

Welcome



MACMH's 2013

# Child & Adolescent Mental Health Conference

April 28, 29, and 30 • Duluth, MN

Program

## Keynote Speakers



Monday • 9:00 • Ballroom

**Joseph Lee, MD, ABAM**

Dr. Lee is the Medical Director for Hazelden's Youth Continuum, and author of the new book, *Recovering My Kid: Parenting Young Adults in Treatment and Beyond*. Dr. Lee is Hazelden's thought leader on matters related to youth, addiction, families, and mental health. A triple boarded physician, he completed his Adult Psychiatry residency at Duke University Hospital and his fellowship in Child and Adolescent Psychiatry from Johns Hopkins Hospital. He is a diplomate of the American Board of Addiction Medicine and is a member of the American Academy of Child and Adolescent Psychiatry's Substance Abuse Committee. Given his degree of specialization and powerful messaging, Dr. Lee has been featured in media venues including CNN, the Dr. Oz Show, NPR, and the Wall Street Journal. Dr. Lee grew up in Oklahoma and now lives in Minnesota with his wife Jill and son Gabriel.

Dr. Lee's keynote speech is: *"Rethinking Addiction for Youth: Risk, Loading, and Trajectory."* Addiction is often called a chronic disease akin to diabetes and metabolic syndrome, but do we practice what we preach? Despite what is often relayed to clients and families, our current diagnostic assessments revolve primarily around the severity of acute drug use. Additional consideration of risk and protective factors for addiction can further inform clinicians on everything from prevention to treatment to prognosis. In this presentation, Dr. Lee will attempt to bridge the gap between epidemiologic literature and status quo approaches to addicted youth. Novel perspectives for conceptualizing addiction in youth will emerge to help clinicians think outside the box in their daily practice.



Tuesday • 9:00 • Ballroom

**Nimi Singh, MD, MPH, MA**

Dr. Singh is the Assistant Professor and Division Head with the Division of Adolescent Health and Medicine at the University of Minnesota Amplatz Children's Hospital. Dr. Singh received her medical degree at Mount Sinai School of Medicine in New York City, completed her residency in Pediatrics and International Child Health at Rainbow Babies and Children's Hospital in Cleveland Ohio. She holds two Masters degrees, one in Medical Anthropology from Case Western Reserve University and one in Public Health from the University of Washington in Seattle, where she completed her training with a fellowship in adolescent medicine.

Dr. Singh's clinical, educational, and research interests have focused on the mental health needs of youth in varying socioeconomic and cultural contexts. Currently she is focused on exploring, teaching, and evaluating means by which to promote mental health and resilience in youth. In 2003 and 2007, she was the recipient of the Outstanding Faculty Educator Award by the residents in Department of Pediatrics.

Dr. Singh's keynote speech is *"Understanding the Foundation of Mental Health Promotion: A Practical Approach."* How does stress physiology distort perceptions, thoughts and moods? Why do some youth get stuck in negative thinking and maladaptive coping? Understand how the stress response results in suboptimal cognitive, emotional and social functioning for teens and for ourselves. Learn practical ways to encourage teens to shift thoughts, change behaviors, and alter stress physiology.

MACMH is getting social!

Join us on Facebook ([www.facebook.com/MACMH](http://www.facebook.com/MACMH))

and Twitter ([@MACMHorg](https://twitter.com/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.)

Minnesota Association for Children's Mental Health • MACMH

165 Western Avenue North, Suite 2, Saint Paul, MN 55102-4613 • [www.macmh.org](http://www.macmh.org) • 800-528-4511

# 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:** Broad background information, introductory 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:** Complex, in-depth concepts or features highlighted; *basic and background information will not be covered* • audience needs intermediate understanding of topic

## Target Audience

- Pa** Parents
- Pr** Professionals
- All** Parents & Professionals

Audience indicates to whom the presentation is tailored.

## Workshop Focus

- Ec** Early Childhood Specific

## Acronyms

The following are used throughout this brochure:

- ADHD = Attention Deficit Hyperactivity Disorder
- DSM-IV = Diagnostic & Statistical Manual of Mental Disorders – Fourth Edition
- EBD = Emotional or Behavioral Disorder
- FASD = Fetal Alcohol Spectrum Disorder
- MDE = MN Department of Education
- PTSD = Post-Traumatic Stress Disorder

## Infant & Early Childhood Competency Levels

If you are interested in applying your workshops toward endorsement in Infant and Early Childhood Mental Health through Minnesota Association for Infant and Early Childhood Mental Health (MAIECMH), please pick up a copy of the competency assignment form at the MAIECMH booth in the exhibitors area. A member of the MAIECMH professional development committee will answer any questions you may have about the endorsement process.

# 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 toward 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 in 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.

## Looking for Clinical Content Hours?

Effective 8/1/11 LICSWs must have 24 of 40 CE hours in clinical content.

Presenters have deemed the following workshops as meeting one or more of the required 6 clinical content criteria.

- Session 1 • 10:15 - 12:15 • Monday • 2, 3, 4, 8, 12
- Session 2 • 1:15 - 2:30 • Monday • 15, 16, 17, 20, 21, 22, 23, 26, 27
- Session 3 • 3:00 - 4:45 • Monday • 28, 29, 31, 32, 33, 34, 35, 37, 38, 40
- Session 4 • 10:30 - 12:15 • Tuesday • 42, 46, 47, 48, 50, 52, 54, 55
- Session 5 • 1:15 - 2:45 • Tuesday • 58, 60, 61, 66, 67
- Session 6 • 3:15 - 4:15 • Tuesday • 69, 71, 75, 76, 78, 81

## Weather

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

## Message Board

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

## 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.

# Conference Schedule

## Sunday, April 28th

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

## Monday, April 29th

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

## Tuesday, April 30th

- 8:00 .....Exhibits/Registration/Breakfast
- 8:50 – 9:00 .....Announcements
- 9:00 – 10:00 .....Keynote
- 10:00 – 10:30 ...Exhibits/Extended Break
- 10:30 – 12:15 .....Workshops 42 – 55
- 12:15 – 1:15 .....Lunch/Exhibits
- 1:15 – 2:45 .....Workshops 56 – 68
- 2:45 – 3:00 .....Break
- 3:00 – 4:15 .....Workshops 69 – 81



## Things To Do

### Networking Breakfast

• Harbor Side Level 3



Monday, April 29th • 8:00 - 8:50 AM • Sponsored by HazelDEN

Join in the conversation at MACMH's new networking breakfast, which is included with the price of conference registration. Tables will be designated into regions and topics to facilitate conversations with colleagues who have similar interests. *Preregistration required.*

### MAIECMH Breakfast Endorsement Update

• Harbor Side Level 3



Tuesday, April 30th • 8:00 - 8:50 AM

Please join the Minnesota Association for Infant and Early Childhood Mental Health (MAIECMH) for a continental breakfast, an update on the organization, and to learn more about the Endorsement for Culturally Sensitive, Relationship-focused Practice Promoting Infant Mental Health®. MAIECMH is one of 15 state organizations moving forward with an interdisciplinary professional development competency system that acknowledges the unique developmental and relational needs of the earliest years. *Preregistration required.*

### Exhibits

Monday, April 29 • 8:00 am – 3:00 pm

Tuesday, April 30 • 8:00 am – 1:15 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.

### Door prize drawing and stamp cards!

Monday • 2:35 pm

We will be drawing free conference attendance, a hotel gift package, 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 27 – 29, 2014 • Duluth

### MACMH Board of Directors

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## Coming Soon

### Revised and Updated Educator's Guide to Children's Mental Health!

Contains all the latest information from the New DSM-V plus a section on School Wide Positive Behavior Intervention and Support (PBIS).

# Sunday Afternoon • April 28, 2013

Registration • 1:30 – 5:30 PM

Sunday only CEHs will be available at registration.

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

**A • 2:00 – 4:00 PM**

### GOOSEBERRY 1&2

#### **Make Them Visible: Reaching the Heart of Those Who Hurt**

A story of hope from former teacher, award-winning author, and international speaker Jonathan Friesen will be presented in this session. Tourette Syndrome and anxiety disorders filled his teen years with anger and ostracism; but Jonathan's journey took an amazing turn, freeing him to achieve his dreams. Learn how to empower youth by making them visible and answering the hidden questions their hearts are asking.

*Jonathan Friesen, MA, Speaker/Author, ESL, EBD*

**B • 2:00 – 4:00 PM**

### BALLROOM J

#### **Executive Function: A New Way to Understand and Impact Social and Emotional Health**

Russell Barkley's (2012) model of executive functioning will be explored in this symposium. The relationship of poor executive function and ADHD, mood disorders, anxiety disorders, and PTSD will be examined. The presenter will emphasize the role of executive function in four areas of social functioning: self-regulation, self-awareness, social sensitivity, and social salience. Methods of improving executive function will also be described.

*Gary Johnson, PhD, LP, LMFT, Clinical Dir. – Clinic for Attention, Learning, and Memory (CALM)*

**C • 2:00 – 4:00 PM**

### FRENCH RIVER

#### **The Neurobiology of Parenting: Implications for Working with Families**

Research on brain development and the effects of stress has implications not only for working with young children but also for working with their parents. This session will explore the neurobiology of parenting, how it is affected by stress and how this can inform our work with young children and their families across disciplines.

*Michele Fallon, MSW, LICSW IMH-E(IV)®, Infant & Early Childhood Mental Health Consultant – What About the Baby, LLC & Jane Ellison, MS, LMFT, IMH-E(IV)®, Infant & Early Childhood Mental Health Practitioner*

## Poster Session • 4:00 – 5:30 PM • BALLROOM L-O

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. *Light snacks and refreshments will be served.*

### **1 Culturally Appropriate Treatment of American Indian Children and Families**

This presentation provides a context for understanding American Indian (AI) children and families in order to successfully and therapeutically aid in the healing processes. The presentation will also address unintentional biases and provide contemporary and culturally appropriate techniques and models for therapeutic interventions with this population.

*Laurelle Myhra, PhD, LMFT, Counseling Dept. Head – Native American Community Clinic & Melissa Lewis, PhD, LMFT, Visiting Professor – Univ. Akron*

### **2 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 an adolescent when advocating for her three young boys. This experience, and her unique perspectives, offers guidance and support to other parents of young children looking for answers.

*Andrea Bejarano-Robinson, Advocate*

### **3 Caregiver Motivation and Attachment – New Ways to See Love**

Children who have Autism Spectrum diagnoses do not return love in the way people expect children to. The general public often asks how

their mothers can love someone who does not love them back. The answer lies in reaction to public opinion and genuine attachment. It is further justified by new research which demonstrates that these children respond to their mothers, in new ways.

*Sherri Notch, MA, MBA, Saint Mary's U of MN*

### **4 Breaking Bad News Well**

This presentation will review research on the "art" of delivering bad news well. The primarily medically-based research on this topic will be applied to psychology clinic and school settings. Culturally-related issues will be included.

*Megan Ocken-Helmen, PsyD, Post-doctoral Fellow – U of MN Pediatric Neuropsychology*

### **5 Aromatherapy Personalized**

This session will cover the history and usage of essential oils and the research gathered through a ninety-day study with mental health participants using the Zyto Compass. This leading body communication technology is used by thousands of health professionals around the globe to identify the body's priorities. Participants will experience essential oils and learn how to personalize them.

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

### **6 Students' Voices via the Minnesota Student Survey: Mental Health Problems Confound Growing Up**

Findings from the Minnesota Student Survey reveal that students who reported a mental health condition had trouble in academics, health/social behaviors and school connectedness. What does in-depth examination reveal about bullying? What are the implications for school social/emotional supports? What are the implications for prevention and intervention efforts in clinics and communities?

*Ruth Ellen Luehr, RN, BSN, FNASN, Interagency Education Specialist*

### **7 Integration of Research and Practice for Children's Mental Health Professionals**

U of MN Extension Children, Youth, and Family Consortium (CYFC) children's mental health program focuses on the integration of research, practice and policy in the context of multidisciplinary networks and community-university collaborations. This poster presentation will highlight four current CYFC informative projects that demonstrate this integration: case studies; eReview publications; Lessons from the Field; and Wonder Years science museum tours.

*Cari Michaels, MPH, Children's Mental Health Lead – U of MN Extension Children, Youth, & Family Consortium & Patricia Burger, MSW, LGSW – Dist. Prog. Facilitator – Washburn High*

## 8 Evaluation of After-School Programming for At Risk Youth

Research suggests that after school programming directly benefits children and adolescents, especially at risk youth. Observations of an after school program confirm those results by showing significant improvements in reading and math scores by students participating in the program.

**Kathy Dowell**, PhD, Associate Professor & **Nakitta Essery**, Undergraduate Research Asst. – U of MN Duluth

## 9 Vocational Rehabilitation Services for Transition Students

Vocational Rehabilitation Services offers numerous services to help high school students plan for life after graduation. These services include assisting with completing resumes, interviewing skills, interest...

**Emily Badenschier**, MS, CRC, Rehabilitation Counselor Senior – Vocational Rehabilitation Services

## 10 Communicating With the Next Generation of Patients

Today, the new generation of patients are more tech-savvy than ever. How do they communicate? Where are they finding you? Where are they finding their mental health information? The answers lie within WEB, MOBILE & SOCIAL MEDIA. Visit this session to find out how to instill confidence in your patients that you are ready for 21st century psychotherapy in an effective, safe and engaging way.

**Solome Tibebe**, Founder – Anxiety In Teens & Cognific

## 11 Use of Positive Psychology Concepts in Elementary Schools

This poster session will provide the participant with a brief overview of the history of Positive Psychology. The key points will focus on the practical application of Positive Psychology in elementary school settings. Participants will be able to identify Positive Psychology beliefs they currently use in their work with children.

**Ken Ujifusa**, PsyD, LICSW, School Social Worker – Indep. Dist. #11 & Psychotherapist – The U group, LLC

## 12 Coping Creatively: Working with Children Whose Parents Struggle with Mental Illness

This presentation focuses on the complex issues that face children whose parents struggle with mental health issues. It will highlight creative interventions in working with this population, including written narrative, artwork, music and other innovative techniques. The presenters will share experiences in their own therapeutic work as well as direction for future research.

**Jennifer Londgren**, MS, LAMFT, NCC, Therapist – Wellcome Manor Family Services, **Casey Baker**, MS, NCC, Therapist – Fernbrook Family Ctr. & **Staci Born**, MS, LAMFT, LPC, Therapist – Journey Toward Healing Counseling Ctr.

## 13 Roots and Wings: Restoring Trust in a Home after Domestic Violence

This presentation will outline the parallel process between the parent and child living in a domestically abusive environment. It will further illustrate how the behaviors of the parent and child are manifested in different behaviors. Given the impact of domestic abuse on the parent and child, the presentation will clarify the path to re-establishing trust between the wounded parent and the traumatized child.

**Dawn Strommen**, MA, LP, Coord. for Women and Children & **Maureen Zinda**, MA, Therapist, Domestic Abuse Prog. – Lee Carlson Ctr. for Mental Health and Well-Being

## 14 ESDM: An Overview of the Early Start Denver Model

This poster session will provide an overview of the Early Start Denver Model, which is an evidenced-based intervention working with young children who have been diagnosed with an Autism Spectrum Disorder and their caregivers.

**Rachel Gardner**, MA, LP, Licensed Psychologist & **Heather Krug**, MA, LPCC, Licensed Professional Clinical Counselor – Fraser Child and Family Ctr.

## 15 Recent Findings in the Search for the Causes of Autism

With the recent CDC reports that the rate of autism is now 1 in 88 children, researchers are pressing even harder to find the contributing factors leading to autism. We see headlines and web posts, and hear brief reports about the newest factor to be associated with autism. Learn about some recent findings and what possible implications are for parents and professionals.

**Karin Hampton**, PhD, LP, Psychologist & **April Schaack**, PhD, LP, Child Psychologist – Fraser Child and Family Ctr.

## 16 Adolescents and Chemical Abuse: What Parents and Professionals Should Know

Participants will learn the process to assist an adolescent to obtain a Rule 25 Chemical Dependency Assessment, what their rights are, and what treatment programs serve adolescents.

**Karen Christensen**, MSW, LICSW, Principal Planner & **Jan Arleth**, MPH, Treatment Services Consultant – MN-Dept. of Human Services, ADAD

## 17 Empowering Students Through Affirmations

Working in education, we have learned that actions do not always speak louder than words. In this presentation, you will discover the power in using words of affirmation in working with challenging children, teens and adults.

**Linda Seifried**, MSW, LICSW, School Social Worker & **Jimmie Heags, Jr.**, MA, LPSC, School Counselor & **Doris Moylan**, MSW, LICSW, School Social Worker – Intermediate Dist. #287

## 18 Education and Mental Health: Serving the Complex Needs of Complex Students

Come and learn about an innovative program that integrates mental health treatment with special education services within the school setting. You will hear about how students that have intense behavioral and mental health needs are able to access their education in a unique program.

**Jennifer Petersen**, MSW, LICSW, Mental Health Professional, **Wendi Renken**, Special Education Teacher [EBD] & **Teresa Stiff**, MHBA, Paraprofessional – Intermediate Dist. #917

## 19 Communication Station

The purpose of this presentation is to have communication activities that attendees can explore and incorporate in their work with children and adolescents. Learn how Mental Health "Rocks"; participate in the feeling station, join a beach ball activity, write a magic message, fish for friends, and more...

**Nancy Streng**, LSC, PMHNP-BC, School Counselor – St. Cloud Area Schools & **Steve Streng**, MS, CRC

## 20 Nature, Nurture: The Path of Child, Adolescent, and Adult Sexual Health

As we look to understand adult sexual health we need to remember the importance of child sexual health as the foundation of adult sexual health and to view and understand both in the context of understanding the vital nature of belonging; relationship with one's body, self and others and living in pairs.

**William Seabloom**, MDiv, MSW, PhD, LICSW

## 21 Celiac Disease/Emotional and Behavior Disorders

Symptoms of neurological, emotional or behavior disorders could indicate celiac disease. Celiac Disease affects one out of one hundred individuals. Irritability, attention deficient, digestive problems, and fatigue are a few symptoms.

**Jodi Libey**, R.D., C.N.S.D., Licensed Dietician, St. Mary's Medical Center; **Nancy Wittmer**, Special Education Teacher diagnosed with Celiac Disease

## 22 The Missing Link: The Role of Cultural Liaisons in Reducing the Disproportionality of Students of Color

The use of cultural liaisons in schools has been one of the longest-running and least-studied initiatives to address disproportionate discipline and special education placements. Drawing on liaisons' perspectives, this poster identifies promising ways to help schools more purposefully identify and address hidden and inter-related cultural, social and organizational practices that can lead to racial and ethnic inequities. Funded by MDE.

**Suzanne Renfroe** & **Suzanne Miric**, PhD

## 23 Public Member, Statewide Independent Living Council

Minnesota has 8 consumer-driven Centers for Independent Living. Their purpose is to assure that all people with disabilities lead independent and meaningful lives, regardless of age, ethnicity, disability or location. They provide information, resources, training and advocacy. The Statewide Independent Living Council provides guidance and advances their philosophy. Come find out about available services and let us know your needs.

**Suzanne Renfroe**

## 24 Family Stressor Exposure, Family Coping Strategies, and Children's Academic Investment: Implications for Public Health

This research applies stress and coping theory to children's academic investment; a strong indicator of later educational attainment. Educational attainment is associated with socioeconomic status and numerous health outcomes across the lifespan. The purpose of this research is to examine whether family stressor exposure and coping strategies are associated with children's academic investment.

**Ashley A. Chesmore**, MEd



## Forever Fidgety Fairy Tales • BALLROOM J Sunday, April 28th, 5:30 – 6:15 PM

### The Fifth Mental Health Musical

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



Fidgety Fairy tales takes familiar fairy tales and re-imagines them to show positive portrayals of children with mental health disorders and to raise awareness about mental health!

In our fifth installment of the Fidgety Fairy Tales series we explore three new disorders with new versions of classic fairy tales...

**Beauty and the Beast** (autism) • **Rumpelstiltskin** (addiction) • **The Pied Piper** (reactive attachment disorder)

These 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.



## Featured Series

### U of MN Research to Practice Series

#### Managing Emotions in Teens: Responding to Dysregulation and Challenging Behaviors

The Children, Youth and Family Consortium at the University of Minnesota has partnered with MACMH to create the 4th annual Research to Practice Series. These workshops provide participants with an in-depth review of applied research, best practices and translation of research to practice.

Tuesday – Workshop numbers 42, 56, & 69

#### 42 - The Neurobiology of Adolescent Mood

What does stress look like in the neurobiological system of an adolescent? Learn how the neurobiological stress regulatory system develops, how development might go awry and why it is critical to intervene during adolescence.

*Bonnie Klimes-Dougan, PhD, LP*

#### 56 - The Role of Lifestyle in Stress and Coping for Youth – Practical Strategies

Learn how lifestyle can impact both positively and negatively on mental and emotional functioning and how teens can be empowered to play an active role in restoring their own optimal health.

*Nimi Singh, MD, MPH, MA*

#### 69 - Teens at Risk: Creating Healthy Relationships that Regulate

Learn how clinicians can self-regulate in the moment so that they can teach teens to manage anger, fear, and other distress. Explore how models of intervention can be used specifically with aggressive teens.

*Anne R. Gearity, PhD, LICSW*

### Supervision Series

*This workshop series is designed to help social work supervisors meet the MN Board of Social Work's requirements in the practice of social work licensing supervision.*

Tuesday – Workshop numbers 43, 57, & 70

#### 43 - The Basics of Clinical Supervision – Part I

This workshop includes discussion of supervisory roles, particularly for those who supervise within the context of an organization; supervisor and supervisee responsibilities; and the first phases of clinical supervision: **Engagement and Assessment** of the supervisee. Throughout this supervision series, the content will engage diversity and difference.

#### 57 - The Work Phase – Part II

The content of this workshop will include an investigation of the second phase of clinical supervision, the **Work Phase**. This workshop will cover topics such as contracting, record keeping, education (skill building), and support. Supervision Part II is a continuation of the Supervision Part I workshop but it can be taken without having attended Supervision Part I.

#### 70 - Evaluation and Correction - Part III

This workshop will briefly investigate the challenges and benefits of supervisor reactivity, ethics, and dual relationships. This closing session will also discuss the final stage of supervision: **Endings and Transitions**. Supervision III is a continuation of Supervision I & II but it can be taken without having attended the prior workshops.

*Sarah Ferguson, PhD, MSW, MA, LISW, Associate Professor & BSW Prog. Dir. – School of Social Work, St. Catherine Univ. and Univ. of St. Thomas*

### Social Work Ethics Workshop

#### 39 – Self Care - An Ethical Responsibility • MONDAY

*Fulfills the MN Board of Social Work requirements of 2 clock hours in Social Work Ethics (3:00 – 5:00 PM, this workshop is 15 minutes longer than others in this period).*

Presenter will address ethical practices in the helping profession and explore how it relates to compassion fatigue. The social work code-of-ethics will be used as a guideline for this critical discussion.

*Scott Graham, MSED & Cathy Thomas, MSED, LISW*

**1 KEYNOTE WORKSHOP: The Family Culture: A Primer for Parents with Substance Abusing Children**

More than ever, parents are bombarded by well-intentioned “one size fits all” advice that fails them in a time of crisis. The presence of addiction within a family system can test even the most effective parenting techniques. **This workshop will help clinicians** working with parents establish a culture of leadership within the parental home. Attendees will take home unique and useful approaches that can be passed on to parents.

**Joseph Lee, MD, Medical Dir.** – Hazelden Youth Continuum • **FRENCH RIVER**

**2 In a New Light: The Use of Expressive Arts as a Transformative Tool for Troubled Youth**

This presentation will address current research regarding the use of expressive arts and artistic modalities in the therapeutic process and methodologies that can turn creative expressions into a truly transformative tool for struggling youth. Participants will gain knowledge of ways that expressive arts can enhance their treatment efforts. This presentation will provide elements of research, clinical, and theoretical information.

**Himanshu Agrawal, MD, Child & Adolescent Psychiatrist** – Northwest Passage • **SPLIT ROCK 1**

**3 Connecting Children to Nature: A Strategy for Mental Health Promotion and Intervention**

Mounting research and practice evidence suggest that nature-play promotes emotional health. This interactive session will present research, evidence, and practical strategies to equip professionals with knowledge and tools for integrating nature-play into their work with children who have a range of social, emotional, cognitive, and sensory differences impacting mental health.

**Marti Erickson, PhD, Owner** – Mom Enough, LLC & **Robin Campbell, OTR/L, Occupational Therapist** – St. David's Ctr. for Child and Family Dev. • **GOOSEBERRY 3**

**4 Trauma in the School-Aged Child: Educational, Legal, and Psychological Implications**

Through six unique case studies, this workshop explores the significant legal, psychological, and educational impacts that trauma has on school-aged children. Professionals who work with children will learn to identify these impacts so that they can design interventions and effectively work with traumatized children, their families, and the systems in which they reside.

**Marcia Bennett, PhD, LP, Associate Professor** – MN School of Professional Psychology at Argosy University Twin Cities & **Michele Bennett, JD, Attorney** – Private Practice • **ROOM 304 - 305**

**5 FASD and Related Mental Health Diagnoses**

It could be this...but it could be that. Many mental health diagnoses may look similar, although they are not discrete enough to confidently diagnose. What is the root of the behaviors? Does it really matter when delivering

services? This interactive session will explore overlapping behavioral symptoms between FASD and other mental health diagnoses.

**Brad Wing, LD, PhD, DCD, Special Educator** – Intermediate Dist. #287 & MOFAS • **ROOM 203**

**6 Mindfully Parenting the Spirited Child**

This interactive 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 Susan Kaiser Greenland. Parents and caregivers will learn why mindfulness calms the brain and promotes thinking rather than reacting, and how simple exercises can be interwoven with daily life in order to improve familial relationships.

**Charlene Myklebust, PsyD, Exec. Dir. of Mental Health and Partnerships, MDE School Administrator** – Intermediate Dist. #287 • **ROOM 303**

**7 Utilizing Narrative Therapy Principles to Work Creatively and Collaboratively with Children and Families**

This interactive presentation will allow participants to witness actual creative and collaborative stories from young people and their families. Witness how young people and their teams have taken a stand against the most difficult of dilemmas (anxiety, depression, sexual behavior concerns, school attendance concerns, etc.). Basic narrative therapy principles have informed this work with families and will be included in the presentation.

**Sarah Gravelle, MS, LMFT, Therapist** – Kenwood Therapy Ctr. & **Naomi J. Schwenke, MA, Therapist** – Kenwood Therapy Ctr. • **GOOSEBERRY 2**

**8 Buck, Trauma, and the Secrets of a Horse Whisperer**

Buck, an Academy Award nominated documentary, tells the story of an abused boy who discovered a method of working with horses that translates to what we know to be the standard of care for traumatized children. After viewing the documentary participants will explore the dynamics of healing and discuss appropriate skills for parents and caregivers of children with trauma.

**Gary Eustice, MA, LP, Psychologist** – Heartland Kids • **ROOM 202**

**9 Understanding the Mind-Body Connection for Resilience and the Art of Treatment Approaches**

This workshop will provide an introduction of the neuroscience behind the mind-body connection. You will learn about innovative programs related to this topic and have an opportunity to experience hands-on, easily learned methods for working with yourself or others utilizing a mind-body approach. This includes the basic underpinnings of Cognitive Behavioral Therapy (CBT), mindfulness-based stress reduction, and programs utilizing mind-body approaches for treating trauma.

**Lora Matz, MS, LICSW, Clinical Education Specialist/Therapist** – PrairieCare • **ROOM 302**

**10 Nurtured Heart Approach (NHA) in the School Setting**

The NHA is designed to create meaningful change in the lives of challenging children. NHA focuses on what is going right, requiring a shift of mind with the goal of uncovering success in each moment. Through lecture and videos, this interactive session will examine the core elements of NHA while empowering participants to use the tools of this approach effectively in an educational setting.

**John Fry, PhD, M.ED, Asst Principal, Chris Shidla, EBD Teacher & Katherine Utter, MSSW, LICSW, Social Emotional Learning Coord.** – Intermediate Dist. #287 • **ST. LOUIS**

**11 Diagnosis and Treatment of Pediatric Depressive Disorders**

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

**Joel Oberstar, MD, CEO and Chief Medical Officer** – PrairieCare • **ROOM 204-205**

**12 Mind, Body, Connectedness: An Integrative Approach to Psychotherapy with Young Children and Parents – Part I**

Children and parents' early histories are encoded physically and emotionally and can be re-triggered by interactions with one another. When we acknowledge multiple pathways of experiencing, we can tailor interventions to ‘speak’ directly to both child's and parent's over-aroused nervous systems. This helps them to be available to each other and creates the possibility for deep change. We will illustrate specific interventions through clinical examples.


**Carol Siegel, PhD, LP, Clinical Psychologist** – Private Practice & **Marit Appeldoorn, LICSW, Clinical Social Worker** – Private Practice • **GOOSEBERRY 1**

**13 Six Blind Men and the Elephant: Interdisciplinary Strategies for Promoting Infant Mental Health**

Because all early learning occurs within relationships, relationship is the context for our work with young children and their caregivers, no matter what our discipline. Like the fable of the "Blind Men and the Elephant," each of us brings an important perspective to promoting optimal developmental outcomes with social-emotional development (Infant Mental Health) as the foundation. This workshop focuses on strategies for this relationship-based work.


**Jane Ellison, MS, LMFT, IMH-E(IV)®, Infant & Early Childhood Mental Health Practitioner & Michele Fallon, MSW, LICSW IMH-E(IV)®, Infant & Early Childhood Mental Health Consultant** – What About the Baby, LLC • **SPLIT ROCK 2**

**14 Autism Update: Across the Lifespan**

 **All** The diagnosis of Autism Spectrum Disorders (ASD) is increasing across all age groups from infancy through adulthood. In the context of updated research, presenters will provide an overview of critical components in diagnosis and interventions for people with Autism Spectrum Disorder. Diagnostic criteria as well as evidence-based practices will be outlined and clarified, differentiating needs for each age group.


**Pat Pulice, MA, LP, Dir. of Autism Services & Sue Pederson, MS, LP, Psychologist – Fraser Child & Family Ctr. • ROOM 204-205**

**15 Affective Variables Associated With Attention Performance Following Traumatic Brain Injury (TBI)**

 **Pr** Presenters will share the results of their research that indicates internalizing symptoms may be an important factor in mediating recovery from TBI. The purpose of the study was to explore the association between affective symptoms and attention in children with a history of either TBI or ADHD. Results support the hypothesis that internalizing symptoms are associated with cognitive deficits in prolonged recovery from TBI.


**Megan Ocken-Helmen, PsyD, Post-doctoral Fellow – U of MN Pediatric Neuropsychology • GOOSEBERRY 3**

**16 Building Resilience for Parents, Foster Parents, and Others Experiencing Compassion Fatigue and Burnout**

 **All** Children and youth who have experienced trauma present significant challenges to caregivers and service providers. The trauma that these children experience not only affects them, but can also result in compassion fatigue, vicarious trauma, and burnout for parents and others. This presentation provides information on assessing compassion fatigue and burnout, developing self-care plans, and ways to increase resiliency.


**Cynthia Packer, MSW, LICSW, Clinical Coord., Missy Butler, MS, LMFT, Supervisor/Therapist, & Jeremy Mork, MSW, LICSW, Supervisor/Therapist – MITH Prog. • GOOSEBERRY 2**

**17 Developing a Child Abuse Prevention Model Using the Triple P – Positive Parenting Program**

 **Pr** This workshop will focus on a university-county-agency partnership that is developing a model of parenting-focused intervention for mothers of children ages 3-8 involved in Hennepin County child protection. The presenters will describe the Triple P intervention model that is the foundation for this initiative, the university-county-agency partnership, and preliminary data.


**Michael Bloomquist, PhD, Associate Professor – U of MN, Lynn Lewis, MSW, Human Services Area Manager – Hennepin Co., Gloria Peterson, LICSW, Child Protection Prog. Manager-Hennepin Co., Maureen Maslinski, MSW, LICSW, In-Home Clinical Supervisor – The Family Partnership, & Keri Pinna, PhD, Post-doctoral Fellow – Institute of Child Dev., U of MN • SPLIT ROCK 1**

**18 An Introduction to Legislative Process: Changing Laws and Attitudes**

 **Pa** In this interactive workshop parents and caregivers will learn the basics of the legislative process and how to effectively contact their legislator. In addition, attendees will learn about the key issues facing the 2013 Legislature and what they can do about it.


**Sue Abderholden, MPH, Exec. Dir. – NAMI MN • ROOM 301**

**19 Supporting Typically Developing Siblings of Children with Special Needs**

 **All** Using case vignettes and audience participation, this presentation will focus on the unique relationships between siblings and how this is changed when one sibling has special needs. Presenters will cover the effects of having a special needs sibling and how parents can support healthy responses and development of typically developing siblings. Healthy, positive ways to validate, communicate, and create support networks will also be presented.


**Christina Kress, MSW, LICSW, Licensed Social Worker & Sarah Olitzky, PhD, LP - Licensed Psychologist – Fraser Child & Family Ctr. • ROOM 202**

**20 Homelessness through the Eyes of Children: A Special Needs Perspective**

 **Pr** Homelessness creates special developmental needs and can lead to gaps in learning. Children who are homeless with disabilities face additional educational challenges. This interactive presentation will address the rights of children who are homeless under both IDEA and the McKinney-Vento Act and share strategies for meeting the physical, emotional, and cognitive needs of these learners.


**Julie Jochum Gartrell, EdD, Linda Strahan, MS, Dir. of Academic Support – Hill Murray, & Angie Lauderbaugh, MS, LSW, School Social Worker – Indep. Dist. #31 • ST. LOUIS**

**21 Mental Health and Education Disparities in Minnesota Adolescents**

 **Pr** Many adolescents have mental health problems that interfere with their normal development, daily life activities, and school success. The purpose of this workshop is to share research findings of a study that was conducted using the Minnesota Student Survey from 1998, 2001, 2004, 2007, and 2010. Strategies to improve and advocate for adolescents experiencing mental health problems will be provided.


**Charlotte Nitardy, PhD, Post-doctorate Fellow – U of MN • ROOM 302**

**22 The Brain, Stress, and the Importance of Connection before Redirection**

 **Pr** Anxiety and depression affect children from all backgrounds. Neuroscience research confirms that without meaningful therapeutic connections, children often feel hopeless and alone. Understanding the development of a child's brain and how children communicate with their families is essential, before seeing the benefits of collaborative communication techniques. Effective strategies for empowering providers, parents, and children to increase communication, connection, and resilience will be discussed.

**Susan Gatto, MSW, LICSW, Therapist & Lora Matz, MSW, Clinical Education Specialist – PrairieCare • ROOM 304-305**


**23 Preventative Mental Health Interventions for Children Who Have Experienced Maltreatment**

 **Pr** This presentation will address the impact of childhood maltreatment on neurobiological development and attachment. The results of a study examining the connection between childhood maltreatment, attachment, and relationship strength will be presented. Treatment options for children who have experienced trauma or attachment difficulties will also be shared.

**Thomas Brown, MA, Doctoral Student – St. Mary's U of MN,**


**Kurt Gehlert, PhD, LP, Associate Professor of Counseling Psychology – Graduate School of Prof. Psychology, Univ. of St. Thomas, & Fiyaz Karim, MS, Doctoral Candidate/Pre-doctoral Intern – Univ. of St. Thomas • FRENCH RIVER**

**24 Lifestyle, Health and Mental Health: Making Lasting Changes for Your Clients and Yourself**

 **All** This presentation will provide an overview of the effects of lifestyle (diet, exercise, social relationships, environmental exposure, use of alcohol and tobacco) on the physical and mental health of children, adolescents and adults. The presenter will provide practical information on making alterations in lifestyle that will result in lasting positive changes. Incorporating a lifestyle questionnaire into diagnostic assessments will be illustrated.



**William Dikel, MD, Indep. Consulting Child and Adolescent Psychiatrist • ROOM 203**

**25 South High School Silver Ribbon Campaign: Reducing Stigma Through Peer Education and Discussion**

 **All** Silver Ribbon Campaign (SRC) is a student led group at South High School in Minneapolis that aims to break down stigmas surrounding mental illness through peer education and open conversation in their school and community. The student group leaders will discuss their progress in a panel as well as a slideshow.



**Carter Denison, Sadie Pelini, Clara Schultz, Kevin Wicklund, & Kyra Hood – Student Leaders, Silver Ribbon Campaign, South High School • ROOM 303**

**26 Multi-disciplinary Evaluation of Dysregulated Children: Pilot Project**

 **Pr**  **Ec** Early childhood issues can often be missed because of professionals' training in their specific disciplines. A multi-disciplinary assessment allows for more thorough case conceptualization and treatment recommendations than the current standard. By offering services outside traditional settings, barriers to services for at-risk families are reduced and families and caregivers are provided immediate feedback.

**Stephanie Combey, MSW, LICSW, Senior Dir. of Children's Mental Health Services & C. Joe Egli, PhD, LP, Licensed Psychologist, – St. David's Ctr. for Child & Family Dev. • SPLIT ROCK 2**

**27 Mind, Body, Connectedness: An Integrative Approach to Psychotherapy with Young Children and Parents – Part II**

 **Pr**  **Ec** Children and parents' early histories are encoded physically and emotionally and can be re-triggered by interactions with one another. When we acknowledge multiple pathways of experiencing, we can tailor interventions to 'speak' directly to both the child's and parent's over-aroused nervous systems. This helps them to be available to each other and creates the possibility for deep change. Presenters will illustrate specific interventions through clinical examples.

**Carol Siegel, PhD, LP, Clinical Psychologist – Private Practice & Marit Appeldoorn, LICSW, Clinical Social Worker – Private Practice • GOOSEBERRY 1**

**28 Intentional Pathways to Self-Regulation: Relationship-Based Mindfulness in Clinical Work With 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 the parasympathetic nervous system. The theoretical base for this integrative approach will be discussed and participants will have the opportunity to learn and practice integrative mindfulness clinical strategies to address depression, anxiety, ADHD, and trauma.

*Marit Appeldoorn, MSW, LICSW, Psychotherapist/Supervisor – Private Practice & Kathy Flaminio, MSW, RYT, Owner – 1000 Petals, LLC • ST. LOUIS*

**29 Therapeutic Language: Relating to Dysregulated Children and Setting Goals in Treatment**

When children become dysregulated, language is one of the first skills to decline. Many children in mental health treatment and in EBD school settings need their caregivers and educators to name what might be underneath their behavior and pinpoint their goals. This workshop will cover how distressed children can be helped by reading the feelings underneath behavior, being concise with requests, and remaining attuned to the children's needs.

*Lauren Nietz, LICSW, Day Treatment Supervisor, Matthew Witham, LMFT, Day Treatment Co-Supervisor & Joel Hansen, LICSW, Day Treatment Asst. Supervisor – Washburn Ctr. for Children • ROOM 303*

**30 Stand By Me: Promoting Well-Being – A Look at the Best in the Field**

Dive into neuroplasticity through the wisdom of leaders in the field: Richard Davidson, Rick Hanson, Kristin Neff, and Daniel Siegel. Learn about "Emotional Styles" (Davidson), "Taking in the Good" (Hanson), "Self-Compassion" (Neff), and the "River of Well-Being" (Siegel). Leave this session prepared to implement the theory with practical strategies supported through video, lecture, demonstration, and practice.

*Linda Oberg, MA, LMFT, Social Emotional Learning Coord. & Katherine Utter, LICSW, Social Emotional Learning Coord. – Intermediate Dist. #287 • GOOSEBERRY 2*

**31 Fascinating Rhythm! Repetitive, Rhythmic Movement for Healing Trauma: An Experiential Workshop**

Recent research in early developmental trauma emphasizes the effectiveness of repetitive and rhythmic movement used in arts therapies to repair neuropsychological patterning. This interactive workshop will explore neurobiology, early development, and dance movement therapy research that address how/why repetitive movement is suggested for healing trauma. Participants will experientially explore the complexities of therapeutic movement patterning, when it may be contraindicated, and how it relates to addictive behaviors.

*Patricia Lucas, PhD, R-DMT, Clinical Psychologist – Private Practice • GOOSEBERRY 3*

**32 Learning to Relate: Collaborative Treatment of Autism in Cultural Communities**

The high incidence of diagnosed Autism, in general, and in the Somali community is a major

concern. This workshop reviews characteristics of autism with a focus on Somali cultural considerations in diagnosis, collaborative interventions, and treatment strategies. Presenters' experience in developing a cultural application of the CTSS model to the needs of Somali youth and families will also be shared.

*Tim Plant, MA, MBA, LICSW, Exec. Dir., Carol Follingstad, PhD, LP, Consulting Psychologist, Integrated Counseling Services, Magan Dennis, Mental Health Practitioner & Sarah Jaworski, LSW, Mental Health Practitioner – HealthStar Home Health • ROOM 202*

**33 ADHD Update: 2013**

This workshop will provide an update on recent developments in ADHD diagnosis, evaluation, research, and treatment. The current state of DSM-IV criteria for ADHD and learning disorders will be discussed, as well as new diagnostic tools, such as the Barkley Scales, and new treatment recommendations based on the latest findings from the field.

*Gary Johnson, PhD, LP, LMFT, Clinical Dir. & Chris Bedford, PhD, LP, Licensed Psychologist – Clinic for Attention, Learning, and Memory (CALM) • ROOM 304-305*

**34 An Evidence-Based Early Intervention Program for Children with Behavioral Disorders**

This presentation will highlight the Behavior Development Program offered at PrairieCare for children ages 8-12 with behavioral disorders. This model incorporates components from the evidence-based Early Risers program recalibrated for delivery as an intensive outpatient mental health service. This workshop will provide up-to-date information on behavioral-emotional problems in children, overview intervention components, and highlight preliminary data.

*Emily Buell, CTRS, Behavior Dev. Prog. Coord. – PrairieCare & Michael Bloomquist, PhD, Associate Professor – U of MN • ROOM 302*

**35 Analyzing the Bully**

What makes a bully be a bully? Utilizing the film, ANALYZING THE BULLY—written and produced by blank slate theatre—strength-based approaches for youth workers, parents, and educators seeking to address bullying will be explored, as well as a review of the latest research on bullying.

*Adam Arnold, MA, LMFT, LADC, Psychotherapist – Private Practice • FRENCH RIVER*

**36 The Heart of the Matter: Supporting Military-Connected Children Before, During, and After Deployment**

During this experiential workshop, participants will learn about and practice seven principles they can use as they interact with military-connected children and their families. Time will be spent collaborating in small groups to develop and share specific strategies to build resilience and optimum mental health for children and families challenged by military separations.

*Mary Linda Sather, MEd – Educator, Author and Speaker*

**37 Autism Spectrum Disorders (ASD): From Understanding to Action**

This workshop will incorporate lecture, multi-media, participant interaction, and demonstrations to delve into the complexities of ASD – from identifying core characteristics to clinical symptoms. Participants will learn a five-

step approach of effectively taking "action" to separate the child from the disorder.

*Mitchell Leppicello, MSW, LICSW, Clinical Social Worker – East Metro Family Counseling, LLC • GOOSEBERRY 1*

**38 Tier Two and Three Interventions for Schools Implementing PBIS - Positive Behavioral Intervention and Supports**

This panel will feature Minnesota professionals reflecting on PBIS implementation at state, regional, and local levels, with an emphasis on Tier Two and Tier Three Interventions. Practical examples of schools integrating Tier Three PBIS and mental health services will also be provided. Time will be allotted for participant discussion throughout the panel presentation.

*Debra Price-Ellingstad, EdD, Education Specialist – MDE, Char Ryan, PhD, Regional PBIS Coach – MACMH, Ellen Voigt, Spec. Ed. Supervisor – Eastern Carver County Schools & Theodore (TJ) Larson, MA, WINGS Teacher – Pinewood Elementary School • ROOM 203*

**39 Self Care - An Ethical Responsibility**

This course fulfills the MN Board of Social Work requirements of 2 clock hours in Social Work Ethics. (15 minutes longer ending at 5:00 PM)

This workshop will address ethical practices in the helping profession and explore how it relates to compassion fatigue. The social work code-of-ethics will be used as a guideline for this critical discussion. The pros/cons of dual relationships, setting healthy boundaries, and self-care strategies will be covered. This presentation will consist of practical examples that apply to the social work profession with emphasis on the education field.

*Scott Graham, MSED, School Social Worker & Cathy Thomas, MSED, LISW, School Social Worker – STMA Schools • ROOM 204-205*

**40 Windows of Opportunity: Prenatal Prevention in the Context of Maternal Incarceration**

This presentation will address the rising rate of maternal incarceration and its impact on parenting. The presenters will give an inside look into their innovative program, Isis Rising, currently being offered to mothers at Shakopee Women's prison. They will also discuss findings from their research on health disparities in the context of incarceration.


*Erica Gerrity, LICSW, Psychotherapist – Isis Rising & Rebecca Shlafer, PhD, Asst. Professor – U of MN Dept. of Pediatrics • SPLIT ROCK 2*

**41 Supporting Early Interventionists from Multiple Disciplines through Reflective Consultation**

This workshop will highlight research study findings on the use of reflective consultation to support early interventionists, early childhood special educators, and related service providers. Presenters will share data collected from exploring the effects of reflective consultation in supporting early intervention teams, including decreasing staff burnout, and increasing skills needed to work with diverse families facing significant challenges.


*Christopher Watson, PhD, IMH-E(IV)®, Co-Director – Center for Early Education & Dev. (CEED) – U of MN, Shelley Neilsen Gatti, PhD, Asst. Professor – Univ. of St. Thomas, Mary E. Harrison, MSW, LICSW, Doctoral Candidate – U of MN & Megan Cox, PhD, Assessment Consultant – MDE • SPLIT ROCK 1*

**42 U of MN Research to Practice Series: The Neurobiology of Adolescent Mood**

 What does stress look like in the neurobiological system of an adolescent? Learn how the neurobiological stress regulatory system develops, how development might go awry and why it is critical to intervene during adolescence. This session will explore how the neurobiological stress regulatory system develops, how development might go awry and why it is critical to intervene during adolescence. Issues related to developmental disruptions, depression, regulatory behavior, and epigenetics will be explored.

**Bonnie Klimes-Dougan, PhD, LP, Asst. Professor of Psychology and Psychiatry – U of MN • ROOM 304-305**


**43 Supervision Series: The Basics of Clinical Supervision – Part I**

 This workshop series is designed to help social work supervisors meet the MN Board of Social Work's requirements in the practice of social work licensing supervision.

This workshop includes discussion of supervisory roles, particularly for those who supervise within the context of an organization; supervisor and supervisee responsibilities; and the first phases of clinical supervision: Engagement and Assessment of the supervisee. Throughout this supervision series, the content will engage diversity and difference.


**Sarah Ferguson, PhD, MSW, MA, LISW, Associate Professor & BSW Prog. Dir. – School of Social Work at the St. Catherine Univ. and the Univ. of St. Thomas • GOOSEBERRY 1**

**44 What Does the Brain Have to do With It?**

 This video-illustrated presentation translates what we know about the brain into practical strategies and interventions for managing and teaching children with Autism Spectrum Disorders (ASD) and related neurobiological disorders.


**Sheila Merzer, MA, LP, Psychologist/Consultant – Private Practice • ST. LOUIS**

**45 Buddha Mama – Mindful Parenting with Angry Kids**

 Helping special needs children with anger requires a multi-faceted approach. This dynamic workshop focuses on the whole child and integrates new knowledge about how the brain and body impact one's ability to manage emotions positively. Practical tips and skills for parents to use will be highlighted.


**Libby Bergman, LICSW, Exec. Dir., Amy Moeller, LICSW, Co-founder – Family Enhancement Center • GOOSEBERRY 2**

**46 Art in Play Therapy: The Adlerian Approach**

 Explore how to use focused drawings for assessment, treatment, and getting out of "stuck places" in play therapy practice with kids, teens, and adults. Attendees will learn techniques to deepen their knowledge of client issues as part of the conceptualization process, to help clients understand their issues and relationships more clearly, resolve problems, and move forward with their lives.


**Susan Danner, LICSW, RPT-S, Supervisor – Headway Emotional Health Services • ROOM 303**

**47 Managing Emotions: MORE Strategies for Turning Loosey Goosey into Tightly Whitey**

 Need ideas for what to do when kids are crumbling emotionally? Topics will include strategies and materials for ways to manage emotions. This interactive session expands on last year's conference workshop, including current brain based strategies to help students regulate. Tools and activities for children in preschool, elementary, and older will be discussed. Time for interactions and ideas from participants will be included.


**Cathy Thomas, MEd, LISW, School Social Worker, Scott Graham, MEd, School Social Worker – STMA Schools • FRENCH RIVER**

**48 Survive and Thrive While Raising Children with FASD and/or Other Disabilities**

 Children impacted by prenatal exposure to alcohol are frequently undiagnosed. This workshop will identify the most common behavioral characteristics of children prenatally exposed to alcohol and how these characteristics impact both the home and community. Delve into how mindset and reaction to behaviors decide not only the child's response but also the success of intervention, emphasizing the importance of teaming and relationship building.


**Janice Goudy, FASD Educator and Advocate & John Hays, Exec. Dir. – HaysKids • SPLIT ROCK 1**

**49 Mindfulness-Based Education – Yoga Techniques for Managing Stress and Cultivating Strength in Students**

 The accumulated evidence of mindfulness-based education and yoga in the classroom and beyond serves as effective curriculum for increasing achievement, managing and reducing stress, and increasing self-awareness, concentration and emotional balance. This dynamic workshop will address the science behind yoga. Participants will gain an understanding of which simple movements and breathing techniques are appropriate to address each type of learner and their unique and individual behaviors.


**Jenn Nelsen, E-RYT, Wellness and Educational Dev. Trainer – Jenn Nelsen, LLC., Danielle Olson, E-RYT, Yoga Instructor • ROOM 302**

**50 Signs of Safety with Children's Mental Health**

 This interactive workshop will explore a framework for working directly with families to get to the heart of their issues. The tools used will focus on a case mapping strategy, evaluating strengths, worries, struggles, and next steps of intervention. This is a family approach that uses the clients' language and helps put their history and situation in their own words to direct their future.

**Angela Simon, LSW, Social Worker & Tammy Thompson, LSW, Social Worker – Kandiyohi Co. Family Services • ROOM 202**


**51 What Is It? How Do I Get It? Strategies for Supporting Youth with Mental Health Needs in Education**

 This presentation focuses on working with the whole child, identifying qualities that work more effectively to develop and implement behavior

interventions while also supporting children and adolescents in developing a healthy sense of self and well-being. The presenter will cover ways to utilize Maslow's Hierarchy of Needs – how it impacts a child's ability to learn, and Applied Behavior Analysis (ABA) interventions to change behavior in school-aged children.


**Jennifer Woods, MA, Special Education Teacher/Consultant • ROOM 203**

**52 The Chicken or the Egg: Evidence-Based Practices in Treating Adolescents with Dual-Disorders**

 The presenter will familiarize participants with dual diagnosis treatment of mental health and chemical dependency based on recent research and evidence-based practices. Alternative treatment and psychopharmacological interventions will be explored. An overview of common co-occurring disorders will be provided.


**Jill Hubble, MEd, LADC, BCC, Therapist – Headway Emotional Health Services • ROOM 204-205**

**53 "DIRT GROUP" Growing to Learn, Learning to Grow**

 DIRT GROUP is a structured, safe, cohesive social-skills group for at risk youth based in the context of a gardening/farming project. Grounded in symbolic interactionism, social and experiential learning, and strength-based theories, learn how DIRT GROUP participants experience increased social competencies, coupled with tangible results of their cooperative efforts in growing food together and making a difference in their communities.


**Kenneth Turck, MSW, LGSW, Chief Exec. Officer – Crow River Family Services, Joni Turck, Exec. Dir. – Hooganaga Family Farms • ROOM 301**

**54 The Art of Adolescent Therapy: Interweaving Therapeutic Approaches and Creative Expression**

 This presentation will focus on current best-practice methods for working with adolescents including brain-based, attachment and trauma methodologies. Particular emphasis is on the interweaving of these approaches and expressive therapies to meet the developmental challenges of adolescent healing. The session will include lecture, video clips, case vignettes, and interactive participation.

**Wendy Baker, MSW, LICSW, Owner/Psychotherapist – Family Circle Counseling, PLLC • SPLIT ROCK 2**

**55 Multicultural Home Visiting in Birth to Three Programs: Lessons from Early Head Start**

 Home visiting in early childhood requires special sensitivity to parents' beliefs about parenting practices. Even among people from similar cultures, misunderstandings between parent and home visitor are common. Home visiting becomes exponentially harder when language, culture, and experiences of the families differ from home visitors. This talk will present lessons learned by a multicultural Early Head Start staff that may assist other practitioners facing similar challenges.

**Carol Siegel, PhD, Clinical Psychologist – Private Practice, Julie Hickok, LSW, Early Head Start Coord., Sadio Aar, MA, Nora Beckstrand, Alison Erickson, & Ruby Rivera, MSW – Early Head Start Home Visitors • GOOSEBERRY 3**

**56 U of M Research to Practice Series: The Role of Lifestyle in Stress and Coping for Youth – Practical Strategies**

Learn how lifestyle can impact both positively and negatively on mental and emotional functioning and how teens can be empowered to play an active role in restoring their own optimal health. This session will discuss how lifestyle can impact both positively and negatively on mental and emotional functioning, and practical strategies to help young people make healthier choices regarding sleep, nutrition, physical activity, and relaxation.

*Nimi Singh, MD, MPH, MA, Asst. Professor and Division Head, Adolescent Health and Medicine Division, U of MN Amplatz Children's Hospital • ROOM 304-305*

**57 Supervision Series: The Work Phase – Part II**

*This workshop series is designed to help social work supervisors meet the MN Board of Social Work's requirements in the practice of social work licensing supervision.*

The content of this workshop will include an investigation of the second phase of clinical supervision, the Work Phase. This workshop will cover topics such as contracting, record keeping, education (skill building), and support. Supervision Part II is a continuation of the Supervision Part I workshop but it can be taken without having attended Supervision Part I.

*Sarah Ferguson, PhD, MSW, MA, LISW, Associate Professor & BSW Prog. Dir. – School of Social Work at the St. Catherine Univ. and the Univ. of St. Thomas • GOOSEBERRY 1*

**58 Pediatric Bipolar Disorder: Assessment and Differential Diagnosis**

With the increasing prevalence of Bipolar Disorder in children and adolescents, clinicians are searching for assessment procedures. This is a complex process involving exploration of overlapping symptoms across disorders, as well as familial, developmental, and contextual factors. The presenters will provide research, best practices, and clinical experience that an audience of professionals can use to facilitate the assessment and diagnosis of Pediatric Bipolar Disorder.

*Kelly Haack, PhD, LP, Licensed Psychologist, & Jennifer Rothschild, MA, Pre-Doctoral Clinical Psychology Intern – Fraser Child & Family Ctr. • FRENCH RIVER*

**59 Story Time! The Use of Bibliotherapy in Treatment of Children with Autism Spectrum Disorders**

Bibliotherapy is the use of books to promote therapeutic change. This presentation will review a myriad of books used in conjunction with other treatment modalities for use with children, young adults, and adolescents on the Autism spectrum to assist with coping, socialization, anxiety-management, and self-esteem. Participants will leave with a resource list of therapeutic books.

*Emily Honken, MSW, LICSW, Licensed Indep. Clinical Social Worker, Kristi Swenson, PsyD, LP, Licensed Psychologist, Amy Robinson, MS, LPCC, BCBA, Licensed Professional Clinical Counselor & Jayme Baden, MA, LMFT, Licensed Therapist – Fraser Child & Family Ctr. • ROOM 303*

**60 Working with LGBTQ Youth**

Have you ever felt uneducated when working with adolescents who identify as lesbian, gay, bisexual, transgender, or questioning? Do you find yourself wishing you had a better grasp on the issues affecting LGBTQ youth? This interactive presentation uncovers the basics of working with LGBTQ adolescents, the problems affecting this unique population, and the solutions that can be implemented to better serve sexual minority students.

*Jenny Andersen, MSW, LGSW, School Social Worker & Homeless Liaison – Augsburg Fairview Academy • SPLIT ROCK 2*

**61 EMDR – An Effective Treatment Method for Children Who Have Experienced Trauma**

Participants will gain a basic understanding about how Eye Movement Desensitization Reprocessing (EMDR) can be an effective treatment method with children who have experienced trauma. Participants will learn the impact of trauma on the brain and how EMDR prompts a physiological change on the neurological level. Fundamentals of EMDR will be discussed along with case discussions and a simulated session.

*Kathleen Mathews, MSW, LICSW, Supervisor & Jenny Britton, MSW, LICSW, Supervisor – Washburn Ctr. for Children • ROOM 302*

**62 PBIS, School Linked Mental Health and Mental Health Support in an Urban High School: Successes and Challenges**

Washburn High School, an urban, culturally diverse, comprehensive high school, has implemented Positive Behavior Intervention and Supports (PBIS), School Linked Mental Health Supports (SLMH), and the student-led Silver Ribbon Campaign. This workshop will outline how this unique combination of supports has succeeded and teaches implementation strategies. The use of community resources, including how to leverage parent involvement, will also be addressed.

*Kate Casserly, MS, RN, Licensed School Nurse – Washburn High School, Minneapolis Public Schools & Jennifer Markworth, MA, LP, Psychologist – City of Minneapolis Health and Family Support Dept. • ST. LOUIS*

**63 Teachable Safety Skills for Professionals**

Is it possible to teach personal and Internet safety to children, teens, families and community members without scaring them? This presentation will provide best practices in personal and Internet safety programs so professionals will leave feeling empowered to educate. Participants will be able to take specific tips and tools to replicate and adapt to their own community outreach programs.

*Alison Feigh, MS, Prog. Coord. – Jacob Wetterling Resource Center, NCPTC • SPLIT ROCK 1*

**64 Stand Up Initiative: Anti-Bullying School-Wide Program Promoting Respect and Positive Decision Making**

Learn about developing and implementing a school-wide anti-bullying program to promote a climate of respect and positive decision making among students. Learn how to involve the entire school community including bus drivers, cooks, and custodians. Now in its 6th year, the "Stand Up" program is designed to enhance the school culture as a whole and provide a lasting impact.

*Annette Bieniek, MEd, School Social Worker, Therese Olson, MS, School Counselor, & Sarah Welk, MEd, School Social Worker – Monticello Public Schools • GOOSEBERRY 3*

**65 Effective Advocacy: One Mother's Story of Healing Through Action**

This workshop will explain what families and caretakers need to know about the Mental Health Parity and the Affordable Care Act – two extremely important pieces of legislation that have an impact on access to treatment for mental health disorders. Kitty Westin, a nationally-known advocate, will explain in laymen's terms these complicated bills, and from personal experience, will shed light on the most effective methods of taking action.

*Kitty Westin, MA, LP, Advocacy Dir. – The Emily Prog. Foundation • ROOM 202*

**66 New Children's Mental Health Services**

Children's Mental Health at MN Dept. Human Services is in the process of developing multiple new services including Money Follows the Person, Youth Assertive Community Treatment and Intensive Treatment Services in a foster care setting. This presentation will go over eligibility, provider expectations, and service standards for each new service.

*Martha Aby, MBA, MSW, LICSW, Clinical Capacity Dev. Specialist – Dept. of Human Services • ROOM 203*

**67 Conflict to Connection: Healing the Feeding Relationship and Why it Matters**

20% of children may suffer from a feeding disorder, and 80% of children with special needs struggle with feeding. Conflict and worry about picky eating, weight, and power struggles are especially prevalent in children with feeding challenges. With foster and adoptive case studies, the presenter will use the "Worry Cycle in Feeding" to illustrate feeding challenges, counterproductive feeding practices, and importantly, how to turn things around.

*Katja Rowell, MD, Childhood Feeding Expert – The Feeding Doctor • GOOSEBERRY 2*

**68 Self-Regulation: The Role of Responsive Caregivers**

What is self-regulation and why is it important? In this session, attendees will learn the definition of self-regulation and how to identify children who need additional guidance in developing self-regulation strategies. Specific calming strategies that can be taught and used in the classroom and at home will be demonstrated. A handout of calming strategies and descriptions ready for classroom use will be given to attendees.

*Tracy Schreifels, MS, LMFT, Mental Health Specialist – Reach Up, Inc. • ROOM 204-205*

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	<input type="checkbox"/> Parents & Professionals
		<input type="checkbox"/> Early Childhood
<a href="#">details on pg 2</a>		

**69 U of M Research to Practice Series:  
Teens at Risk: Creating Healthy Relationships that Regulate**



How do you engage teens so that your relationship with them becomes a regulating experience? Learn how clinicians can apply brain/body research to recognize intervention opportunities with teens that facilitate new learning about managing feelings and distress. Explore how different models can be used, with special attention to teens struggling with aggressive behaviors.

**Anne R. Gearity, PhD, LICSW, Mental Health Practitioner** – Private Practice & Community Faculty – U of MN • ROOM 304-305

**70 Supervision Series: Evaluation and Correction - Part III**



*This workshop series is designed to help social work supervisors meet the MN Board of Social Work's requirements in the practice of social work licensing supervision.*

This workshop will briefly investigate the challenges and benefits of supervisor reactivity, ethics, and dual relationships. This closing session will also discuss the final stage of supervision: Endings and Transitions. Supervision III is a continuation of Supervision I & II but it can be taken without having attended the prior workshops.

**Sarah Ferguson, PhD, MSW, MA, LISW, Associate Professor & BSW Prog. Dir.** – School of Social Work, St. Catherine Univ. and Univ. of St. Thomas • GOOSEBERRY 1

**71 Implications of Family Legal Status on Latino Children and Adolescent Mental Health**



The burden that deportation puts on Latino children is vast and complex. Drastic and permanent changes in family structure, economics, and housing occur. This workshop explores the challenges parents, teachers, and professionals face in helping those children manage their emotional, behavioral, and/or health concerns resulting from their new situation. Participants will learn about resources on deportation and its mental health implications.

**Blanca Svedberg, MEd, LPCC, Psychotherapist** – West Side Community Health Services • SPLIT ROCK 2

**72 Supporting Individuals with Autism and Executive Function Challenges in Higher Education and Employment**



Individuals with Autism Spectrum Disorders and Executive Function challenges have unique obstacles succeeding in the higher education and employment arenas and the traditional models of support often do not work. This workshop will present findings of the available models and provide recommendations for modifying current practices to better support this population.

**Christine Bentley, Dir. Fraser Institute, Julie McKibbins, GCDF, CARE, Client Employment Specialist, Jody Van Ness, MEd, Psychoeducational Consultant, & Christopher Emery, MSW, LICSW, Group Skills Supervisor** – Fraser Child and Family Ctr. • ST. LOUIS

**73 The Impact of Military Deployments on Families**



What do military families need? How can we help? The deployment cycle greatly impacts service members and their extended families. During this interactive workshop participants will gain insight into why the deployment cycle has lasting impacts, how to identify lingering issues, and how to provide helpful support and services to military families.

**Laura Groeneweg, Lead Child and Youth Program Coordinator, & Moriah Legvold, Child and Youth Program Coordinator** – MN National Guard • SPLIT ROCK 1

**74 Working It: 8 Years Later – PICA Head Start and The Family Partnership Collaboration**



Learn about a successful 8-year partnership with Head Start and a Mental Health Agency in a large urban area serving a multicultural community. Although not always perfect, the vision remains crystal clear regarding bringing mental health services and therapy on site at Head Start. This workshop will cover: foundations of successful collaboration, developing positive collaborative culture, and surprising considerations when developing a mental health centric collaboration.

**Patricia Griffith, PsyD, MA, LP, Mental Health Consultant** – PICA Head Start • ROOM 202

**75 Creating Safe, Positive, Trauma-Informed Environments**



This interactive workshop will focus on ways caregivers can provide appropriate environmental and behavioral supports for the positive development of children who have been affected by traumatic events in their lives. Attendees will learn to recognize behaviors that are a result of a traumatized brain and supports to help the child regain a sense of safety.

**Gary Eustice, MS, LP, Licensed Psychologist** – Heartland Kids • GOOSEBERRY 2

**76 Healthy Boundaries in Children and Adolescents**



Through lecture, demonstration, and interactive discussion this workshop will teach the importance of developing healthy boundaries with children and adolescents. Interventions will be shared including interactive, play, and cognitive-behavioral techniques in teaching boundaries to children and to adolescents in individual, group, and family therapy sessions.

**Jaime Monson, MSW, LICSW, Mental Health Professional** – VOA of MN Mental Health Clinics • ROOM 203

**77 Assistive Technology Supports: Apps, Devices, and More to Increase Independence**



Utilizing technology to support challenges with organization, self-regulation, and behavior management can be achieved by using apps, software, and devices. Learn how Minnesota's federally-funded assistive technology program helps children, teens, and their caregivers get connected with devices, compare features, and borrow devices to see if they are right for them. This session will include demonstrations of apps and devices.

**Jennie Delisi, MA, MT-BC, Assistive Technology Resource Specialist** – MN STAR Prog. • ROOM 303

**78 The Relationship Between Students, Poverty, and Mental Illness**



Students bring with them the hidden rules of the social class in which they were raised. Schools and businesses operate from middle class norms and use the hidden rules of middle class. Implications poverty has on students' mental health and their classroom learning, how teachers/caregivers can make learning more effective for students residing in poverty, and resources and cultural considerations will be presented.

**Linda Seifried, MSW, LICSW, School Social Worker, Jimmie Heags, Jr., MA, LPSC, School Counselor, & Doris Moylan, MSW, LICSW, School Social Worker** – Indep. District #287 • FRENCH RIVER

**79 Family Feud: Teen Mental Health Edition**



Teens with mental illness often struggle to manage their everyday living with symptoms related to their disorder. This youth-developed, insightful approach to understanding teens with mental illness will dispel several myths about teens and mental illness, and offer suggestions/insights into ways to support these teens as they work to manage their mental health needs. This workshop is presented by teens from the MSFN Youth Advisory Board.

**Renelle Nelson, MA, Dir. and Parent Advocate** – MN Statewide Family Network & Youth Advisory Board (MSFN)

**80 Creative Therapy Techniques**



During this interactive session, attendees will learn about various creative therapy techniques that can be used with children, teens and their families to help bring healing and help overcome roadblocks in therapy. Techniques range from art therapy to basic white board activities that help clients reframe and gain perspective on their issues while having fun.

**Tamarah Gehlen, MA, LMFT, LADC, Prog. Dir.** – WINGS Adolescent Treatment Ctr. • ROOM 204-205

**81 Bibliotherapy to Increase Social-Emotional Development of Children Ages 0-3: "Make & Take"**

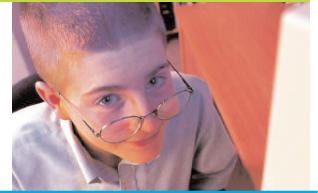


During this dynamic workshop participants will increase their understanding of the social-emotional developmental tasks of children ages zero to three. Techniques for using books to teach social-emotional skills will be addressed. All participants will have the opportunity to create an activity to accompany a book that teaches social-emotional skills to very young children.

**Staci Born, MS, LAMFT, NCC, Therapist, Stephanie Schwab, MS, LAMFT, NCC, RPT, Therapist, & Heather Frantum-Mathes, MS, LMFT, RPT, Therapist** – Journeys Toward Healing Counseling Ctr. • ROOM 302

Key	Technical Levels	Target Audience
	<ul style="list-style-type: none"> <li> Basic</li> <li> Intermediate</li> <li> Advanced</li> </ul>	<ul style="list-style-type: none"> <li> Parents</li> <li> Professionals</li> <li> Parents &amp; Professionals</li> <li> Early Childhood</li> </ul>

*details on pg 2*



Watch your mailbox, inbox and the MACMH website ([www.macmh.org](http://www.macmh.org)) for forthcoming details.

Questions?  
Contact Deb Cavitt  
[dcavitt@macmh.org](mailto:dcavitt@macmh.org);  
651-644-7333; 1-800-528-4511.

## Coming Summer 2013!

# MACMH Summer School for Professionals

If you or your colleagues cannot attend 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 the DSM-V, clinical content, supervision, ethics, and more!*

All locations to be determined. Watch our website in May for confirmed event details and registration information.

### 1. Ethics in Supervision: Relational Ethics in Supervision and Helping Supervisees Address Ethical Dilemmas

June 17, 2013 • 12:30-3:30

*Tamara Kaiser, PHD, LICSW, LMFT & Carol Kuechler, PHD, LISW*

Workshop participants will be introduced to concepts and practices that enable supervisors to supervise ethically and to ensure that their supervisees are practicing ethically. The presenters will address boundary issues in both supervisor/supervisee and practitioner/client relationships and address some of the ethical challenges associated with electronic communication.

### 2. Animal Assisted Therapy: How To Incorporate It Into Your Work, Even Without An Animal!

June 18, 2013 • 12:30-3:30

*Patti Anderson, M.ED., CPDT, AAT & Carolyn Kinney, PsyD*

This unique workshop teaches about research supporting the benefits of the Human-Animal Bond (HAB) and effectiveness of Animal Assisted Therapy (AAT) in therapeutic and educational settings. Learn what is involved with training and registering a therapy animal and how it can "pawsitively" impact the lives of those that you work with!

### 3. Executive Dysfunction: Effects and Treatment for Children

June 25, 2013 • 12:30-3:30

*Gary Johnson, PHD, LP, LMFT & Chris Bedford, PHD, LP*

Explore Russell Barkley's model of improving executive functioning. The relationship of poor executive function and ADHD, mood disorders, anxiety disorders, and PTSD will be examined. The presenters will emphasize the role of executive function in four areas of social functioning: self regulation, self-awareness, social sensitivity, and social salience.

### 4. Interpersonal Psychotherapy (IPT): The Other Evidenced Based Therapy for Adolescents with Depression

July 10, 2013 • 12:30-3:30

*Aimee Murray, PSYD, LP, Kristina Reigstad, PSYD, & Meredith Gunlicks-Stoessel, PHD, LP*

This workshop will provide an introduction to IPT-A and research related to IPT-A. The goal of IPT-A is to decrease depressive symptoms by focusing on current interpersonal difficulties and helping the individual improve his or her relationships and interpersonal interactions. Participants will learn how to incorporate IPT-A. There will be facilitated participant experiences practicing some of the core techniques used in IPT-A.

### 5. Neuroscience of Trauma and Secondary Trauma: A Resilience Model for Supervisors

July 17, 2013 • 12:30-3:30

*Cynthia Packer, MSW, LICSW & Jeremy Mork, MSW, LICSW*

The challenges of working with people who have experienced trauma has an impact of secondary trauma and compassion fatigue on individual staff, supervisors and organizations as a whole. Participants will be provided with an overview of emerging neuroscience research as well as tools, resources and a plan they can implement to assess and address secondary trauma, compassion fatigue and burn-out.

### 6. Therapeutic Language: Relating to Dysregulated Children and Setting Goals in Treatment

July 24, 2013 • 12:30-3:30

*Lauren Nietz, LICSW*

When children become dysregulated, language is one of the first skills to decline. Many children in mental health treatment and in EBD school settings need their caregivers and educators to name what might be underneath their behavior and pinpoint their goals. This workshop will cover how distressed children can be helped by reading the feelings underneath behavior, being concise with requests, and remaining attuned to the children's needs.

### 7. Self Care: An Ethical Responsibility July 31 & August 14, 2013 • 12:30-2:30

*Scott Graham, LSW, MS & Catherine Thomas, MSED, LISW*

This workshop will address ethical practices within helping professionals and explore how it relates to compassion fatigue. The social work code-of-ethics will be used as a guideline for this critical discussion. The pros/cons of dual relationships, setting healthy boundaries, and self-care strategies will be covered. This presentation will consist of practical examples that apply to the social work profession with emphasis on the education field.

### 8. What We Already Know, What We Need To Know, And How It All Fits Together: A Developmentally Based Discussion of the new DSM-V

August 19, 2013 • 12:30-3:30

*Marit Appeldoorn, MSW LICSW*

May 2013 marks the release of the revised Diagnostic and Statistical Manual of Mental Disorders. These much-debated revisions range from minor adjustments to significant shifts in how we think about and are required to assess domains of mental health and wellbeing. This workshop will provide information and apply concepts from the developmental clinical lens to help us deconstruct, navigate, and ultimately feel confident using the DSM-V.

### 9. ADHD Update: 2013

August 21, 2013 • 12:30-3:30

*Gary Johnson, PHD, LP, LMFT & Chris Bedford, PHD, LP*

This workshop will provide an update on recent developments in ADHD diagnosis, evaluation, research, and treatment. The current state of DSM-IV criteria for ADHD and learning disorders will be discussed, as well as new diagnostic tools, such as the Barkley Scales and new treatment recommendations based on the latest findings from the field.

# Monday, April 29, 2013

Key CITY SIDE HARBOR SIDE

8:00 Registration/Continental Breakfast/Exhibits	FITZGERALD HALL
Welcome/Announcements/Keynote Speaker	
8:50 – 10:00 <b>Joseph Lee, MD</b>	LAKE SUPERIOR BALLROOM
10:00 – 10:15 Break/Exhibits	FITZGERALD HALL
<b>10:15 – 12:15 Concurrent Workshops 1 – 13</b>	
1. <b>KEYNOTE WORKSHOP: The Family Culture: A Primer for Parents with Substance Abusing Children</b> • Joseph Lee	FRENCH RIVER
2. <b>In a New Light: The Use of Expressive Arts as a Transformative Tool for Troubled Youth</b> • Himanshu Agrawal	SPLIT ROCK 1
3. <b>Connecting Children to Nature: A Strategy for Mental Health Promotion and Intervention</b> • Marti Erickson & Robin Campbell	GOOSEBERRY 3
4. <b>Trauma in the School-Aged Child: Educational, Legal, and Psychological Implications</b> • Marcia Bennett & Michele Bennett	ROOM 304 - 305
5. <b>FASD and Related Mental Health Diagnoses</b> • Brad Wing	ROOM 203
6. <b>Mindfully Parenting the Spirited Child</b> • Charlene Myklebust	ROOM 303
7. <b>Utilizing Narrative Therapy Principles to Work Creatively and Collaboratively with Children and Families</b> • Sarah Gravelle & Naomi J. Schwenke	GOOSEBERRY 2
8. <b>Buck, Trauma, and the Secrets of a Horse Whisperer</b> • Gary Eustice	ROOM 202
9. <b>Understanding the Mind-Body Connection for Resilience and the Art of Treatment Approaches</b> • Lora Matz	ROOM 302
10. <b>Nurtured Heart Approach (NHA) in the School Setting</b> • John Fry, Chris Shidla, & Katherine Utter	ST. LOUIS
11. <b>Diagnosis and Treatment of Pediatric Depressive Disorders</b> • Joel Oberstar	ROOM 204-205
12. <b>Mind, Body, Connectedness: An Integrative Approach to Psychotherapy with Young Children and Parents – Part I</b> • Carol Siegel & Marit Appeldoorn	GOOSEBERRY 1
13. <b>Six Blind Men and the Elephant: Interdisciplinary Strategies for Promoting Infant Mental Health</b> • Jane Ellison & Michele Fallon	SPLIT ROCK 2
12:15 – 1:15 Lunch/Exhibits	LAKE SUPERIOR/FITZGERALD
<b>1:15 – 2:30 Concurrent Workshops 14 – 27</b>	
14. <b>Autism Update: Across the Lifespan</b> • Pat Pulice & Sue Pederson	ROOM 204-205
15. <b>Affective Variables Associated With Attention Performance Following Traumatic Brain Injury (TBI)</b> • Megan Ocken-Helmen	GOOSEBERRY 3
16. <b>Building Resilience for Parents, Foster Parents, and Others Experiencing Compassion Fatigue and Burnout</b> • Cynthia Packer, Missy Butler, & Jeremy Mork	GOOSEBERRY 2
17. <b>Developing a Child Abuse Prevention Model Using the Triple P – Positive Parenting Program</b> • Michael Bloomquist, Lynn Lewis, Gloria Peterson, Maureen Maslinski, & Kerri Pina	SPLIT ROCK 1
18. <b>An Introduction to Legislative Process: Changing Laws and Attitudes</b> • Sue Aderholden	ROOM 301
19. <b>Supporting Typically Developing Siblings of Children with Special Needs</b> • Christina Kress & Sarah Olitzky	ROOM 202

20. <b>Homelessness through the Eyes of Children: A Special Needs Perspective</b> • Julie Jochum Gartrell, Linda Strahan, & Angie Lauderbaugh	ST. LOUIS
21. <b>Mental Health and Education Disparities in Minnesota Adolescents</b> • Charlotte Nitarady	ROOM 302
22. <b>The Brain, Stress, and the Importance of Connection before Redirection</b> • Susan Gatto & Lora Matz	ROOM 304-305
23. <b>Preventative Mental Health Interventions for Children Who Have Experienced Maltreatment</b> • Thomas Brown, Kurt Gehlert, & Fiyaz Karim	FRENCH RIVER
24. <b>Lifestyle, Health and Mental Health: Making Lasting Changes for Your Clients and Yourself</b> • William Dikel	ROOM 203
25. <b>South High School Silver Ribbon Campaign: Reducing Stigma Through Peer Education and Discussion</b> • Carter Denison, Sadie Pellini, Clara Schultz, Kevin Wicklund, & Kyra Hood	ROOM 303
26. <b>Multi-disciplinary Evaluation of Dysregulated Children: Pilot Project</b> • Stephanie Combey & C. Joe Egli	SPLIT ROCK 2
27. <b>Mind, Body, Connectedness: An Integrative Approach to Psychotherapy with Young Children and Parents – Part II</b> • Carol Siegel & Marit Appeldoorn	GOOSEBERRY 1
2:30 – 3:00 Refreshments/Extended Break/Exhibits Door Prize Drawings	
<b>3:00 – 4:45 Concurrent Workshops 28 – 41</b>	
28. <b>Intentional Pathways to Self-Regulation: Relationship-Based Mindfulness in Clinical Work With Children</b> • Marit Appeldoorn & Kathy Flaminio	ST. LOUIS
29. <b>Therapeutic Language: Relating to Dysregulated Children and Setting Goals in Treatment</b> • Lauren Nietz, Matthew Witham, & Joel Hansen	ROOM 303
30. <b>Stand By Me: Promoting Well-Being – A Look at the Best in the Field</b> • Linda Oberg & Katherine Utter	GOOSEBERRY 2
31. <b>Fascinating Rhythm! Repetitive, Rhythmic Movement for Healing Trauma: An Experiential Workshop</b> • Patricia Lucas	GOOSEBERRY 3
32. <b>Learning to Relate: Collaborative Treatment of Autism in Cultural Communities</b> • Tim Plant, Carol Follingstad, Megan Dennis, & Sarah Jaworski	ROOM 202
33. <b>ADHD Update: 2013</b> • Gary Johnson & Chris Bedford	ROOM 304-305
34. <b>An Evidence-Based Early Intervention Program for Children with Behavioral Disorders</b> • Emily Buell & Michael Bloomquist	ROOM 302
35. <b>Analyzing the Bully</b> • Adam Arnold	FRENCH RIVER
36. <b>The Heart of the Matter: Supporting Military-Connected Children Before, During, and After Deployment</b> • Mary Linda Sather	canceled
37. <b>Autism Spectrum Disorders (ASD): From Understanding to Action</b> • Mitchell Leppicello	GOOSEBERRY 1
38. <b>Tier Two and Three Interventions for Schools Implementing PBIS - Positive Behavioral Intervention and Supports</b> • Debra Price-Ellingstad, Char Ryan, Ellen Voigt, & Theodore (TJ) Larson	ROOM 203
39. <b>Self Care - An Ethical Responsibility</b> • Scott Graham & Cathy Thomas	ROOM 204-205
40. <b>Windows of Opportunity: Prenatal Prevention in the Context of Maternal Incarceration</b> • Erica Gerrity & Rebecca Shlater	SPLIT ROCK 2
41. <b>Supporting Early Interventionists from Multiple Disciplines through Reflective Consultation</b> • Christopher Watson, Shelley Neilsen Gatti, Mary E. Harrison, & Megan Cox	SPLIT ROCK 1

# Tuesday, April 30, 2013

Key CITY SIDE HARBOR SIDE

8:00	Registration/Continental Breakfast/Exhibits	FITZGERALD HALL
<b>Announcements/Keynote Speaker</b>		
8:50 – 10:00	<b>Nimi Singh, MD</b>	LAKE SUPERIOR BALLROOM
10:00 – 10:30	Break/Exhibits	FITZGERALD HALL
<b>10:30 – 12:15 Concurrent Workshops 42 – 55</b>		
42.	<b>U of MN Research to Practice Series: The Neurobiology of Adolescent Mood</b> • Bonnie Klimes-Dougan	ROOM 304-305
43.	<b>Supervision Series: The Basics of Clinical Supervision – Part I</b> • Sarah Ferguson	GOOSEBERRY 1
44.	<b>What Does the Brain Have to do With It?</b> • Sheila Merzer	ST. LOUIS
45.	<b>Buddha Mama – Mindful Parenting with Angry Kids</b> • Libby Bergman, Amy Moeller	GOOSEBERRY 2
46.	<b>Art in Play Therapy: The Adlerian Approach</b> • Susan Dannen	ROOM 303
47.	<b>Managing Emotions: MORE Strategies for Turning Loosey Goosey into Tightly Whitey</b> • Cathy Thomas & Scott Graham	FRENCH RIVER
48.	<b>Survive and Thrive While Raising Children with FASD and/or Other Disabilities</b> • Janice Goudy & John Hays	SPLIT ROCK 1
49.	<b>Mindfulness-Based Education – Yoga Techniques for Managing Stress and Cultivating Strength in Students</b> • Jenn Nelsen, Dantelle Olson	ROOM 302
50.	<b>Signs of Safety with Children's Mental Health</b> • Angela Simon & Tammy Thompson	ROOM 202
51.	<b>What Is It? How Do I Get It? Strategies for Supporting Youth with Mental Health Needs in Education</b> • Jennifer Woods	ROOM 203
52.	<b>The Chicken or the Egg: Evidence-Based Practices in Treating Adolescents with Dual-Disorders</b> • Jill Hubble	ROOM 204-205
53.	<b>"DIRT GROUP" Growing to Learn, Learning to Grow</b> • Kenneth Turck & Joni Turck	ROOM 301
54.	<b>The Art of Adolescent Therapy: Interweaving Therapeutic Approaches and Creative Expression</b> • Wendy Baker	SPLIT ROCK 2
55.	<b>Multicultural Home Visiting in Birth to Three Programs: Lessons from Early Head Start</b> • Carol Siegel, Julie Hickok, Sadio Aar, Nora Beckstrand, Alison Erickson, & Ruby Rivera	GOOSEBERRY 3
<b>12:15 – 1:15 Lunch/Exhibits</b>		
<b>1:15 – 2:45 Concurrent Workshops 56 – 68</b>		
56.	<b>U of M Research to Practice Series: The Role of Lifestyle in Stress and Coping for Youth – Practical Strategies</b> • Nimi Singh	LAKE SUPERIOR/FITZGERALD ROOM 304-305
57.	<b>Supervision Series: The Work Phase – Part II</b> • Sarah Ferguson	GOOSEBERRY 1
58.	<b>Pediatric Bipolar Disorder: Assessment and Differential Diagnosis</b> • Kelly Haack & Jennifer Rothschild	FRENCH RIVER

59.	<b>Story Time! The Use of Bibliotherapy in Treatment of Children with Autism Spectrum Disorders</b> • Emily Honken, Kristi Swenson, Amy Robinson, & Jayne Baden	ROOM 303
60.	<b>Working with LGBTQ Youth</b> • Jenny Andersen	SPLIT ROCK 2
61.	<b>EMDR – An Effective Treatment Method for Children Who Have Experienced Trauma</b> • Kathleen Mathews & Jenny Britton	ROOM 302
62.	<b>PBIS, School Linked Mental Health and Mental Health Support in an Urban High School: Successes and Challenges</b> • Kate Casserly & Jennifer Markworth	ST. LOUIS
63.	<b>Teachable Safety Skills for Professionals</b> • Alison Feigh	SPLIT ROCK 1
64.	<b>Stand Up Initiative: Anti-Bullying School-Wide Program Promoting Respect and Positive Decision Making</b> • Annette Bieniek, Therese Olson, & Sarah Welk	GOOSEBERRY 3
65.	<b>Effective Advocacy: One Mother's Story of Healing Through Action</b> • Kitty Westin	ROOM 202
66.	<b>New Children's Mental Health Services</b> • Martha Aby	ROOM 203
67.	<b>Conflict to Connection: Healing the Feeding Relationship and Why it Matters</b> • Katja Rowell	GOOSEBERRY 2
68.	<b>Self-Regulation: The Role of Responsive Caregivers</b> • Tracy Schreifels	ROOM 204-205
<b>2:45 – 3:00 Break</b>		
<b>3:00 – 4:15 Concurrent Workshops 69 – 81</b>		
69.	<b>U of M Research to Practice Series: Teens at Risk: Creating Healthy Relationships that Regulate</b> • Anne R. Gearity	ROOM 304-305
70.	<b>Supervision Series: Evaluation and Correction - Part III</b> • Sarah Ferguson	GOOSEBERRY 1
71.	<b>Implications of Family Legal Status on Latino Children and Adolescent Mental Health</b> • Blanca Svedberg	SPLIT ROCK 2
72.	<b>Supporting Individuals with Autism and Executive Function Challenges in Higher Education and Employment</b> • Christine Bentley, Julie McKibbins, Jody Van Ness, & Christopher Emery	ST. LOUIS
73.	<b>The Impact of Military Deployments on Families</b> • Laura Groeneweg, & Moriah Legvold	SPLIT ROCK 1
74.	<b>Working It: 8 Years Later – PICA Head Start and The Family Partnership Collaboration</b> • Patricia Griffith	ROOM 202
75.	<b>Creating Safe, Positive, Trauma-Informed Environments</b> • Gary Eustice	GOOSEBERRY 2
76.	<b>Healthy Boundaries in Children and Adolescents</b> • Jaime Monson	ROOM 203
77.	<b>Assistive Technology Supports: Apps, Devices, and More to Increase Independence</b> • Jennie Delisi	ROOM 303
78.	<b>The Relationship Between Students, Poverty, and Mental Illness</b> • Linda Seifried, Jimmie Heags, Jr., & Doris Moylan	FRENCH RIVER
79.	<b>Family Feud: Teen Mental Health Edition</b> • Renelle Nelson	cancelled
80.	<b>Creative Therapy Techniques</b> • Tamarah Gehlen	ROOM 204-205
81.	<b>Bibliotherapy to Increase Social-Emotional Development of Children Ages 0-3: "Make &amp; Take"</b> • Staci Born, Stephanie Schwab, & Heather Frantum-Mathes	ROOM 302



# Thank You

## VOLUNTEERS

Jodi Anderson	Char Myklebust
Dianne Barkos	Nancy Namaste
Andrea Bejarano-Robinson	Linda Oberg
Nancy Beyer	Jennifer Olson
Christine Braun	Sheri Olson
Deb Brecht	Brenda Pace
Jennifer Bulmer	Cynthia Packer
Janeen Coyan	Jolene Pearson
Maria Craig	Connie Posl
Sandi Davis	Suzanne Renfroe
Sarah Dillon	Melissa Ries
Linnea Dumke	Heather Roark
Wendy Elaison	Sandy Russell
Michele Fallon	Char Ryan
Caromyr Figueroa	Linda Scheet
Sara Froisland	Bridget Schrier
Sheila Kosek	Rebecca Stadem
Jenna Lageson	Victoria Sundell
First Name Last Name	Sally Takala
Gary Markowski	Leigh Ann Viche
Cindy Markowski	Xiong Vue
Tony McClay	Sarah Washington
Ingrid Meyer	Linda Walinski
Cari Michaels	Tracy Wedin
Paula Monson	Michele Willert
Cynthia Moore	Dawn Witthaus
Peg Mortenson	

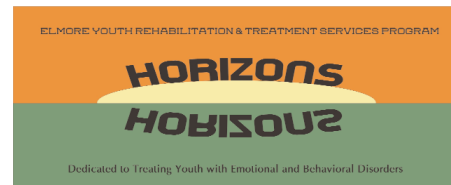
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