



Minnesota Association for
Children's Mental Health

*Register by March 20th
for a discount!*

2017 Keynote Presentations



**Ann S. Masten,
PhD, LP**

*Promoting Resilience
in Children's Mental
Health Practice*
Learn more about Masten's
keynote on Page 4.



Erin Walsh, MA

*It's Complicated:
Children, Social Media,
and Mental Health*
Learn more about Walsh's
keynote on Page 8.

2017 MACMH Child & Adolescent Mental Health Conference

April 23 – 25 | 21st Annual Conference

Duluth Entertainment Convention Center (DECC) in Duluth, MN

Join us at the largest children's mental health conference in the nation!



Workshop Descriptions

Level | Target Audience | Content

Level

Presenters chose levels that best describe their material and the knowledge attendees should have to derive the greatest benefit from their presentation.

Level I: Introductory material and background information is covered. • Audience needs no prior knowledge of topic.

Level II: Material builds on existing knowledge and goes well beyond basics. • Audience should have some background knowledge of topic.

Level III: Complex, in-depth concepts or features highlighted; basic and background information will not be covered. • Audience should have an intermediate understanding of topic.

Target Audience

Professionals: Psychologists, Marriage and Family Therapists, Clinical Social Workers, Counselors, Mental Health Professionals, Education Professionals (e.g., Special Education & Classroom Teachers, Paraprofessionals, School Nurses, School Counselors, School Psychologists & School Social Workers), Health Care Professionals

Parents: Family Members, Parents, Grandparents, Caregivers, Foster Parents

All: Suitable for all attendees

To select workshops that are best-suited to your learning needs and interests, we recommend referring to the Workshop Content Matrix on page 13 and carefully reviewing workshop descriptions.

Clinical Content

Social workers are required to obtain CEHs with clinical content. The sessions marked with this designation qualify for the Board of Social Work's clinical content requirement.

Meals

Complimentary continental breakfast (in the Edmund Fitzgerald Exhibit Hall) and lunch (in Pioneer Hall) are provided Monday and Tuesday to registered conference attendees. Lunch is served from 12:15 pm to 1:15 pm and includes vegetarian (may include dairy) and gluten-free options. Dinner is not included.

Sunday attendees have the option of purchasing a boxed lunch (see registration form).

Weather

Spring weather in Duluth and temperatures within the DECC facility may fluctuate. We suggest wearing light clothing and bringing a sweater or jacket to workshops.

Exhibits

Monday, April 24 • 7:30 am – 3:00 pm

Tuesday, April 25 • 7:30 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.

Schedule Changes

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

Accessibility

If you need a reasonable accommodation (e.g., wheelchair accessibility, interpreter, braille, or large print materials), such accommodations will be made available upon advanced request. Please contact the MACMH office on or before March 27th, and for TTY, contact Minnesota Relay Service at 1-800-627-3529.

Cancellation

The deadline to receive a refund for your registration is on or before April 10, subject to a \$50 USD administrative cancellation fee. Refunds will be credited back to the original credit card used or a check will be sent to the original check address.

- Cancellations received after April 10 will not be eligible for a refund.
- Written cancellation is required by fax 651-644-7391 or email info@macmh.org.
- You may transfer your registration to a future workshop or conference if you meet the cancellation deadline. All transfer credits must be used within two years of the original event date.
- After the cancellation deadline you may transfer your registration to another person for the same event.

On-site Registration

On-site registration will be available as space allows. Last year we reached the DECC's maximum capacity.

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.

Conference attendees can earn up to:

6 CEHs on Sunday

6 CEHs on Monday

5.5 CEHs on Tuesday

for a total of up to: 17.5 CEHs for the entire conference.

Actual CEH amounts will be dependent upon your specific licensure board and attendance.

Post-Tests

Post-tests will be provided at on-site registration. Post-tests are only intended for social workers working toward their LICSW to help them meet clinical clock hour requirements.

**Register by March 20th
for a discount!**

**Registration closes
April 17th at 5 pm.**

Cost

- \$90 Sunday only • \$99 after March 20th
- \$190 Monday only • \$199 after March 20th
- \$190 Tuesday only • \$199 after March 20th
- \$280 Sunday & Monday • \$298 after March 20th
- \$280 Sunday & Tuesday • \$298 after March 20th
- \$340 Monday & Tuesday • \$359 after March 20th
- \$360 Sunday, Monday, Tuesday • \$379 after March 20th

Attend Sunday, Monday, Tuesday and save!

We offer groups of 5+ from an agency (or organization) a registration discount of \$20 off each full (Sunday, Monday, and Tuesday or Monday and Tuesday) registration and \$10 off per all other combinations of days. You must call MACMH at 651-644-7333 to get the group discount code.

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

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

Who should attend?

Social Workers, Psychologists, Special Education & Classroom Teachers, Therapists, Nurses, Pediatricians, Counselors, Corrections Workers, School Administrators, Early Childhood Professionals, Parents & Caregivers

Visit www.macmh.org/conference for conference information, a Duluth Travel Guide and additional resources!

LODGING

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

Canal Park Lodge.....	\$109+.....	800-777-8560
Comfort Suites.....	\$109+.....	218-727-1378
Hampton Inn.....	\$129+.....	218-720-3000
Holiday Inn*.....	\$92+.....	218-722-1202
Inn on Lake Superior.....	\$106+.....	888-668-4352
Park Point Marina Inn**.....	\$119+.....	218-491-7111
Pier B Resort.....	\$119+.....	218-481-8888
Sheraton***.....	\$119+.....	218-733-5660
The Suites.....	\$85+.....	800-794-1716

To book a discounted room at any of the hotels, please call the hotel and specify that you are looking for the MACMH group rate.

* The Holiday Inn is attached directly to the DECC by skyway.
 ** The Park Point Marina Inn is located across the lift bridge from Canal Park and is not within easy walking distance to the DECC. Check with the hotel for shuttle options.
 *** The Sheraton is not located in Canal Park. A complimentary shuttle is available upon request from the hotel.

Sunday, April 23rd

- 10:30 – 11:30 Supervision Registration
- 11:00 – 6:00..... **Supervision Series**
- 11:30 – 5:30..... General Registration
- 12:15 – 1:45 **Policy Update**
- 1:45 – 2:00..... Break
- 2:00 – 4:00..... **Symposia A, B, C, & D**
- 4:00 – 4:15..... Break
- 4:15 – 6:45..... **MHED Talks®**

Monday, April 24th

- 7:30 – 3:00..... Registration
- 7:30 – 8:50..... Exhibits/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 – 26**
- 2:30 – 3:00..... Exhibits/Extended Break
- 3:00 – 4:45..... **Workshops 27 – 39**

Tuesday, April 25th

- 7:30 – 3:00..... Registration
- 7:30 – 8:50..... Exhibits/Breakfast
- 8:50 – 9:00..... Announcements
- 9:00 – 10:00..... **Keynote**
- 10:00 – 10:30..... Exhibits/Extended Break
- 10:30 – 12:15..... **Workshops 40 – 52**
- 12:15 – 1:15..... Lunch/Exhibits
- 1:15 – 2:45..... **Workshops 53 – 66**
- 2:45 – 3:00..... Break
- 3:00 – 4:15..... **Workshops 67 – 78**

Schedule

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Duluth Entertainment Convention Center • DECC
 350 Harbor Drive • Duluth, MN
 1-800-628-8385 • www.decc.org

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

Parking: DECC parking is \$5.00 per day. Parking at your hotel is free.

OPTION 1 | Legislative Session Update • Concurrent Symposia • MHED Talks | 12:15 – 6:45 pm

2017 Legislative Session Update • 12:15 – 1:45 pm

Learn what happened in the 2016 Legislative Session and the key issues being addressed during the 2017 Session. Understand how you can be part of a movement to create change and how to make your voice heard. *Optional boxed lunch is available to purchase for \$15 when registering or feel free to bring your own.*
Sue Abderholden, MHP, Exec. Dir. - NAMI Minnesota

Concurrent Symposia • 2:00 – 4:00 pm

A Teen Resiliency: An Integrative Skills-Based Model To Enhance Physical, Mental and Social/Emotional Health and Well-Being

This workshop will provide a deep exploration of the Teen Resiliency Program. Teen Resiliency is an integrative skills-based model to help teens develop self-awareness and skills to enhance physical, mental and social/emotional health and well-being. This model integrates Holistic Psychiatry, Integrative Nutrition, Yoga-Based Movement and Mindfulness Meditation. Participants will be guided through the Resiliency Model, including designing groups, troubleshooting and learning mind-body practices for themselves and their clients.

Kathy Flaminio, MSW, LGSW, Business Owner – 1000 Petals LLC & Kevin Harrington, PhD, Licensed Psychologist – Private Practice
 Level: II | For: All | Content: Clinical

C Understanding Family Food Cultures: How Family Patterns About Food and Eating Can Affect Children's Mood and Development

Every family develops a way to feed their children and themselves. Through their daily routines, attitudes, and beliefs about food, parents create a family food culture of their own. While some parents implement the food traditions with which they were raised, others have adapted to the changing world by creating new mealtime strategies. How have changes in food, menu, routine, and family participation affected children's well-being, mood, and development? This talk will combine research findings, clinical observations, and recommendations for families.

Carol F. Siegel, PhD, LP, IMH-E® (IV) – Private Practice & Univ. of MN, Infant and Early Childhood Certificate Program
 Level: I | For: All | Content: Clinical

B Uppers, Downers, and All Arounders: A Review of Current Trends in Adolescent Substance Use

This interactive presentation will examine and review current trends in adolescent substance use. The presenter will explore the types of substances adolescents are using, while educating attendees about the effects of these chemicals. Participants will also learn about the warning signs of substance use disorders.

Thad Shunkwiler, LMFT, LPCC, ACS, CCMHC, NCC, Asst. Professor & Madeline Kelly, Student Researcher – MN State Univ., Mankato
 Level: I | For: All | Content: Clinical

D Children's Mental Health: The Whole Story

This session will feature a documentary-style training video narrated by a teen that includes interviews with youth, caregivers and experts spanning the field of children's mental health. The message is simple: youth with mental health disorders will not get well and stay well until we listen, understand, and respond to their whole story—the whole child, the whole family, and the whole community in which they live.

Wendy Goodman, LSW, Exec. Dir. – Ramsey County Children's Mental Health Collaborative
 Level: I | For: Professionals

MHED Talks® • 4:15 – 6:45 pm



**MHED Talks®
 Mental Health Exploration
 & Discovery**

MHED Talks is a presentation series in the spirit of TED Talks. Using stories – both personal and experiences from the field — speakers will be given 18 minutes to share their expertise on new concepts, programs, treatment models, research and healthcare trends.

Q & A networking session will immediately follow the presentation. This will provide the opportunity to speak with the presenters, receive additional resources on the presented topics, and network with attendees. Hors d'oeuvres and refreshments will be available, as well as a cash bar.

Take It As It Comes

Adam Levy, Singer/Songwriter – The Honeydogs

Helping From a Healing Heart: Childhood Abuse Survivors in Helping Professions

Christine A. Wing, CCC, SLP, PhD, Sole Proprietor: I've Got Two Wings

Resiliency Over Risk: Helping Youth Reach Their Full Potential!

Jason Sole, ABD, Professor – Hamline Univ. & President – Mpls. NAACP

OPTION 2 | Supervision Series • 11:00 am – 6:00 pm

Part 1: 11:00 am - 3:00 pm (1 hour break for lunch)

Living an Examined Life: Reflections on Use of Self in Clinical Supervision | 3 CEHs

Effective professional use of self in clinical supervision takes time, patience, and intention. In this course participants will reflect on the many parts of self that come to influence their relationships with others, and which can be used to support and enhance the clinical supervision relationship through empathy, authenticity, and transparency. Specific tools for increased self-awareness will be addressed.

Angela Lewis-Dmello, MSW, LICSW – Transforming Trauma, PLLC

Level: II | For: Professionals | Content: Clinical

Part 2: 3:00 - 6:00 pm

Common Factors: Capturing the Dodo Bird | 3 CEHs

This workshop will explore some key questions: Is all therapy truly the same? What are common factors in therapy? How does change occur? What makes a difference in therapy? How does one know therapy is working? From there, participants will examine common factors in supervision and ways to challenge supervisees in thinking about their clients and their relationships with them.

Miranda Gilmore, PsyD, LMFT, LP, Licensed Marriage and Family Psychologist and Licensed Psychologist – Fraser

Level: II | For: Professionals | Content: Clinical

This 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.

Supervision registration will open at 10:30 am. You will be able to check in for the full conference at that time.

A boxed lunch is available for \$15 (see registration form), otherwise, plan on bringing your lunch or walking to Canal Park for lunch options.

Keynote Speaker • 9:00 – 10:00 am



Ann S. Masten, PhD, LP

Dr. Ann Masten is a Regents Professor of Child Development at the University of Minnesota in the Institute of Child Development. Dr. Masten studies resilience in human development, with a particular focus on children and families challenged by adversities related to poverty, disaster, and war. She is the author of *Ordinary Magic: Resilience in Development* and recipient of the 2014 Bronfenbrenner Award for Lifetime Contributions to Developmental Psychology in the Service of Science and Society from the American Psychological Association.

Dr. Masten's keynote address on "Promoting Resilience in Children's Mental Health Practice" will highlight recent advances in resilience science that have important implications for practitioners. She will include lessons gleaned from her collaborative studies of child executive functioning and parenting as key targets for supporting resilience in children, as well as her reflections on global studies of resilience among young people facing poverty, natural disasters, trauma, and war. New horizons in the neurobiology of resilience also will be discussed.

Monday Clinical Content Workshops

Session 1: 1, 2, 4, 5, 6, 7, 9, 10, 12

Session 2: 15, 16, 17, 18, 19, 21, 25, 26

Session 3: 27, 28, 29, 31, 32, 33, 34, 38

Exhibits

Monday, April 24 • 7:30 am – 3:00 pm

A drawing for a free 2018 conference registration will be held in the Edmund Fitzgerald Exhibit Hall during the extended break, between 2:30 and 3:00 pm.

Thank You Sponsors!



Monday Ethics Workshop

6 Relational Ethics: Ethical Decision-Making in a Diverse World

Relational ethics is a decision-making model that outlines five core principles: mutual respect, relational engagement, bringing knowledge back to life, creating environment, and living questions. This workshop will define these principles and offer examples of their application. Particular attention will be paid to how relational ethics complements professional codes of ethics, allowing practitioners to create solutions that address a broad range of ethical dilemmas. *This course fulfills the MN Board of Social Work requirement of 2 clock hours in social work ethics.*

Jean Chagnon, PhD, LP, Owner – Anamaura

Level: I | For: Professionals | Content: Clinical

Monday Infant & Early Childhood Series

Workshop 13: **Keeping the Baby in Mind: Promoting the Reflective Functioning of Parents**

Workshop 26: **Assessment in Early Childhood: The Importance of Observation**

Workshop 39: **Circles of Safety, Awareness to Action: Understanding and Responding to Children's Sexual Behavior**



1 Obsessive-Compulsive Disorder in Adolescents: Recognition, Management and Exposure-Based Treatment Strategies

Obsessive-Compulsive Disorder (OCD) presents unique challenges in adolescents. This workshop will offer suggestions for management and treatment, with an emphasis on promoting exposure-based approaches. Common manifestations of OCD in teens, differential diagnosis, management in school settings, and family responses that promote progress will be examined. Specifics of treatment using exposure and response prevention along with further resources will be provided.

Christopher Vye, PhD, LP, Chair, Graduate School of Professional Psychology – Univ. of St. Thomas, Rebecca Swan, PhD, LP, Licensed Psychologist – Anxiety Treatment Resources & Greta Gilbertson, Graduate Asst. – Univ. of St. Thomas

Level: II | For: Professionals | Content: Clinical

2 Jane is Not Moving into the Dorms This Fall: Launching Adolescents with Attachment Trauma—Strategies for Therapy and Parent-Youth Support

One of the most significant times of change in someone's life is the transition from teen to adult. For youth with major attachment disruption histories, this transition can become tumultuous when they're both seeking independence but also cannot navigate this step without substantial support. Through lecture, story and a parent panel, participants in this session will receive a detailed map for therapy and gather strategies that reinforce young adult attachment and resilience.

Krista Nelson, LICSW, LMFT, Wilder Foundation Attachment and Trauma Training Prog. – Wilder Foundation, Jenna E. Gruen, Parent & Sonnie Smith, Parent

Level: II | For: All | Content: Clinical

3 A Mind-Body-Spirit Approach to Nurturing Resilience in Elementary and Middle Schools

Educators are often among the first people to notice that a child may be experiencing a mental health problem, and they are in a unique position to implement daily strategies and supports for these students in their classrooms and school communities. This presentation will focus on utilizing a mind-body-heart approach to help students and staff develop additional resiliency skills for elementary and middle schools.

Kevin Harrington, PhD, LP, Licensed Psychologist – Private Practice & Shelley Neilsen Gatti, PhD, Associate Professor, Univ. of St. Thomas

Level: II | For: Professionals

4 Using a Trauma Lens Within Challenging Classrooms - Working with Your School

This workshop will cover different types of trauma, diagnoses, and the ways in which children's internal regulation cycles and brains are impacted by stress. Attendees will explore the functions of behavior and multiple factors that impact it, focusing on ready-to-use interventions that support success, healing, relationships and learning. The session will also highlight the importance of recognizing personal responses and self-care. Participants will leave with effective strategies to bring this information and lens into their schools.

Katie Mac Jurado, MA, LAMFT, CCTP, Abbie Lane, MSW, LICSW, Katie Mattson, MA, LPCC & BJ McElrath, MA, LPC, School Based Mental Health Therapists – Headway Emotional Health Servs.

Level: II | For: Professionals | Content: Clinical

5 Integrated Treatment of Disruptive Behaviors in Mood and Personality Disorders

This presentation will discuss disruptive behaviors and treatment options related to mood and personality disorders. Disruptive behaviors have the potential to be the most debilitating of all mental health behaviors because they can include suicide, self-harm and violence toward others. Disruptive/impulsive behaviors are most prevalent in mood and personality disorders, making these disorders essential for discussion. The presenter will review pharmacotherapy versus psychotherapy as preferred monotherapies, and discuss both of them as combined treatments.

Mary Sa, PsyD, MSCP, ABMP, LP, Child and Adolescent Psychologist – Allina Health Cambridge

Level: III | For: Professionals | Content: Clinical

6 Relational Ethics: Ethical Decision-Making in a Diverse World

Relational ethics is a decision-making model that outlines five core principles: mutual respect, relational engagement, bringing knowledge back to life, creating environment, and living questions. This workshop will define these principles and offer examples of their application. Particular attention will be paid to how relational ethics complements professional codes of ethics, allowing practitioners to create solutions that address a broad range of ethical dilemmas. *This course fulfills the MN Board of Social Work requirement of 2 clock hours in social work ethics.*

Jean Chagnon, PhD, LP, Owner – Anamaura

Level: I | For: Professionals | Content: Clinical

7 Lessons in Self-Awareness: Alleviating Anxiety in Adolescents

Psychological defenses are unconscious and designed to protect. When defenses are overused they begin to run interference, frequently resulting in adverse levels of anxiety. During this session, the presenter will explore the psychodynamic influences that contribute to teenage angst. Attendees will learn about the ways in which teaching adolescents to use their uncomfortable feelings as resources can result in more effective interpersonal skills.

Jeanne M. Schur, PhD, LP, Clinical Psychologist – Consultant

Level: II | For: Professionals | Content: Clinical

8 Creating Awareness and Identifying At-Risk Students

This presentation will describe tools used at Wayzata High School to identify students who may be in need of emotional and mental health support. These tools include tenth grade depression screening; an online wellness tip line; and a school-produced video, "Overcoming Challenges," in which staff and students share their stories. Attendees will leave this workshop with tangible strategies for identifying at-risk students.

Becky Halvorson, MSSW, LISW, School Social Worker & Alison McKernan, MSW, LICSW, School Social Worker – Wayzata High School

Level: II | For: Professionals

9 Healing From Within: Trauma-Informed Mind-Body Practices for Health and Well-Being

Using existing knowledge of trauma, adverse childhood experiences (ACEs) and mental health diagnoses, participants will experience and explore the power of mind-body interventions for self-regulation, focus, community connection and overall well-being. Through lecture, hands-on learning, reflection and discussion, participants

will practice breathing exercises, simple yoga-based movements and social/emotional skill development activities for use in schools, homes and therapeutic settings. Attendees will walk away with strategies for themselves and their clients.

Kathy Flaminio, MSW, LGSW, Social Worker – 1000 Petals LLC

Level: II | For: All | Content: Clinical

10 Learning and Memory: Identifying and Addressing Memory Problems that Interfere with Learning

Surprisingly, there are no diagnoses within the DSM-5 for memory problems in children or adolescents, but many students struggle with both memory and learning in school and home environments. This presentation will examine how memory works and its role in learning, the ways in which problems with memory can arise, and ways to accommodate and improve memory limitations.

Chris Bedford, PhD, MSCP, LP, Licensed Psychologist & Gary Johnson, PhD, LMFT, LP, Licensed Psychologist – Clinic for Attention, Learning, and Memory (CALM)

Level: I | For: All | Content: Clinical

11 How Strengthening Struggling Learners Transforms Students from Vulnerable to Victorious

Not only are struggling learners challenged with the demands of academic achievement, but they often also work hard to maintain emotional and mental health in the midst of the shame which frequently accompanies their disability. A great survey course for parents, instructors and mental health workers, this workshop will provide tools and strategies to empower students with learning disabilities.

Kelsey Berg, PsyD, LP, Licensed Psychologist & Deb Dwyer, CDP, Certified Orton-Gillingham Reading/Writing Specialist and Certified Dyslexia Practitioner – Tutoring Duluth & Sara Floerke, Itinerant Teacher and Tutor – Teaching, Testing & Texts

Level: I | For: All

12 Addressing Existential Depression in Kids and Adolescents

In some ways, treating depression has become more straightforward in recent years. However, what is the best course of action when the contributing factors of a child's depression are disillusionment, questions of existence and despair over the meaninglessness of our world? This session will explore existential depression by considering populations particularly prone to this type of depression, strategies to differentiate this type of depression from others, and interventions to effectively treat it.

Heather Boorman, MSW, LCSW, LICSW, Clinical Therapist – Boorman Counseling & The Fringy Bit

Level: I | For: All | Content: Clinical

Infant & Early Childhood Series

13 Keeping the Baby in Mind: Promoting the Reflective Functioning of Parents

The capacity for acknowledging the baby as a separate person with their own feelings, thoughts, and intentions is a foundational parenting skill. Many parents struggle with being able to recognize their own 'mental states' and link them to actions. This session will explore strategies for promoting the reflective functioning of the parents we serve—as well as ourselves—in an effort to support perspective-taking and empathy development.

Tracy Schreifels, MS, LMFT, IMH-E (III)®, Infant Mental Health Specialist – Reach Up, Inc. & Michele Fallon, LICSW, IMH-E®(IV), Licensed Clinical Social Worker – What About the Baby, LLC.

Level: I | For: All

14 Behavioral Challenges in Students: Skill or Will Dilemma

According to Dr. Ross Greene's Collaborative Proactive Solutions (CPS), students that display challenging behaviors often have lagging skills and may demonstrate these lagging skills through unsolved problems. The CPS model posits that delayed skills can be taught through a structured conversation. This workshop will explore Superior School District's pilot program using the CPS approach, and data demonstrating the effectiveness of this program will be shared.

Kelly Duffy, EdD, Special Education Instructional Coach, Robyn Deshayes, Principal – Northern Lights Elementary School, School District of Superior, Anne Gronski, MS, Special Education Teacher & Kim Pipitone, MS, Special Education Teacher – School Dist. of Superior

Level: I | For: All

15 Illusions of Comprehension by Young Adults with Autism Spectrum Disorder (ASD): A Cautionary Tale for Mental Health Practitioners

Assessment and treatment of individuals with autism spectrum disorders (ASD) can be challenging. In this session, attendees will learn how a group of young adults with comorbid ASD and psychiatric conditions demonstrated different levels of comprehension surrounding their conditions due to their use of diagnostic terminology. The presenters will discuss how this difference creates an illusion of competency that warrants consideration in therapeutic sessions.

Karen Eastman, PhD, Professor – MN State Univ., Mankato & Beth Handler, PhD, Autism and Behavioral Specialist – Clark County Public Schools

Level: II | For: All | Content: Clinical

16 Delivering Personalized Evidence-Based Psychotherapy Within Pediatric Primary Care Settings

This presentation will discuss the current practice of integrating personalized and evidence-based psychotherapeutic services in pediatric primary care settings. The presenters will describe an assessment strategy that leads to delivery of a tailored and modularized approach to psychotherapy that is integrated with other aspects of mental health care in this setting. Case examples demonstrating the application of this model will be included.

Matthew Witter, PsyD, PrairieCare Postdoctoral Associate, Iris Perez-Bonaventura, PhD, PrairieCare Postdoctoral Associate, Takymnea Clayton, PhD, Psychology Postdoctoral Fellow – Univ. of MN/PrairieCare Institute & Michael Bloomquist – PhD, Univ. of MN Medical School

Level: II | For: Professionals | Content: Clinical

17 Hooked on Heroin: The Heroin Epidemic in Our State and What We Can Do About It

Heroin abuse has reached an unprecedented level in Minnesota with more adolescents becoming hooked and overdosing than ever before. This presentation will describe the heroin epidemic in the United States and specifically the impact it has on Minnesota. It will outline contributing factors to the epidemic and identify effective prevention and treatment measures. Audience discussion will be encouraged.

Jennifer Londgren, EdD, LMFT, NCC, Alcohol and Drug Studies Prog. & Thad Shunkwiler, LMFT, LPCC, ACS, CCMHC, NCC, Asst. Professor – MN State Univ., Mankato

Level: I | For: All | Content: Clinical

18 Everything You NEVER Wanted to Know About Enuresis and Encopresis (But Should)

Toilet training is a natural developmental task for kids, but sometimes stress, trauma, and other events can lead to an elimination disorder. Enuresis and encopresis can be awkward for parents and professionals to talk about, and also to treat. This workshop will describe the diagnostic criteria for enuresis and encopresis, developmental readiness, common causes, working with physicians and the family, and recommendations for treatment.

Rachel Rehbein, MS, NCC, LPCC, Psychotherapist – Northwood Children's Servs. & David Swenson, PhD, LP, Licensed Psychologist and Dir. – College of Saint Scholastica

Level: I | For: All | Content: Clinical

19 DBT for Teens and Adolescents

Have you ever encountered a teenager having a crisis? Worked with a teen who was in conflict with others? Struggled to support an adolescent with suicidal thoughts or self-harm? Dialectical Behavior Therapy (DBT) offers specific intervention skills for those working with or caring for adolescents who struggle with everything from common interpersonal difficulties to serious safety concerns. This workshop will provide an overview of DBT and ways to put it into practice.

Sarah Janzen, MSW, LICSW, Clinic Spvsr. & Maddie Asp, MSW, LGSW, Primary Therapist – Mental Health Systems

Level: I | For: Professionals | Content: Clinical

20 What is Children's Mental Health? Considering a New Framework

When many people hear the phrase "children's mental health," their definition is limited to the realm of mental illness. During this session, attendees will consider a new conceptual framework surrounding mental health, learn what community members think about it, and engage in conversation about creative ways to use this framework within their communities.

Cari Michaels, MS, Extension Educator – Univ. of MN Extension Children, Youth & Family Consortium

Level: I | For: All

21 Healing Developmental Trauma with Integrative Neurotherapy

This presentation will explore developmental trauma in terms of its diagnosis, causal factors, and neurological bases. Several methods to address the neurological basis of developmental trauma will be reviewed, with special emphasis placed on the theoretical promise of healing through neurofeedback. The presentation will conclude with a discussion of practical applications of neurofeedback to help heal developmental trauma, as well as case examples and a demonstration.

Arlen Carey, PhD, MSW, LICSW, Psychotherapist/Neurotherapist – AMAR Wellness Servs., LLC

Level: I | For: All | Content: Clinical

22 Navigating Resources and Advocating from a Parent's Perspective

During this workshop, the presenter will share her experiences navigating systems of care in the field of mental health while living in rural northern Minnesota. She will discuss regional resources and opportunities, as well as ways to become involved in advocacy on behalf of one another and all children.

This will be an excellent networking opportunity to meet with like-minded parents.

Amy Richter, Certified Family Peer Specialist, ARC IEP Advocate, Family Support Specialist – Arrowhead Head Start

Level: I | For: Parents

23 Promoting Educators' Knowledge and Well Being to Facilitate the Understanding, Use and Accessibility of School-Based Mental Health Services

This presentation will discuss how educators' knowledge and wellbeing are linked to the accessibility of a continuum of mental health-related services in schools. In particular, this presentation will address ways to increase educators' understanding of mental health, build their knowledge around integrating mental health services into schools, and promote their well-being to enhance practices and outcomes for students.

Clayton Cook, PhD, Associate Professor, Aria Fiat, Doctoral Student, Madeline Larson, BA, Doctoral Student, & Sophia Frank, MA, Doctoral Student – Univ. of MN

Level: I | For: Professionals

24 Pause, Post-It and Prevail: Skills in Self-Care for the Professional Caregiver

It is critical that those who work as professional caregivers remember the importance of self-care. This workshop will explore the cumulative toll of professional caregiving, and more importantly, provide skills, tools and exercises professionals can incorporate into their day to be able to effectively continue their important work.

Coral Popowitz, MSW, LGSW, Exec. Dir. – Children's Grief Connection

Level: I | For: All

25 Supporting School Success: The Mental Health Professional's Role in Children's Learning Readiness

The role of mental health professionals within children's education is often unclear. However, collaboration with educational systems can lead to better outcomes. This training will describe ways to collaborate with educational professionals and adapt therapeutic strategies so they can be both practical and useful in pre-K through 2nd grade classrooms – setting the stage for school success!

Kelly Pieper, MSW, LICSW, Mental Health Professional & Mary-Rose Granlund, MSW, LICSW, Clinical Prog. Mgr. – Fraser

Level: II | For: Professionals | Content: Clinical

Infant & Early Childhood Series

26 Assessment in Early Childhood: The Importance of Observation

The best practice for assessment of young children, birth through age five, includes use of the DC:0-5. Observation of the child in multiple settings with different caregivers, peers, and other adults is essential. This presentation will focus on the DC:0-5 diagnostic process, highlighting observation of young children in multiple settings.

Kelly Haack, PhD, LP, Licensed Psychologist, Claire Hysell, MA, LPCC, Clinical Servs. Mgr., & Anne List, MA, LICSW, Clinical Servs. Mgr. – Fraser

Level: II | For: Professionals | Content: Clinical

27 Language for Joining: Supporting Students in Distress

Many students who have experienced significant stress or trauma need adults who are reflective and who are able to examine what is at the root of their challenging behavior. This presentation will aim to increase the helping professional's ability to recognize when a child is struggling and to use concise and meaningful language while engaging with the child.

Lauren Nietz, LICSW, Consultant, Therapist & Joel Hansen, LICSW, Day Treatment Spvsr. – Washburn Ctr. for Children

Level: II | For: Professionals | Content: Clinical

28 EMDR: An Effective Treatment for Children Who Have Experienced Trauma

This workshop will provide an introduction to the impact of trauma on the brain and explore Eye Movement Desensitization Reprocessing (EMDR) as an effective treatment method for children. Fundamentals of EMDR will be discussed, including its success in creating a physiological change on a neurobiological level as a way to repair trauma. Case studies and a video of an EMDR session will be shared.

Kathleen Mathews, MSW, LICSW, Outpatient Therapist - Private Practice & Jennifer Britton, MSW, LICSW, Associate Clinical Dir. of the Crisis Stabilization – Washburn Ctr. for Children

Level: I | For: All | Content: Clinical

29 ADHD Update 2017

This session will review the most pertinent research on ADHD (attention-deficit hyperactivity disorder) and related issues from the last year. The workshop will include information on changing diagnostic trends, new research on medications, and a review of studies that look at new behavioral interventions.

Chris Bedford, PhD, MSCP, LP, Licensed Psychologist & Gary Johnson, PhD, LMFT, LP, Licensed Psychologist – Clinic for Attention, Learning, and Memory (CALM)

Level: II | For: All | Content: Clinical

30 Safe Harbor Efforts to Improve Outcomes for Minnesota Youth Victims of Human Trafficking

The mental health needs of youth who are experiencing the trauma of human trafficking can be incredibly challenging, particularly for those who try to get help but struggle to connect with professionals who understand. During this workshop, attendees will learn about the issues of sex and labor trafficking, and how the mental health community can become an important part of the Safe Harbor system of care for youth.

Paula Schaefer, MS, Safe Harbor Training Coord. – MN Dept. of Health

Level: I | For: All

31 Recent Trends in Pediatric Bipolar Disorder: Assessment and Treatment

Pediatric bipolar disorder is both a challenging and controversial diagnosis among youth. While guidelines for assessment and diagnostic criteria are still unclear, the impact of the illness is real and devastating. This presentation will highlight

how bipolar disorder presents in prepubescent and adolescent children, and explore evidence surrounding current recommendations for treatment.

Afshan Anjum, MD, Asst. Professor – Univ. of MN

Level: III | For: Professionals | Content: Clinical

32 Culturally Responsive Assessment Practices with Latinx Clients: Lessons from the Field

This presentation will explore definitions of culture, the impact of culture on assessment, development and formulation, and client and provider expectations for services. The presenters will use their experiences working with first- and second-generation Latinx clients to explore ways to reduce the imposition of white normativity in services and provide more equitable and inclusive assessment and service planning.

Elizabeth Franklin, MSW, LICSW, Bilingual Clinical Therapist – CARE Counseling, Lily Ramey, MSW, LICSW, Mental Health Professional – Fraser & Macarena Corral, PsyD, LP, RYT, Co-Founder – Ctr. for Collaborative Health

Level: II | For: Professionals | Content: Clinical

33 Narrative Therapy with Children with a Focus on the Tree of Life Exercise

This presentation will provide an introduction to narrative therapy, including its implementation into work with children. The presenter will create a narragram, discuss terminology and concepts, and also delve into the concepts of reauthoring and exploring alternative narratives. The Tree of Life narrative exercise will be a main focus of the session.

Douglas Petrie, LPCC, Psychotherapist – Therapy Connections Edina

Level: I | For: Professionals | Content: Clinical

34 Using a Trauma-Informed Lens: Building Blocks of Trauma-Informed Care

This workshop will explore the elements of building a trauma-informed program. Participants will discover that in order to be successful, a trauma-informed program should take into consideration clients' individual developmental strengths and vulnerabilities, as well as aspects of trauma that may impact their functioning. In addition, this session will provide an introduction to the Neurosequential Model of Therapeutics (NMT) by Dr. Bruce Perry/Child Trauma Academy.

Miriam Jansky, MSW, LCSW, Trauma Servs. Dir. – Ctr. for Child Protection

Level: I | For: Professionals | Content: Clinical

35 Integrating Social Emotional Learning and Positive Behavior Intervention Supports

When addressing challenging behavior, Functional Behavior Assessment and Behavior Intervention Plans are required components for educational interventions, but how do educators align to Social Emotional Learning initiatives with these plans? In this session, the presenters will review the Prevent, Teach, and Reinforce model and demonstrate ways to integrate and individualize the components of SEL.

Shelley Nielsen Gatti, PhD, Associate Professor, Univ. St. Thomas & Kim Adams, PhD, Special Servs. Spvsr. – South Washington School Dist.

Level: II | For: Professionals

36 Navigating the Terrain of Higher Education: Transitioning to Post-Secondary Education

Many students struggle to transition from high school to college, especially students with mental health diagnoses and/or learning disabilities. These unique challenges, if unaddressed, can impact their learning outcomes, GPA and overall college success. This workshop will focus on the differences between high school and college, explore documentation guidelines and reasonable accommodations, and identify strategies to support students as they successfully transition to college.

Stephanie Ritter, MEd, MA, Academic Specialist, Asst. Dir. & Todd Monger, LPCC, NCC, ACS, Clinical Dir. of the Student Success Ctr. and Exec. Dir. of Student Development – North Central Univ.

Level: I | For: Parents

37 Classroom Strategies & Interventions for Students with Fetal Alcohol Spectrum Disorders (FASD)

FASD is a range of birth defects caused by prenatal exposure to alcohol. Research suggests that approximately 60% of students with an FASD face adverse school experiences such as being bullied, having a learning disability, or struggling with truancy. This presentation will provide a brief overview of the basics of FASD, explore challenges experienced in a classroom setting, and offer practical strategies for supporting students with an FASD.

Ruth Richardson, JD, Dir. of Progs. – MN Organization on Fetal Alcohol Syndrome

Level: II | For: All

38 Restorative Parenting: Rebuilding Parent Child Relationships in the Aftermath of Trauma or Violence in the Family

This workshop will provide practitioners a model for rebuilding relationships between parents and children in the aftermath of violence or trauma in the home. Attendees will learn about the foundational pieces of restorative parenting practices and gather practical strategies to either integrate into current work or to use to begin a stand-alone restorative parenting program.

David Mathews, PsyD, LICSW – 180 Degrees, Inc

Level: II | For: All | Content: Clinical

Infant & Early Childhood Series

39 Circles of Safety, Awareness to Action: Understanding and Responding to Children's Sexual Behavior

This workshop will focus on strategies for preventing sexual abuse among children by exploring the scope of sexual abuse. The session will include discussion of developmentally-expected sexual behaviors in early-childhood/school-age children, and the presenter will coach participants on how to respond to these behaviors.

Tracy Schreifels, MS, LMFT, IMH-E (III)®, Infant Mental Health Specialist – Reach Up, Inc.

Level: I | For: All

Keynote Speaker • 9:00 – 10:00 am



Erin Walsh, MA

Erin Walsh, M.A. is a dynamic, knowledgeable speaker who has addressed a wide range of audiences on topics related to brain development and digital media. In addition to her work with Mind Positive Parenting, Erin is a speaker with the Bolster Collaborative and teaches undergraduate students at the University of Minnesota and at the Higher Education Consortium for Urban Affairs where she teaches a program called *Making Media, Making Change*.

As part of this interactive and energizing presentation, "**It's Complicated: Children, Social Media, and Mental Health**," Erin Walsh will use brain science, stories, and humor to explain how technology is changing the ways that children grow up, socialize, and forge their identities. Erin will help professionals understand the key ingredients for wellness in the digital age and provide practical tools and strategies that help children and youth build on their strengths.

Tuesday Clinical Content Workshops

Session 4: 42, 44, 46, 47, 50, 52

Session 5: 54, 55, 57, 58, 59, 61, 62, 63, 64

Session 6: 68, 69, 71, 73, 77

Exhibits

Tuesday, April 25 • 7:30 am – 1:15 pm

A drawing for an assortment of door prizes will be held during the extended break from 10:00 to 10:30 am.



Back by popular demand:
Session 4, Workshop 49
The premiere of three new
Fidgety Fairy Tales Mental
Health Musicals

Mental Health in the Digital Age Series

Keynote: **It's Complicated: Children, Social Media, and Mental Health**

Workshop 40: **After the Status Update: What Now?**

Workshop 53: **Two Brothers and a Videocamera: Cultivating Online Community**

Workshop 67: **Electronic Addiction: How To Break Free From Battles Over Screens**

Monday Infant & Early Childhood Series

Workshop 52: **Introduction to Child-Parent Psychotherapy: For Young Children Who Have Experienced Trauma**

Workshop 65: **Child-Adult Relationship Enhancement, The PCIT CARE Model**

Workshop 66: **What's so Special About Working with Infants and Toddlers? An Introduction to MAIECMH's Multidisciplinary Endorsement Process**

Workshop 78: **Working with Young Parents: The Challenge of Competing Developmental Agendas**



Mental Health in the Digital Age Series:
Presented by Keynote

40 After the Status Update: What Now?

Building on the main themes of her keynote address, the presenter will take a deeper dive into the research surrounding young people, social media and mental health. She will pay particular attention to social emotional development, connectedness and relationships in the digital age. As part of this interactive workshop, participants will gather practical tools and explore ways to boost protective factors to better help youth build positive, strong relationships both on and offline.

Erin Walsh, MA - Mind Positive Parenting

Level: II | For: All

41 7 Mindsets: Teaching Mindsets, Changing Lives

The 7 Mindsets is a social-emotional learning program that is being implemented in St. Louis County Schools. It aims to remove emotional and psychological impediments, also known as counter-mindsets, so a positive transformation in student and educator engagement can occur. This workshop will introduce attendees to this program and offer strategies for creating a school environment where everyone can thrive.

Kristi Berlin, MS, EdS, Dir. of Curriculum, Technology Integration and Assessment – St. Louis County Schools & Duane Moyer, Prog. Dir., 7 Mindsets Academy

Level: I | For: All

42 Working with Issues Related to Relationship, Gender Identity, and Sexual Development in Individuals with Autism Spectrum Disorders

People with Autism Spectrum Disorders (ASD) have the same sexual interests and challenges as neurotypical individuals. Unfortunately, due to a variety of different factors, individuals with ASD may experience unique difficulties related to relationships, gender identity and development of their sexuality. This presentation will review factors that influence development in these areas, as well as discuss potential interventions.

Joseph Falkner, MST-CCC-SLP, CAS, Speech-Language Pathologist

Level: II | For: All | Content: Clinical

43 Implementing a High Quality Comprehensive School Mental Health System

Mental health services within schools have made considerable growth over the past 10 years in Minnesota. This presentation will focus on principles, tools and frameworks to help schools and school-based providers move toward implementing a high quality comprehensive school mental health network from a multi-tiered system of support (MTSS).

Mark Sander, PsyD, LP, Dir. of School Mental Health – Hennepin Co./Mpls. Public Schools & Rochelle Cox, MS, Exec. Dir. Special Education and Health Servs. – Mpls. Public Schools

Level: II | For: All

44 Kofi Services: A 25-Year Perspective on Affirming the Lives of African-American Elementary Students and Families in Saint Paul Public Schools

Kofi is a culturally-specific, school-based mental health program developed to support African-

American youth in Saint Paul. The program's practice model, in which mental health and cultural perspectives are inextricably linked, will offer attendees tangible strategies for integrating culturally-affirming interventions into treatment, and for strengthening resilience through an understanding and celebration of African wisdoms.

Presenters – Kofi Svcs., Amherst H. Wilder Foundation

Level: II | For: All | Content: Clinical

45 Trauma-Informed Care: An Ecological Perspective

Trauma-informed care (TIC) often focuses on evidence-based clinical practice models, which can leave a void for non-clinical staff. This session will examine SaintA's model of TIC, which has focused on translating and re-packaging core clinical ideas for non-clinical staff with the goal of transforming the kind of interactions kids have on a daily basis. This workshop will explore the details of this 10-year effort.

Tim Grove, MSSW, Chief Clinical Officer – SaintA

Level: II | For: All

46 Integrated and Complementary Approaches to Treating Common Childhood Mental Disorders

While a wide body of research indicates that multifaceted interventions are most effective, many practitioners continue using narrow approaches to address children's mental health challenges. As part of this workshop, a multidisciplinary team—consisting of a psychologist, nurse practitioner, dietitian, and herbalist—will discuss how therapy, medication, diet, and alternative medicine can work together to advance wellness. Integrated treatments for ADHD, autism, depression and anxiety will also be discussed.

Jim Anderson, MS, SSP, LP, Licensed Child and Adolescent Psychologist, Lindsay Friedrickson, MSN, APRN, CNP, CARN-AP, Family Nurse Practitioner & Mardi Gudim, Energy and Sound Healing Practitioner – Cashman Ctr.

Level: I | For: All | Content: Clinical

47 You're Outta Here: Why Exclusionary Discipline Practices in Schools Don't Work and What to Do Instead

This workshop will discuss the grim reality of the impact of exclusionary practices in schools on children with mental health disorders and special education needs—particularly students of color and those living in poverty. Several alternatives to punishment and exclusion will be reviewed. This presentation is based on The Guiding Principles: A Resource for Improving School Climate and Discipline, from the U.S. Dept. of Education.

Charlene Myklebust, PsyD, President and Educational Leadership Consultant – Professional Education Pal, LLC & Wendy Loberg, MA, Educational Leadership Consultant and Former Principal – Loberg Consulting, LLC

Level: II | For: All | Content: Clinical

48 An Adaptation to Narrative Work

Trauma-focused cognitive behavioral therapy (TF-CBT) and narrative therapy have shown great success in helping teens who struggle with trauma and self-esteem challenges. However, young people often have a difficult time engaging in this work. This workshop will highlight how the presenter

has adapted these therapies to be teen-friendly, using music and art to discuss difficult memories.

Laine Mohnkern, MSW, LGSW, Outpatient Mental Health Therapist – Volunteers of America

Level: II | For: All

49 Fidgety Fairy Tales: The Mental Health Musical

Enjoy a performance of MACMH's ninth original musical that uses familiar fairy tales to raise awareness and reduce the fear and misunderstanding surrounding children's mental health. Performed by talented youth ages 8 - 18, this production includes: The Three Little Pigs (anxiety), Humpty Dumpty (trauma), and The Ugly Duckling (bullying).

Matt Jensen, Co-director, Director of Arts Programming – MACMH, Marya Hart, Co-director & Youth Cast

Level: I | For: All

50 Healing Through Play: Domestic Violence and Trauma-Informed Play Therapy Interventions for Youth.

Play is the most innate form of expression and learning during early childhood development. It is through both secure attachment relationships and play that a child can grow and heal from traumatic experiences. By discussing the effects of witnessing violence, principles of trauma-informed treatment, and child-centered play therapy as an effective intervention, participants of this workshop will learn specific skills for trauma-informed intervention with youth.

Sarah Lockhart, MSW, LICSW, Spvsr. of Youth Servs. & Angela Lewis-Dmello, MSW, LICSW, Dir. of Client Servs. – Domestic Abuse Proj.

Level: II | For: Professionals | Content: Clinical

51 Adolescent Substance Use Trends

Utilizing the latest research from NIDA and SAMHSA, as well as other recent surveys, this workshop will cover the latest trends in substance use and discuss potential challenges facing adolescent populations moving forward. Misunderstandings surrounding the use of e-cigarettes and marijuana, plus trends in local meth and opioid use, will be central themes of this session.

Christy Alten-Osmera, MS, LAC, LPCMH, QMHP, Adolescent Unit Prog. Dir., Therapist – Keystone Treatment Ctr.

Level: II | For: All

Infant & Early Childhood Series

52 Introduction to Child-Parent Psychotherapy: For Young Children Who Have Experienced Trauma

Child-parent psychotherapy (CPP) is an intervention for infants, toddlers and preschool-aged children and their families, with the primary goal of supporting and strengthening the relationship between a child and his or her caregiver. CPP is based in attachment theory but also integrates other theories. This workshop will introduce participants to CPP using brief lecture, activities and clinical examples.

Jane Ellison, MS, LMFT, IMH-E (IV-C)®, Infant and Early Childhood Mental Health Specialist – Nurturing Possibilities

Level: II | For: Professional | Content: Clinical

Mental Health in the Digital Age Series

53 Two Brothers and a Videocamera: Cultivating Online Community

Over the past 10 years, there has been incredible growth in online communities that aim to build welcoming spaces and philanthropic movements. These communities encourage belonging and connect youth across the world in powerful ways that support mental health. In this workshop, participants will hear young people share how two brothers and a videocamera created a life-changing online community.

Sara Langworthy, PhD – Consultant

Level: I | For: All

54 Relational Quality and Co-Morbidity Among Adolescents Affected by Nonsuicidal Self-Injury

In this workshop, participants will learn about relational patterns among adolescents affected by self-injury; ways that parents and adolescents with different patterns of self-injury describe family relationships and patterns; and the ways in which families affected by self-injury are resilient.

Anna Bohlinger, PhD, LMFT, Marriage and Family Therapist/ Adjunct Asst. Professor – Paragon Residential Treatment for Youth/St. Mary's Univ. of MN

Level: II | For: Professionals | Content: Clinical

55 Beyond Attachment: Common Pitfalls for Therapists Working Within Adoption

Therapists who work with adoptees often make attachment the central lens through which they address behavioral and emotional concerns in children and adolescents. While attachment is key, therapists sometimes fail to give proper attention to issues of grief and loss, racial and cultural identity, and shame stemming from living in the margins. This workshop will address common pitfalls of therapists from the perspective of experienced therapists who are also adult adoptees.

Julie Jong Koch, MSW, LICSW, Clinic and School-Based Therapist – Watercourse Counseling Ctr. & Hye-Kyong Kim, PsyD, LP, Chief Psychologist – Indian Health Board

Level: II | For: Professionals | Content: Clinical

56 Restorative Justice in the Classroom with Special Populations

Three years ago, District 287 piloted a restorative justice initiative to integrate into special education settings as well as four alternative high school programs. During this presentation, participants will learn how it is being modified and used with diverse and special populations of various ages and abilities, and learn ways to incorporate it into schools and practices successfully.

Jimmie Heags, Jr., MA, LSC, LPCC, Dist. Restorative Justice Lead & District Mobile Response Team (DMRT) Mbr. – Dist. 287, Linda Seifried, MSW, LICSW, Assessment and Referral Clinician – Allina Hospitals and Clinics & Doris Moylan, MSW, LICSW, School Social Worker – Edgewood Education Center/Dist. 287

Level: I | For: Professionals

57 Adverse Childhood Experiences (ACEs) 201: Strategies for Trauma-Informed Education

This session will build upon introductory information surrounding ACEs, discuss supportive interventions in schools, and summarize research about ACEs buffering factors. Following a brief review of ACEs research, the presenters will explain how to bring a trauma-sensitive lens to practices and interactions with students and adults in our schools. Secondary trauma related to personal ACEs and working with

children with high ACEs will also be explored.

Charlene Myklebust, PsyD, President and Educational Leadership Consultant – Professional Education Pal, LLC & Mark Sander, PsyD, LP, Senior Clinical Psychologist – Hennepin Co./Mpls. Public Schools

Level: II | For: Professionals | Content: Clinical

58 Identifying and Understanding Early Episode Psychosis

Early identification and comprehensive treatment are essential to improving outcomes for young people experiencing psychosis. Attendees will learn how to identify early warning signs of psychosis, how to interact with young people who may be experiencing symptoms, and gain an understanding of the latest treatment recommendations. Participants will walk away with new hope and high expectations for young people living with psychiatric disorders.

Nancy Howe, Youth and Parent Educator – NAMI MN

Level: II | For: All | Content: Clinical

59 Touching the Sand: Exploring Kalfjian Sandplay

Where did Kalfjian Sandplay come from? What does a Sandplay process look like and what is allowed to happen in a free and protected space? This workshop will examine Kalfjian Sandplay from a Jungian viewpoint. Attendees will experience the sand and small figures that are used in Sandplay, while considering how this kind of experience might impact their clients.

Ellen Saul, MS, LP, Psychotherapist – Ellen Saul & Associates, Inc.

Level: I | For: All | Content: Clinical

60 Positive Behavior Interventions and Supports (PBIS) and School Mental Health Integration Within a Multi-Tiered System of Support (MTSS): Minnesota Perspectives

This session will describe perspectives, shared messages and core features of PBIS and school mental health. Examples of the ways in which collaboration and a coordinated approach can improve MTSS implementation will be shared, and state and local examples will be used to illustrate efforts in Minnesota.

Mary Hunt, MA, NCSP, Education Specialist-Related Servs, MN Dept. of Ed., Erin Engness, MA, PBIS Coord. – Northern Regional Implementation Proj. & Additional District Staff

Level: II | For: Professionals

61 Assessing, Educating and Treating Delinquent, Mentally Ill Youth

Youth who have a combination of behavioral problems and psychiatric disorders can pose unique challenges to clinicians and educators. These young people are sometimes more likely to be expelled from day treatment programs due to delinquency and may be unsuccessful in behaviorally-oriented programs due to mental illness. Additionally, they may struggle with positive outcomes while enrolled in EBD (Emotional or Behavioral Disorder) programs. This presentation will outline techniques of successfully assessing, educating and treating these youth.

William Dikel, MD, Child and Adolescent Psychiatrist, Independent Consulting Child and Adolescent Psychiatrist & Jan Ostrom, BCBA, MA, LP, Behavior Analyst – Brih Designs

Level: II | For: All | Content: Clinical

62 Don't Let Emotions Run Your Life: Coping Skills for Children Between the Ages of 7-12

This workshop will provide a sneak peak into the soon-to-be-available "Don't Let Emotions Run Your

Life for Kids: A DBT-Based Skills Workbook for Children." The presenters will provide a glimpse into the hands-on activities included in their book for use with children ages 7-12 who struggle with extreme emotions and mood swings. Attendees will walk away with ready-to-use therapeutic activities.

Christina Kress, MSW, LICSW, Licensed Independent Clinical Social Worker & Jennifer Solin, PsyD, LP, Licensed Psychologist – Private Practice

Level: II | For: All | Content: Clinical

63 Autism Spectrum Disorders and Trauma

Individuals diagnosed with autism spectrum disorders are at a higher risk of experiencing trauma than their peers. This presentation will identify signs and symptoms of different types of trauma as they relate to individuals on the autism spectrum. Participants will explore strategies for preventing unintentional trauma, and learn ways to incorporate trauma-informed care into daily practice.

Emily Coler Hanson, MS, LMFT, CGP, Therapist & Barb Stanton, PhD, LPCC, LMFT, Therapist – Prairie St. John's

Level: II | For: All | Content: Clinical

64 Native American Historical Trauma and Present-Day Impacts

This workshop will explore historical trauma, including what it looked like in the past, and what it looks like today. The presenters will use the North Dakota Pipeline crisis to demonstrate ongoing examples of historical trauma and opportunities for developing healthy community connections and cultural healing experiences.

Jay Hunter, MA, LMFT, Clinical Spvrs. – Headway Emotional Health Servs. and Soaring Eagle Therapeutic Servs. & Rose Joiner, MS, LMFT, Therapist – American Indian Family Ctr. and Soaring Eagle Therapeutic Servs.

Level: I | For: All | Content: Clinical

Infant & Early Childhood Series

65 Child-Adult Relationship Enhancement, The PCIT CARE Model

Child-Adult Relationship Enhancement (CARE) is a trauma-informed modification of skills derived from Parent-Child Interaction Therapy (PCIT). The CARE model is intended for general use by non-clinical adults who interact with children from various backgrounds. This fun and interactive training will introduce attendees to skills similar to those taught in PCIT, and participants will have a chance to practice the skills they learn.

Emily Honken, MSW, LICSW, Clinical Social Worker – Fraser

Level: I | For: All

Infant & Early Childhood Series

66 What's So Special About Working with Infants and Toddlers? An Introduction to MAIECMH's Multidisciplinary Endorsement Process

Working with young children and their families requires a specialized set of competencies, firmly grounded in the unique developmental and relational needs of the earliest years. In this session, participants will learn about the Minnesota Association for Infant and Early Childhood Mental Health (MAIECMH) multidisciplinary system of evidence-based core competencies and endorsement that formally recognizes an individual's qualifications for working with children, prenatal to age five.

Kristin Armbruster Irrer, MS, IMH-E® (III), Infant & Parent Specialist – Healthy Families & MAIECMH Coord. – MACMH

Level: I | For: All

Mental Health in the Digital Age Series

67 Electronic Addiction: How To Break Free From Battles Over Screens

Have you ever tried to limit your child's use of electronics, but then give in because of his or her persistence? It can be tempting to allow our children frequent access to screen time, but it's important to be aware of electronics' addictive qualities. This interactive presentation will introduce solutions to creating healthier boundaries around the use of electronics, and fostering calmer, more cooperative interactions with your child.

Barb Andrus, CAPS, Certified Parent Coach & Samantha Moe, MA, SLP, Certified Parent Coach – Mad2Glad

Level: I | For: **Parents**

68 Using Dialectical Behavior Therapy (DBT) to Promote Positive Outcomes in Youth Through Parent Consultation and Training

This presentation will describe a multi-family DBT skills group for early adolescents and their parents. The content will focus on program goals and how DBT theory and methods can be applied to parent consultation and training. Participants will learn specific strategies to promote effective parenting, including discussion questions, learning activities and interventions for multi-family and parent-only skills groups.

Lexi Schmidt, PhD, Therapist – Mental Health Systems, PC

Level: II | For: **All** | Content: **Clinical**

69 Rising Strong™: Using Story to Reduce the Effects of Trauma

This presentation will explore how the use of The Rising Strong™ curriculum and Narrative Therapy Principles reduce the effects of trauma by working to integrate and make meaning of our stories. Rising Strong™ is a curriculum that examines what it takes to develop resilience and how owning our story of struggle gives us the power to write a daring new ending.

Michelle Hunt-Graham, MA, LMFT, CDWF, Marriage and Family Therapist – Bridging Hope Counseling

Level: I | For: **Professionals** | Content: **Clinical**

70 Achieving Permanence for Youth

This workshop will provide an overview of grief, loss and trauma, as well as best practices in trauma-informed care to assist youth in resolving their past losses. The session will also discuss ways to help youth prepare for permanency as they seek and develop connections with caring adults. An overview of the Fast Track to a Family Program and the Intensive Permanence Service Program will be provided.

Erin Wall, MSW, APSW, LGSW, Dir. of Healing Progs., Brenda Anderson-Powers, LGSW, Lead Intensive Permanence Servs. Specialist & Angela Shepherd, MSW, LGSW, Fast Track to a Family Specialist – Anu Family Servs.

Level: I | For: **All**

71 Supporting Those Who Support our Clients: Psychoeducation and Support for Family and Friends of Teens with Mental Illness

The family, friends and caregivers of the teenagers we work with often need additional support and education. This seminar will help attendees develop programming to educate and provide resources to parents, friends and educators who work regularly with teens that struggle with mental health concerns. The presenters will discuss common themes and concerns brought up by family and friends, and also provide a general structure to build a program around.

Christopher Malone, PsyD, LP, Clinical Psychologist & Brittany Hamann, MA, LPCC, DBTC, Licensed Professional Clinical Counselor – Mental Health Systems, PC

Level: II | For: **Professionals** | Content: **Clinical**

72 Closing the Other Gap: Destigmatizing Mental Health in Schools

Statewide school-linked mental health (SLMH) services are designed to meet students where they are: at school. This workshop will provide an in-depth exploration of Fridley Middle School's mental health model—which educates classroom staff, supports students and families, and breaks down barriers to provide youth accessible care in a familiar environment.

Ashley Dammer, MSW, LGSW, School-Linked Therapist – Lee Carlson Ctr. for Mental Health & Well-Being & Michael Ricci, MAE, Special Education Teacher – Fridley Middle School

Level: I | For: **All**

73 Social Skills for Teenagers with Developmental and Autism Spectrum Disorders

Based on the book "Social Skills for Teenagers with Developmental and Autism Spectrum Disorders," this workshop will introduce attendees to social skills interventions and teach ways to generalize them across settings. The session will provide an overview of The Peers Model, a research-based social skills intervention for adolescents with ASD and their parents.

Jessica Hase, MA, LMFT, Mental Health Professional, Lori Brown-DeAlba, MA, LMFT, Mental Health Professional, Renee Latterell, PsyD, LP, Clinical Psychologist & Michelle Hoffman, MA, LMFT, Mental Health Professional – Fraser

Level: II | For: **All** | Content: **Clinical**

74 Proactive Crisis Planning at School for Children with Mental Health Challenges: Making It Happen

When children or teenagers experience escalating behaviors at school, they may benefit from a proactive crisis plan developed in partnership with parents, school staff and others. This session covers challenges and barriers to effective mental health crisis planning in schools; the role of Special Education, 504 and Positive Behavior Supports; and strategies that lead to positive student outcomes based on principles of wellness and recovery.

Renelle Nelson, MA, Parent Advocate and Proj. Coord. for the Children's Mental Health, Emotional or Behavioral Disorders Proj. & Jennifer Thomas, MA, Parent Advocate and Children's Mental Health Specialist – PACER Ctr.

Level: I | For: **Parents**

75 Supplemental Security Income: A Tool In Recovery

More than 1.2 million children receive Supplemental Security Income (SSI) benefits. These benefits serve as a tool in recovery, as well as a means for youth to transition to independent living successfully. This workshop will cover the requirements for childhood disability, the determination process, the benefits, what to expect when a child on SSI becomes an adult, and the caregiver or professional's role in this process.

Emily Olson, EDPNA, Disability Representative – Disability Specialists

Level: I | For: **All**

76 From PSAs to Stage Productions: Developing Student-Led Peer Education Productions to Address Mental Health Issues in Our Schools and Communities

Attendees of this workshop will learn how to develop student-led groups to educate both their peers and the community about mental health issues via staged productions. The presenters will discuss topics such as recruitment, funding, research, developing community partnerships, script writing and staging. Strategies for marketing and evaluating the efficacy of the production will also be discussed. An emphasis will be placed on the power of peer education combined with community resources to educate and make positive change.

Jennifer Bobbe, MEd, Achievement Coach – Northdale Middle School, Matthew Meier, MEd, Teacher/Advisor – Spring Lake Park High School & Chelsea Chilson, Student Dir. – The Voice – Peer Education Theater Troupe Alumni

Level: I | For: **All**

77 Self-Care for Helping Professionals

Self-care is crucial for staying fresh and positive in our stressful jobs. This interactive presentation will help participants better understand their stressors and build self-care strategies. The presenters will briefly explore stress in general, then specify it to the helping professions. Participants will practice multiple ways to manage stress, including quick ideas and "big picture" skills. *This workshop meets 1.25 hours of the Board of Social Work's requirements for 2 clock hours in Social Work ethics.*

Cathy Thomas, LISW, MEd, School Social Worker, Jessica Buskey, LSW, MAEd, School Social Worker & Ginger Fealy, LSW, MEd, School Social Worker – St. Michael-Albertville Schools

Level: II | For: **Professionals** | Content: **Clinical**

Infant & Early Childhood Series

78 Working with Young Parents: The Challenge of Competing Developmental Agendas

Working with young parents and their children requires us to keep two developmental agendas in mind, often in the context of three generational families. This training will explore strategies for addressing the needs of young parents and their children to promote optimal developmental outcomes for both.

Michele Fallon, LICSW, IMH-E® (IV), Infant and Early Childhood Mental Health Consultant & Angie Klinefelter, MS, IMH-E® (II), Instructor – CEED, Univ. of MN

Level: I | For: **Professionals**

Learn more: macmh.org/conference



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Find relevant workshops at a glance!

Workshop Content Matrix

Use this matrix to find the workshops best suited to your learning needs & interests, organized by intended audience.

Need Clinical Content? We have indicated all workshops that meet the Board of Social Work requirements below.

Education Professionals
Social Workers, Psychologists,
MFTs & Counselors
Early Childhood Professionals
Parents & Caregivers
Clinical Content

Education Professionals
Social Workers, Psychologists,
MFTs & Counselors
Early Childhood Professionals
Parents & Caregivers
Clinical Content

Sunday, April 23					
	Education Professionals	Social Workers, Psychologists, MFTs & Counselors	Early Childhood Professionals	Parents & Caregivers	Clinical Content
A Teen Resiliency	●	●		●	●
B Uppers, Downers, and All Arounders	●	●		●	●
C Understanding Family Food Cultures	●	●		●	●
D Children's Mental Health	●	●			●
Monday, April 24 • Session 1					
1 Obsessive-Compulsive Disorder in Adolescents		●			●
2 Launching Adolescents with Attachment		●		●	●
3 A Mind-Body-Spirit Approach to Nurturing	●	●			
4 Using a Trauma Lens	●	●			●
5 Integrated Treatment of Disruptive	●	●		●	
6 Relational Ethics		●			●
7 Lessons in Self-Awareness		●			●
8 Creating Awareness and Identifying	●	●			
9 Trauma-Informed Mind-Body Practices	●	●		●	●
10 Learning and Memory	●	●		●	●
11 Strengthening Struggling Learners	●	●		●	
12 Addressing Existential Depression	●	●		●	●
13 Keeping the Baby in Mind	●	●	●	●	
Session 2					
14 Behavioral Challenges in Students	●	●		●	
15 Illusions of Comprehension by Young Adults	●	●		●	●
16 Delivering Personalized Evidenced-Based	●	●		●	●
17 Hooked on Heroin	●	●		●	●
18 Enuresis and Encopresis	●	●		●	●
19 DBT for Teens and Adolescents	●	●		●	●
20 What is Children's Mental Health?	●	●		●	
21 Healing Developmental Trauma	●	●		●	●
22 Navigating Resources and Advocating				●	
23 Promoting Educators' Knowledge	●	●			
24 Pause, Post-It and Prevail	●	●		●	
25 Supporting School Success	●	●			●
26 Assessment in Early Childhood	●	●	●		●
Session 3					
27 Language for Joining: Supporting Students	●	●			●
28 EMDR: An Effective Treatment	●	●		●	●
29 ADHD Update 2017	●	●		●	●
30 Safe Harbor Efforts to Improve Outcomes	●	●		●	
31 Recent Trends in Pediatric Bipolar Disorder	●	●		●	●
32 Culturally Responsive Assessment Practices	●	●			●
33 Narrative Therapy with Children	●	●			●
34 Using a Trauma-Informed Lens	●	●			●
35 Integrating Social Emotional Learning	●	●		●	
36 Navigating the Terrain of Higher Education	●	●		●	
37 Classroom Strategies & Interventions	●	●			
38 Restorative Parenting	●	●			●
39 Circles of Safety, Awareness to Action	●	●	●	●	

Tuesday, April 25 • Session 4					
	Education Professionals	Social Workers, Psychologists, MFTs & Counselors	Early Childhood Professionals	Parents & Caregivers	Clinical Content
40 After the Status Update: What Now?	●	●		●	
41 7 Mindsets: Teaching Mindsets, Changing Lives	●	●		●	
42 Working with Issues Related to Relationship	●	●		●	●
43 Implementing a High Quality Comprehensive	●	●		●	
44 Kofi Services: A 25-Year Perspective	●	●		●	●
45 Trauma-Informed Care	●	●		●	
46 Integrated and Complementary Approaches	●	●		●	●
47 Why Exclusionary Discipline	●	●		●	●
48 An Adaptation to Narrative Work		●		●	
49 Fidgety Fairy Tales	●	●	●	●	
50 Healing Through Play	●	●	●	●	●
51 Adolescent Substance Use Trends	●	●		●	
52 Introduction to Child-Parent Psychotherapy	●	●	●	●	●
Session 5					
53 Cultivating Online Community	●	●		●	
54 Relational Quality and Co-Morbidity	●	●			●
55 Beyond Attachment	●	●	●	●	●
56 Restorative Justice in the Classroom	●				
57 Adverse Childhood Experiences (ACEs) 201	●	●			●
58 Understanding Early Episode Psychosis	●	●		●	●
59 Exploring Kalfjian Sandplay	●	●	●	●	●
60 Positive Behavior Interventions and Supports	●	●			
61 Assessing, Educating and Treating Delinquent	●	●		●	●
62 Don't Let Emotions Run Your Life	●	●		●	●
63 Autism Spectrum Disorders and Trauma	●	●		●	●
64 Native American Historical Trauma	●	●		●	●
65 Child-Adult Relationship Enhancement	●	●	●	●	
66 Working with Infants and Toddlers			●		
Session 6					
67 Addiction: How To Break Free	●	●		●	
68 Using Dialectical Behavior Therapy (DBT)	●	●		●	●
69 Rising Strong™: Using Story	●	●			●
70 Achieving Permanence for Youth		●		●	
71 Supporting Those Who Support our Clients	●	●		●	●
72 Destigmatizing Mental Health in Schools	●	●		●	
73 Social Skills for Teenagers	●	●		●	●
74 Proactive Crisis Planning at School	●	●		●	
75 Supplemental Security Income	●	●		●	
76 Developing Student-Led Peer Education	●	●		●	
77 Self-Care for Helping Professionals	●	●		●	●
78 Working with Young Parents		●	●	●	●

We hope this helps you get the most out of your conference experience!

Conference Registration • online: macmh.org/confreg

Please use one form per person. Duplicate as needed. On-site registration will be available as space allows.

Please note: MACMH tracks attendance and participation records by matching First Name, Last Name, and Email. If registering on behalf of someone else, please provide their information, including their email address.

First Name
Last Name
Email

Please Note

Registration confirmations are sent via email to the email address provided. The email is your receipt or invoice. No other confirmation will be sent.

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County
Phone

I have attended the MACMH conference in the past
 This is my first time at the MACMH conference

I heard about this conference via: (fill in circle)

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 MACMH Website
 Google
 Facebook
 LinkedIn
 Word of mouth
 Other: (e.g. organizations, colleagues, websites, or emails)
 Please specify _____

I am registering as a:

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 Corrections Professional
 Early Childhood Professional or Educator
 Education Professional (i.e. Special Ed & Classroom Teacher, Para, School Nurse, School Counselor, School Psychologist or School Social Worker)
 Health Care - Nurse, Doctor
 Mental Health Professional, Psychologist, Psychiatrist, Counselor, MFT
 Social Services Professional
 Presenter
 Other: Please specify _____

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www.macmh.org/confreg
Questions?
 Call 651-644-7333 or 800-528-4511

I am attending:	until March 20	after March 20
<input type="radio"/> Sunday only	\$90	\$99
<input type="radio"/> Monday only	\$190	\$199
<input type="radio"/> Tuesday only	\$190	\$199
<input type="radio"/> Sunday & Monday	\$280	\$298
<input type="radio"/> Sunday & Tuesday	\$280	\$298
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<input type="radio"/> Sunday, Monday, Tuesday	\$360	\$379

Discounts available for full-time students and groups of 5 or more. Please call the office for details. (Discounts not available to Sunday-only attendees.)

Session, Workshop & Lunch Choices

Check the session times you plan to attend. Circle your workshop choice.

Please Note: You are not registering for workshops, simply noting your interest.

Sunday Option 1

Policy Update 12:15 – 1:45 pm | Add boxed lunch for \$15

Symposium 2:00 – 4:00 pm (check symposium choice below)

A B C D

MHED Talks™ 4:15 – 6:45 pm

Sunday Option 2

Supervision Series 11:00 am – 6:00 pm | Add boxed lunch for \$15

Monday

Workshop Session 1 10:15 am – 12:15 pm (mark workshop choice)
1 2 3 4 5 6 7 8 9 10 11 12 13

Lunch 12:15 – 1:15 pm (check lunch choice below)

Standard Vegetarian Gluten Free No Lunch

Workshop Session 2 1:15 – 2:30 pm (mark workshop choice)
14 15 16 17 18 19 20 21 22 23 24 25 26

Workshop Session 3 3:00 – 4:45 pm (mark workshop choice)
27 28 29 30 31 32 33 34 35 36 37 38 39

Tuesday

Workshop Session 4 10:30 am – 12:15 pm (mark workshop choice)
40 41 42 43 44 45 46 47 48 49 50 51 52

Lunch 12:15 – 1:15 pm (check lunch choice below)

Standard Vegetarian Gluten Free No Lunch

Workshop Session 5 1:15 – 2:45 pm (mark workshop choice)
53 54 55 56 57 58 59 60 61 62 63 64 65 66

Workshop Session 6 3:00 – 4:15 pm (mark workshop choice)
67 68 69 70 71 72 73 74 75 76 77 78

Payment and Registration Information

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

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

Fax Registration: 651-644-7391 or **Scan & Email:** info@macmh.org

Cancellation Policy: Conference registration fees minus a \$50 administration fee per registration will be refunded if cancellation is made in writing (email info@macmh.org) to the MACMH office by April 10, 2017. Registration can also be transferred to another attendee at no charge. Please contact MACMH if you need to transfer your registration.

Please Note

The conference fee includes continental breakfast, lunch, and CEHs.

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