaboration in Early Intervention • Jane Ellison, Janette Yiran, Mayuli Bales, & Teri Estrem	GOOSEBERRY 2
12:15 – 1:15	Lunch/Exhibits	LAKE SUPERIOR/FITZGERALD
1:15 – 2:30 Concurrent Workshops 14 – 27		
14.	Evidence-Based Treatments for Autism Spectrum Disorders: How to Navigate Multiple Treatment Options • Sara Biebl & Carrie Brower-Breitwieser	ROOM 303
15.	ADHD: What's New, What Works • Cindy Lea & Terri O. Johnson	FRENCH RIVER
16.	Inpatient Family Therapy: Getting at the "Real" Issues • Susan Gatto & Joel Oberstar	GOOSEBERRY 2
17.	It is a Little Unconventional But it Works! Using DBT as a Foundation for Intensive Outpatient Dual Diagnosis Treatment Programs with Adolescents • Ann Becher-Ingwalson	ST. LOUIS
18.	Therapeutic Language: Naming, Narrating, and Relating to Dysregulated Children and their Families • Lauren Nietz & Matthew Witham	ROOM 203

19.	Managing Emotions: Turning the Loosey Goosey into Tighty Whitey • Catherine Thomas & Scott Graham	ROOM 204
20.	Helping Grow Sexually Healthy Kids and Teens • Elizabeth Bergman & Amy Moeller	ROOM 302
21.	Employment Works! • Sue Abderholden, Debra Jacoway, Renee Zorn, & Shelley White	GOOSEBERRY 1
22.	The Minnesota Indigenous Youth Freedom Project: Leadership Through Resilience • Brian McClines	ROOM 202
23.	Preventing Recidivism: Perspectives on the Effectiveness of the Justice System in Meeting the Needs of African American Boys with EBD • Carmeann Foster	SPLIT ROCK 1
24.	Working with Interpreters in Intervention with Children and Families • Sarah Olitzky & Kathryn McCraw-Schuchman	SPLIT ROCK 2
25.	Restrictive Procedures: Beyond the Basics • Sara Winter	GOOSEBERRY 3
26.	Helping Change Happen in Complex Homes: Working with Parents who are Mentally Ill • Jacob Christensen, Michael Thompson, & Michele Willert	ROOM 304
27.	Looking for Laughs • Rachel Cardner, Sue Pederson, & Karin Hampton	ROOM 301
2:30 – 3:00 Refreshments/Extended Break/Exhibits Door Prize Drawings		
3:00 – 4:45 Concurrent Workshops 28 – 41		
28.	Depression in Children and Adolescents: What Every Parent Needs to Know • L. Read Sulik & Sarah Biebl	ST. LOUIS
29.	The Mysteries and Challenges of Fetal Alcohol Spectrum Disorders (FASD) • Lynne Frigaard	ROOM 203
30.	Sensory Processing and Integration: Information and Implementation • Sara Sheppard	ROOM 204
31.	A Peek into Medical Trauma: Indications, Prevention and Healing • Nicole Ross & Melissa Connolly	ROOM 202
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 • Krista Nelson & Eric Gerrits	ROOM 304
33.	Professionalism with a Heart • Karen Wussow	ROOM 303
34.	De-escalation of a Child or Adolescent in Mental Health Crisis • Mark Anderson, Renee Jensen, & Randy Carroll	FRENCH RIVER
35.	Adverse Childhood Experiences: Minnesota Initiatives • Glenace Edwall	SPLIT ROCK 2
36.	Mental Health Behavioral Aide Services Time to Expand! • Jill Johnson & Mary Jo Avendaño	GOOSEBERRY 1
37.	Guiding Parents on the Journey of Parenting: Helping Them Raise Competent, Caring, Contributing Adults • Linda Budd	GOOSEBERRY 2
38.	Here's Your Brain on SEL • Linda Oberg & Charlene Myklebust	GOOSEBERRY 3 -
39.	No One Likes A Bully! • Kristen Wheeler-Highland	ROOM 301
40.	Processes to Maximize School Success and Reduce Juvenile Justice Involvement in Youth with Mental Health or Multi-Agency Needs • Kay Hodges	CANCELED
41.	Trauma and the Body: Research and Clinical Case Studies • James Geidner & Mary Geidner	ROOM 302

Tuesday, April 24, 2012

Key

CITY SIDE

HARBOR SIDE

8:00	Registration/Continental Breakfast/Exhibits	FITZGERALD HALL
Announcements/Keynote Speaker		
8:50 – 10:00	Joel V. Oberstar, MD	LAKE SUPERIOR BALLROOM
10:00 – 10:30	Break/Exhibits	FITZGERALD HALL
10:30 – 12:00 Concurrent Workshops 42 – 55		
42. U of MN Special Presentation – Trauma Happens: Introduction to the Developmental Impact of Trauma and Strategies for Intervention • Michele Fallon		FRENCH RIVER
43. Emotional and Behavioral Dysregulation Part I: The Role of Social Networking of the Brain • David Alter & Nancy Foster		ROOM 304
44. Family-Based Treatment of Eating Disorders: Evidence and Interventions • Heather Callivan & Marci Mueller Theisen		SPLIT ROCK 1
45. Early Warning Signs of Schizophrenia: What Should You Know? Why Should You Care? • Sanjiv Kumar, Rabindra Tambyraja, & Tiffany Reis		ROOM 203
46. The Development & Dysfunction of Empathy in Youth • David Swenson; & Richard Wolcott		ROOM 204
47. Strategies for Working With Difficult Children and Adolescents • Bridget Doak & Karen Wendt		ROOM 302
48. The Clinical/Behavioral Index: Successfully Integrating Behavioral and Clinical Approaches in Children's Mental Health • William Dikel & Jan Ostrom		SPLIT ROCK 2
49. Compassion Fatigue and Vicarious Trauma • Cynthia Packer & Linda Censheimer		ROOM 301
50. A Conversation with the Minnesota Board of Social Work • Louis Hoffman, Antonia Wilcoxon, & Sheryl McNair		ROOM 202
51. Mindfully Parenting the Spirited Child • Charlene Myklebust & Linda Oberg		ST. LOUIS
52. Learning to Learn: Effective Teaching Strategies for Children with Disabilities • John Hoch, Cara Dreyer, & Beth Isakson		ROOM 303
53. School Mental Health – Measuring Our Success and Making the Case for Sustainability • Mark Sander & Jessie Everts		GOOSEBERRY 1
54. Trauma Leaves Children Behind: Schools Educating Traumatized Youth • Gary Eusitz		GOOSEBERRY 2
55. What About Before Birth? Prenatal and Perinatal Influences on Infant Mental Health • Patricia Lucas & Joann O'Leary		GOOSEBERRY 3
12:00 – 1:00	Lunch/Exhibits	LAKE SUPERIOR/FITZGERALD
1:00 – 2:15 Concurrent Workshops 56 – 69		
56. U of MN Special Presentation – Brain Development & Traumatic Experience • Kathleen M. Thomas		ROOM 304
57. Emotional and Behavioral Dysregulation Part II: Engaging Brain-based Dialogues • Nancy Foster & David Alter		FRENCH RIVER
58. Personal Outlook on Fetal Alcohol Spectrum Disorders (FASD) • Angie Dyer, Liz Kulp, Martin Beyer, James Jarvis, & Ken Moore		ROOM 302
59. Developing Bridge Relationships with Children Living with ASD • Paul Johnson		ROOM 301

60. A Practical Review of Psychiatric Pharmacotherapy • Joel V. Oberstar		ST. LOUIS
61. Encouragement Vs. Discouragement: Using the 4 Goals of Misbehavior to Facilitate Change in Working with Teens • Tamarah Gehlen		ROOM 204
62. Making an Investment: Strategies Toward Family Engagement • Miranda Gilmore & Heather Krug		ROOM 303
63. Not the "Bath Salts" Your Mom Used • Rick Moldenhauer		ROOM 203
64. Research Simplified: What are the Risk and Protective Factors of Adolescent Suicide? • Amy Hedman		GOOSEBERRY 3
65. They Call The Wind Miranda • Sandie Murray, John Murray, & Miranda Murray		CANCELED
66. Taking a Personal Inventory • Dana Stroschein & Christine Squier		GOOSEBERRY 2
67. Public Achievement and Special Education: Empowering Students with EBD to Create Radical Change in the Midst of Mediocrity • Susan O'Connor, Michael Ricci, & Donna Patterson		SPLIT ROCK 2
68. MN Technical Assistance Center on Social Emotional Interventions (TACSEI) Partnership • Michele Bedor		GOOSEBERRY 1
69. Introduction to Reflective Practice in Early Childhood Settings • Michele Fallon		SPLIT ROCK 1
2:15 – 2:30 Break		
2:30 – 4:00 Concurrent Workshops 70 – 82		
70. U of MN Special Presentation – Historical Trauma and Its Effects on American Indian and African American Children and Their Families • Evelyn Campbell		GOOSEBERRY 2
71. Can it Really Be that Different from Girls? Depression and Anxiety in Adolescent Boys – Identification and Strategies • KerriAnne Moon & Jessie Steenblock		ROOM 203
72. Beyond Meds: Essential Interventions That Really Work • Gary Johnson		ROOM 304
73. Teaching DBT Skills to Adolescents with Activities and Hands-On Learning • Jean Eich		FRENCH RIVER
74. Psychotherapy and Hmong Clients: Deepening Cultural Competence to Improve Treatment • Talee Vang & Kerry Frank		ROOM 301
75. A Holistic Approach to Adolescent Care • Kari Lyn Wampler, Matt Howard, Aaron Lynch, & Tovah Marek		GOOSEBERRY 3
76. Restorative Justice: Change of Behavior by a Change of Heart • Kris Miner		CANCELED
77. Technology Abuse By Youth • David Swenson & Brandon Olson		ROOM 303
78. "The Voice" Teen Mental Health Edition • Renelle Nelson & Youth Advisory Board Members		SPLIT ROCK 2
79. Yoga Therapy – Maintaining Balance and Stability for Caregivers and Individuals Living With a Mental Health Diagnosis • Jenn Nelsen		ST. LOUIS
80. Positive Behavior Rocks • Don Ziemann		ROOM 204
81. Young Children on the Autism Spectrum: Tailoring the Incredible Years Curriculum • Kristi Swenson, Lucy Strommen, & Amy Robinson		GOOSEBERRY 1
82. Self-Regulation: The Role of Responsive Teachers • Tracy Schreifels		ROOM 302



Thank You

VOLUNTEERS

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Questions?
Contact Deb Cavitt
dcavitt@macmh.org;
651-644-7333; 1-800-528-4511.

Coming Summer 2012! MACMH Summer Training Series

If you and your colleagues cannot attend other training events due to the school calendar or tight work schedules, the **MACMH Summer Training Series** is for you. Summer is the ideal time to earn CEHs and deepen your skills and knowledge. *Workshops will include topics on youth mental health disorders, infant mental health & more!*

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