

# 2019 MACMH Child & Adolescent Mental Health Conference Duluth, MN | April 28 – 30

## 2019 Keynote Presentations



*Wing Young Huie*

### MONDAY KEYNOTE

**What Do You See?**  
Challenging  
Assumptions &  
Widening Cultural  
Perspectives Using  
Photography

### TUESDAY KEYNOTE

**Where Science  
Meets Soul:**  
Future Trends in  
Natural Mental  
Health



*Dr. Timothy Culbert and  
Dr. Henry Emmons*

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



Minnesota Association for  
Children's Mental Health

# Objectives

## The Minnesota Association for Children’s Mental Health Annual Conference is designed for people who care for or work with infants, children and youth.

Our annual conference offers professionals and families opportunities to:

- ▶ Improve policy and enhance practices for children (birth to 21) who have or are at risk of developing mental health disorders.
- ▶ Acquire skills and strategies that will improve outcomes for children with mental health needs.
- ▶ Learn about 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.

### Meals

Complimentary continental breakfast (in the DECC Arena Exhibit Hall) and lunch (in Pioneer Hall) are provided Monday and Tuesday to registered conference attendees. Lunch is served from 12:15 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 for \$17.50 (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 29 • 7:30 am – 3:00 pm**

**Tuesday, April 30 • 7:30 am – 1:15 pm**

Don’t miss the wide variety of exciting exhibits we have this year in the DECC Arena 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 or large print materials), such accommodations will be made available upon advanced request. Please contact the MACMH office on or before April 2. 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 15, 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 15 will not be eligible for a refund.
- ▶ Written cancellation is required by email to [info@macmh.org](mailto: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; please call our office to check availability.

## Registration

**Register by March 21 for a discount!**

**Registration closes April 22.**

We offer groups of 5+ from the same organization a registration discount of \$20 off each full (Sunday, Monday, and Tuesday or Monday and Tuesday) registration and \$10 off all other combinations of days. Call MACMH at 651-644-7333 for the group discount code.

| Days Attending           | Before March 21 | After March 21 |
|--------------------------|-----------------|----------------|
| Sunday Only              | \$120.00        | \$129.00       |
| Monday Only              | \$190.00        | \$199.00       |
| Tuesday Only             | \$190.00        | \$199.00       |
| Sunday & Monday          | \$280.00        | \$298.00       |
| Sunday & Tuesday         | \$280.00        | \$298.00       |
| Monday & Tuesday         | \$340.00        | \$359.00       |
| Sunday, Monday & Tuesday | \$380.00        | \$399.00       |

**Register at [www.macmh.org/Conference](http://www.macmh.org/Conference)**

# Schedule At A Glance

## Sunday, April 28

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

## Monday, April 29

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 – 14**  
 12:15 – 1:15. . . . . Lunch/Exhibits  
**1:15 – 2:30. . . . . Workshops 15 – 29**  
 2:30 – 3:00. . . . . Exhibits/Break  
**3:00 – 4:45. . . . . Workshops 30 – 43**

## Tuesday, April 30

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/Break  
**10:30 – 12:15. . . . . Workshops 44 – 57**  
 12:15 – 1:15. . . . . Lunch/Exhibits  
**1:15 – 2:45. . . . . Workshops 58 – 71**  
 2:45 – 3:00. . . . . Break  
**3:00 – 4:15. . . . . Workshops 72 – 85**

# Workshop Descriptions

## 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, caregivers, grandparents, 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 18 and carefully reviewing workshop descriptions.*

## Clinical Content

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

# Continuing Education

Our conference is designed to meet continuing education requirements for many disciplines. Pending board approval, CEHs are typically as follows:

- ▶ MN Board of Behavioral Health & Therapy (LPC, LPCC, LADC): 19.5 CEHs
- ▶ MN Board of Marriage & Family Therapy: 17.5 CEHs
- ▶ MN Board of Social Work: 17.5 CEHs

- ▶ MN Board of Psychology: 17.5 CEHs
- ▶ MN Board of School Administrators: 18 CEHs
- ▶ MN Board of Nursing: 17.5 CEHs\*
- ▶ MN Board of Education: 17.5 CEHs\*

- ▶ ND Board of Social Work: 17.5 CEHs\*

\*CEH approval requires independent submission to your board.

## 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.

# Sunday Option 1

12:15 – 6:45 pm | Up to 6 CEHs

## Legislative Update 12:15 – 1:45 pm

Learn what happened in the 2018 legislative session and the key issues being addressed during the 2019 session. Explore how you can be part of a movement to create change and how to make your voice heard.

*Sue Abderholden, MPH, Exec. Dir. – NAMI MN | Level: 1 | For: All*

## Concurrent Symposia 2:00 – 4:00 pm

### A Secondary Traumatic Stress and Self-Care

How does your work affect you? It is widely known that secondary traumatization is a risk for people who work in high stress settings. As professionals in clinics, homes, schools, hospitals and courts, we are exposed to harrowing stories, dangerous conditions and intense stress, which can lead to high anxiety, changes in how we think, diminished sense of competence, and eventual burn-out. In this interactive workshop the presenter will discuss signs of secondary traumatic stress, explore some self-assessment measures, and practice strategies for self-care.

*Carol F. Siegel, PhD, LP, IMH-E (IV) – Private Practice & Univ. of MN Infant and Early Childhood Certificate Program*

Level: 1 | For: All | Content: Clinical

### B There is No "Self" in Self-Regulation: Applying Infant Mental Health Principles to Working with Older Children and Their Families

Infant mental health (IMH) principles don't just apply to babies and toddlers—they comprise a thoughtful, multifaceted approach that is also invaluable when working with older children and their families. This workshop will facilitate a discussion of some of the central principles of IMH, including a developmental lens, a relational and attachment orientation, self-reflection and awareness of the helper, trauma- and culturally-responsive work, and the importance of early life experiences of both children and adults. Participants will learn how these principles, when applied to older children and their families, provide the opportunity for healing work which goes well beyond skill building and behavioral change.

*Marit Appeldoorn, MSW, LICSW, RPT-S, Therapist/Consultant – Private Practice*

Level: 2 | For: Professionals | Content: Clinical

### C The Impact of Climate Change on Youth

As climate change continues to involve even more variable extremes in weather, communities and families are severely disrupted. Loss of homes and jobs, death of loved ones and population displacements are projected to increase mental health problems. The impact on children is particularly adverse because they are less able to adjust to extreme temperature changes, have fewer coping skills, already show indications of vicarious stress and anxiety regarding climate events and are affected by the way their parents respond to these events. This workshop will examine the mechanisms of climate change that are adversely affecting youth and their families, the range of events that children are exposed to, and how these factors affect young people's cognitive, emotional and behavioral functioning. Recommendations regarding required services to youth and families, as well as suggestions for professional preparation will be offered.

*David Swenson, PhD, LP, Forensic Psychologist and Dir. of the MBA in Rural Health Leadership – College of St. Scholastica*

Level: 1 | For: All | Content: Clinical

### D Helping Youth Develop Resilience Skills in the Digital Age

Helping our youth navigate technology in their daily life can be very challenging for professionals and parents. During this workshop, the presenter will provide a resilience model and ways to use technology to strengthen neural pathways to develop resilience skills. Strategies will be provided on how to minimize the negative impact of technology on students at school and at home. Participants will leave with practical strategies for using technology in a school or clinical setting to help youth develop skills to enhance physical, mental and social emotional health and well-being.

*Kevin Harrington, PhD, Licensed Psychologist – Private Practice*

Level: 2 | For: All | Content: Clinical

### E Tools to Calm Intense Behavior & Help Your Most Challenging Kids Succeed

Do you wake up dreading working with the toughest child or family on your caseload, or struggle with how to tell parents there are more effective ways? Kids who are impulsive, controlling, and who have emotional outbursts that escalate quickly tend to have a highly reactive "fight or flight" stress response. Traditional strategies often don't work and create self-doubt about the purpose of our work. During this interactive workshop, professionals will discover the "3 Cs" to calm intense behavior, plus effective scripts and parent coaching techniques that motivate parents to help make a lasting difference. Rooted in neuroscience, this practical approach is proven to be effective with autism, ADHD, sensory processing disorder and trauma.

*Samantha Moe, MA, SLP, Certified Parent Coach – Mad2Glad*

Level: 1 | For: All

### F The Power of Your Presence: Impacting Youth Through Purpose and Passion

Self-care is our professional responsibility because our wellness allows us to engage with youth from a place of patience, authenticity and compassion. During this experiential workshop, participants will explore mindfulness-based practices for not only themselves, but also to put into practice with the youth they work with to connect with their core values and primary passions, learn essential strategies to manage strong emotions, and explore how to detox stress in the body.

*Kathy Flaminio, MSW, President/Founder – 1000 Petals LLC & Jennifer Clifden, PhD, President/Founder Present Wellbeing LLC/Present Teacher Training – Present Wellbeing*

Level: 1 | For: All

# Sunday Option 1 Continued

12:15 – 6:45 pm | Up to 6 CEHs

## MHED Talks<sup>©</sup> 4:15 – 6:45 pm

### 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—each speaker has 18 minutes to share their expertise on new concepts, programs, treatment models and research. Following the presentations, there will be a Q&A and hors d'oeuvres reception.

Speakers to be announced soon. Stay tuned!

Level: I | For: All

# Sunday Option 2

11:00 am – 6:00 pm | Up to 6 CEHs

## Supervision Series

### Exploring Cross-Cultural Supervisory Practice

During this workshop, the presenters will explore the cultural and power dynamics inherent to the supervisory relationship. Participants will engage in work to identify the ways in which our personal identities and bias influence the work that we do with our supervisees, and explore research that illuminates the vital need to better understand the complexities of cross-cultural supervisory practice. Attendees will examine theoretical perspectives on identity and power, and experience models of practice and personal narrative that serve as tools for engaging amidst differences.

#### Learning Objectives:

- ▶ Name elements of Reflective Supervision which promote and preclude respectful “thinking aloud” about one’s own mental health practice when culture, race and privilege differences exist between supervisee and supervisor.
- ▶ Increase supervisory strategies for convening difficult conversations about trauma, race, privilege and performance in supervision, especially when one is a supervisor of color supervising white supervisees in established organizations, applying concepts of Dr. Ken Hardy.
- ▶ Increase practical ideas of how to challenge, mentor, and even champion one’s supervisees within meetings and organizational structures, supervisees whose life experiences and cultural wisdoms generate different ideas than the status quo to address client concerns and reinforce mental health.

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

A lunch break will be held from 12:00 – 1:00 pm. A boxed lunch will be available for those who purchased one, otherwise attendees can visit Canal Park for more options.

*Ed Morales, MPP, MSW, LICSW, Dir. – Socorro Consulting & Christina Gonzalez, LICSW, Dir. of Support Svs. – Richfield Public Schools*

Level: 2 | For: Professionals | Content: Clinical

# MONDAY HIGHLIGHTS

## Keynote Speaker • 8:50 – 10:00 am



**Wing Young Huie**

*(photo courtesy of Eliesa Johnson)*

Photographer and 2018 McKnight Distinguished Artist Wing Young Huie has conducted over a thousand keynotes and workshops to audiences of all kinds informing how mass culture images shape our points of view. In his keynote presentation, **What Do You See? Challenging Assumptions & Widening Cultural Perspectives Using Photography**, Mr. Huie will show the variety of ways he creates photos that go below the surface to suggest complex human narratives. After conference participants are asked to consider what they see in his culturally-loaded photos, he will then reveal back stories that will complicate and challenge initial perceptions, widening perspectives for a challenging yet non-confrontational deep discussion.

## Culturally-Responsive Practice Track

- Workshop 1:** What Do You See? A Discussion on Identity
- Workshop 16:** Seeing Color: Racial Identity and Children's Mental Health
- Workshop 28:** What (or Who) Puts the "Challenging" in Challenging Behavior? Considering Cultural and Contextual Perspectives
- Workshop 30:** On Becoming Stone-Catchers
- Workshop 39:** Gender Non Binary: A Greater Understanding
- Workshop 40:** The Looking Glass: Intersections and Distortions of Historical Traumas & Legacy Burdens on ALANA Populations

## What is Culturally-Responsive Practice?

Culturally-responsive practice refers to engaging in ongoing self-critique of one's own beliefs, privileges and biases while nurturing and adapting to the cultural needs of children and families to promote wellness. On a system-wide level, it involves the continued work of modifying programs and policies in pursuit of equity across all cultures and ensuring that people from historically marginalized communities have a leading voice in shaping those systems. Culture encompasses, but is not limited to, race, ethnic and indigenous heritage, religion, language, sexual orientation, gender identity, ability, socioeconomic status and family history.

**Session 1 • Monday, April 29**  
**• 10:15 am – 12:15 pm •**  
**Concurrent Workshops 1 – 14**

Presented by Monday's keynote speaker

### 1 What Do You See? A Discussion on Identity

No matter how good a photograph, it is still just a surface description. How then can one create a photograph that gives a glimpse of the interior self? The presenter's answer is Chalk Talk, a process involving chalkboards that is now used in many classrooms. During this session, participants will pair up with someone they don't know well and have a conversation prompted with questions such as, "How do you think others see you? What don't they see?" These conversations will encourage attendees to get out of their cultural bubbles by challenging preconceptions of the other and one's self. They'll then photograph each other with the goal of creating an image that gives meaning to what's written on their chalkboard.

*Wing Young Huie, Street Photographer*

Level: 1 | For: All

### 2 Addressing Adverse Childhood Experiences With a Unique Approach

Children pass through various developmental periods on their journey from infancy to adulthood. Certain environmental circumstances and interactions with individuals in that environment influence how each child benefits from each developmental event. This presentation will review strategies for addressing Adverse Childhood Experiences (ACEs) and highlight a program which has led to marked improvement in the social and emotional well-being of children and families.

*Jerry Sparby, Exec. Dir./Therapist – Building a World of Love/Yes Network*

Level: 1 | For: Professionals

### 3 Non-Pharmacological Approaches to Helping Students with Dysregulation Difficulties

Dysregulation difficulties can significantly affect a student's self-esteem and ability to function at home, at school and with peers. This presentation will provide an integrative approach to understanding the possible causes of dysregulation challenges and helpful non-medication strategies to activate the parasympathetic nervous system and control arousal. Participants will leave with tools to help students develop new neural pathways by building skills to calm their body, brain and emotions.

*Kevin Harrington, PhD, Licensed Psychologist – Private Practice*

Level: 2 | For: All | Content: Clinical

### 4 Bipolar Disorder in Youth-Assessment and Management

Bipolar disorder remains the most controversial diagnosis in youth. The prevalence for this disorder among children in the United States surpasses that of other countries in the world. Despite the skepticism around it, the impact of this diagnosis can be devastating when it occurs at a young age. This presentation will examine the controversy, the presentation of the disorder, diagnostic criteria, assessment and treatment.

*Afshan Anjum, MD, Asst. Professor & Raghu Gandhi, MD, CAP Fellow – Dept. of Psychiatry, Univ. of MN*

Level: 2 | For: All | Content: Clinical

## 5 Bibliotherapy: Healing Children Through Stories and Play Therapy

In this interactive workshop participants will learn how to help children heal, grow and progress toward goals using bibliotherapy techniques integrated with play therapy. Participants will be led through and participate in therapeutic stories and play activities for difficulties such as anxiety, anger, self-esteem and social skills. Participants will learn how to develop and implement their own unique bibliotherapy techniques.

*Ann Meehan, MS, LPCC, RPT-S, Mental Health Therapist – Life Development Resources*

Level: 2 | For: Professionals | Content: Clinical

## 6 From Sexual Abuse to Sexual Health: A Roadmap for Youth

Assisting young people along the path of healthy sexual development following the trauma of sexual abuse is a difficult task. This workshop will offer a model for growth and freedom from traumatic sexual experiences as part of youth's therapeutic process. Case examples and specific skills will be introduced.

*Elizabeth Bergman, LICSW, Exec. Dir. & Kelly Finnerty, LMFT, Therapist – Family Enhancement Ctr.*

Level: 3 | For: Professionals | Content: Clinical

## 7 Trauma and Frozen Development: Thawing Pathways in the Brain

This workshop introduces the concept of "frozen development" found within some who have experienced trauma. Insights into the physical impact of trauma on the functioning of the brain and behavioral and emotional manifestations will be discussed with special emphasis on justice-involved youth. Tools which have demonstrated success in working with populations impacted by trauma will be presented.

*Heather Olson, EdD, Special Teacher – State of MN Dept. of Corrections*

Level: 1 | For: Professionals

## 8 Dancing Through the Fire: Integrating Our Trauma Lens by Assessing Dysregulation and Interventions for Students

Using a trauma lens, educators and school-based clinicians will learn to assess student escalation, dysregulation and stress response patterns in their most challenging students. The presenters will demonstrate how to utilize the Dysregulation Mountain model to assess students, and will examine the interventions that are currently in place.

*Katie Mac Jurado, MA, LMFT, RPT, CCTP, School Based Mental Health Therapist, Abbie Lane, LICSW, AH School Based Coord. & Katie Mattson, LPCC, School Based Mental Health Therapist – Headway Emotional Health*

Level: 2 | For: Professionals | Content: Clinical

## 9 Assessment and Treatment of Youth at Risk for Psychotic Disorders

A significant population of youth experience unusual perceptual experiences and thoughts, and some of these young people may eventually develop a psychotic disorder. Waiting to offer targeted services to these individuals can negatively impact their outcomes. This presentation will offer a glimpse into the research and practice guiding the assessment and treatment of youth at risk for psychotic disorders.

*Aimee Murray, PsyD, Asst. Professor & Allison Renneke, MA, Doctoral Practicum Student, Elizabeth Egbert, MA, Doctoral Practicum Student & Erika Brink, MA, Doctoral Practicum Student – Dept. of Psychiatry, Univ. of MN*

Level: 2 | For: Professionals | Content: Clinical

## 10 Reflective Practice in Any Setting: Offering the Reflective Interaction Observation Scale (RIOS) as a Guide

Reflection is a key factor in supporting children's healthy development, and the capacity for reflective practice varies widely across settings. In this session, the presenters will examine the implementation of a reflective stance, exploring how the Reflective Interaction Observation Scale (RIOS) can be used to guide the process and content of reflective interactions.

*Alyssa Meuwissen, PhD, Research Associate – Univ. of MN & Michelle Dineen, MSW, LICSW, IMH-E – Private Practice*

Level: 2 | For: Professionals

## 11 Communicating with Clients When Words Aren't Enough

Many clinicians begin working with youth after training in clinical models designed for adults or neurotypical kids. Once the work starts, they find themselves struggling to explore abstract concepts in developmentally appropriate ways. This workshop will focus on tried and true experiential and communication techniques to help young people communicate more effectively and engage more deeply in the therapeutic process.

*Elizabeth Franklin, MSW, LICSW, Spvsr. and Psychotherapist – CLUES (Comunidades Latinas Unidas en Servicio) & Jessica Anderson, MSW, LICSW, Psychotherapist – Health Partners Regions Behavioral Health*

Level: 2 | For: Professionals | Content: Clinical

## 12 Addressing Stress, Burnout and Self-Care in Supervision: A Resiliency-Building Model

The Supervisory Self-Care Model (SSCM) can be used to address supervisee stress and burnout and help build a resilient workforce. This presentation will examine this strengths-based model, including its structural, relational, professional and personal components. The SSCM is a practical option for administrators, supervisors and supervisees to help promote health and wellness.

*Brenda Mack, MSW, LICSW, Asst. Professor – Bemidji State Univ.*

Level: 2 | For: Professionals | Content: Clinical

## 13 Behavior Challenges in Students: Kids Do Well If They Can

According to Dr. Ross Greene's model, Collaborative & Proactive Solutions (CPS), students who display challenging behaviors often have lagging skills and may demonstrate the lagging skills through unsolved problems. The CPS model posits that delayed skills can be taught through a structured conversation. In this session, participants will learn the fundamentals of CPS and will explore Superior School District's implementation of the model.

*Kim Pipitone, MEd, Certified CPS Instructor for Dr. Ross Greene, Behavior Specialist & Kathy Hinders, PhD, Dir. of Pupil Svs. – School Dist. of Superior*

Level: 1 | For: All

## 14 Hearing the Cries of Infants: The Trauma of Grief and Loss

Participants in this workshop will learn about the impact of grief and loss on infants and young children, including common reactions. Types of loss and cultural influences will be explored. Attendees will develop a better understanding of the importance of reflective consultation in supporting professionals and walk away with treatment strategies for working with caregivers and infants/young children. **Infant & Early Childhood Focus**

*Anna Clavin, MA, LMFT, IMH-E, Infant Mental Health Specialist/Clinical Therapist – The Village Family Service Ctr. & Tracy Schreifels, MA, LMFT, IMH-E, Infant Mental Health Specialist – Reach Up Inc.*

Level: 2 | For: Professionals | Content: Clinical

## Monday Clinical Content

Session 1: 3, 4, 5, 6, 8, 9, 11, 12, 14  
 Session 2: 16, 18, 20, 21, 22, 23, 28  
 Session 3: 31, 32, 33, 35, 36, 37, 38, 39, 40, 41

## Exhibits

Monday, April 29 • 7:30 am – 3:00 pm

A drawing for a free 2020 conference registration will be held in the DECC Arena Exhibit Hall during the extended break, between 2:30 and 3:00 pm.

## 15 From the Trenches: Addressing Challenging Behaviors in the Moment

So, you've developed a behavior plan and everything is running smoothly. Then the unexpected happens. This interactive session will focus on "in the moment" scenarios and responses to challenging behaviors, covering how to implement problem solving on the fly using the collective wisdom of participants to generate ideas that are both empathetic and practical.

*Michaela Johnson, MSEd, School Psychologist, Amanda Beuning, MA, TESOL, Special Education Teacher – Pelican Elementary School & Cathy Rogich, MAT, Learning Behavioral Specialist, Special Education Teacher – School Dist. of Rhineland*

Level: 1 | For: All

## 16 Seeing Color: Racial Identity and Children's Mental Health

In our current socio-political climate, overt racism and microaggressions are heightened. As children move through the stages of development, they begin to understand who they are, as well as how the world perceives them. For many kids of color, this identity development is layered and complex. How can adults support positive racial development and help build resilience against racism?

*Julie Jong Koch, MSW, LICSW, Therapist/Clinical Social Worker – Roots Therapy & Consulting & Ed Morales, MPP, MSW, LICSW, Founder – Socorro Consulting*

Level: 2 | For: All | Content: Clinical

## 17 Being Mindful of the ACEs in the Room: Providing Responsible and Respectful Training on Trauma

Attendees will explore the prevalence of Adverse Childhood Experiences (ACEs) in the lives of helping professionals, such as teachers and caregivers. This presentation will also examine strategies and recommended practices for addressing ACEs and trauma in college courses or professional development trainings. Student testimonials will be presented as attendees learn ways to implement trauma informed principles with adult learners.

*Elizabeth Criswell, Med, IMH-E, Early Childhood Curriculum Coord. – Univ. of MN*

Level: 1 | For: Professionals

## 18 Developmental Grief: How to Support Children and Teens During the School Years

This presentation will focus on developmental grief in children and teens, including the effects on mental health and wellbeing. The content will include ways children understand and react to death and ways to help a grieving child through words, resources and reasonable accommodations while in the school setting.

*Nicole Barnes, MA, LICSW, Prog. Mgr. & Sara Goudge, MA, LPCC, Grief Counselor – Park Nicollet Health Sys.*

Level: 1 | For: Professionals | Content: Clinical

## 19 Virtual Sandtray: Feasibility and Strategies for Use in Counseling Settings

During this workshop, mental health professionals will learn about the presenters' experience using the virtual sandtray as a research tool in a school counseling setting. Participants will explore the virtual sandtray application for working with youth and learn benefits and challenges of putting it into practice.

*Staci Born, EdD, LMFT, RPT-S, Asst. Professor & Christin Carotta, PhD, Asst. Professor – South Dakota State Univ.*

Level: 2 | For: Professionals

## 20 It's Perfectly Fine to be Imperfect: Addressing the Anxiety of Perfectionism

Perfectionism shows up in many different forms and can both help and hinder wellness. In this session, participants will learn how to identify perfectionism, consider populations vulnerable to perfectionism, and explore specific strategies to build on the strengths of striving for perfection while minimizing the negative impact perfectionism can have.

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

Level: 1 | For: All | Content: Clinical

## 21 The Power of the Pet: Animal Therapy for Addressing Mental Health Challenges

This workshop will examine the benefits of animal therapy, including how therapy animals can alleviate anger management, mental health and behavioral difficulties for young people. While all types of animal therapy will be mentioned, the emphasis will be on therapy dogs and equine therapy. Videos, websites on organizations who train therapy animals, funding considerations and personal experiences will be shared.

*Amanda Zbacnik, EdD, Asst. Professor of Special Education – UW-Superior*

Level: 1 | For: All | Content: Clinical

## 22 2019 ADHD Update: The Latest Research and the Newest Interventions

This workshop will explore recent research on fundamental changes in conceptualization and treatment of brain plasticity and long-term effectiveness of pharmacology. The role of technology and neurofeedback will be reviewed with important research findings published since the spring of 2018. Participants will leave with the most current perspectives in the field, including the impact of video games.

*Gary Johnson, PhD, Clinical Dir. & Jennifer Waltman, PsyD, Neurobehavioral Specialist – CALM*

Level: 2 | For: Professionals | Content: Clinical

## 23 Adolescents and Eating Disorders: Not Just a Teenage Phase

Do you ever wonder if your client is struggling with an eating disorder? Is it "bad enough" to refer to a specialist? What help is available for adolescents with eating disorders? This presentation will benefit professionals who want to learn more about eating disorder diagnoses, when to refer and what treatment options are available.

*Robyn Janssen, PsyD, LP, Senior Clinical Dir. & Lucy Chermak, Registered Dietitian and Clinical Mgr. – The Emily Prog.*

Level: 1 | For: Professionals | Content: Clinical

## 24 Expanded Applications of Developmental Repair for Supporting Stressed Systems

Developmental Repair is a model designed to understand and treat children who have experienced complex trauma. However, the tools of this model have broader applications and can be used for the benefit of adults as well. During this workshop, key principles of the model and how they apply to different settings and populations will be explored. Participants will learn how to enhance protective factors, health and resilience in work environments to reduce the effects of secondary traumatic stress for themselves and their colleagues.

*Lauren Nietz, MSW, LICSW, Training Institute Dir. – Washburn Ctr. for Children & Matthew Witham, PhD, LMFT, Child and Family Sys. Mgr. – Gillette Children's Specialty Healthcare*

Level: 2 | For: Professionals

## 25 Supplemental Security Income: How, What and Why

Supplemental Security Income is the program under which disabled children in families with limited income and resources receive disability benefits from the Social Security Administration (SSA). This presentation will provide attendees information about what the program is, who qualifies and how the SSA makes that determination, the process, and why a disabled child would benefit from SSI.

*Amy Pearson, EDPNA, Disability Representative – Disability Specialists*

Level: 1 | For: All

## 26 Psychiatric Assistance Line (PAL): Free Consultation for Providers & Fast-Tracker: Your Link to Mental Health Resources

During this session, participants will learn about two mental health resource tools: the Psychiatric Assistance Line (PAL) and Fast-Tracker. PAL provides prescribers immediate access to psychiatry for medication consultation and provides community members with resources to help them determine if and what type of treatment may be needed. Fast-Tracker connects families, physicians, care coordinators and providers with a searchable directory of mental health and substance use disorder resources throughout Minnesota.

*Allison Litzenberg, MSW, LICSW, Triage Therapist & Sarah Baker, MSW, LICSW, Triage Therapist – PrairieCare; & Linda Vukelich, Exec. Dir. – MN Mental Health Community Foundation*

Level: 1 | For: Professionals

**Session 2 • Monday, April 29**  
**• 1:15 – 2:30 pm •**  
**Concurrent Workshops 15 – 29**

**27 Families as Partners:  
Understanding the Family  
Perspective and Improving  
Engagement**

This interactive session will give participants a deeper understanding of the family experience and barriers faced by families as they engage with professionals. They will practice specific strategies, and learn about changes to create more effective engagement and positive relationships with families.

*Sue Abderholden, MPH, Exec. Dir. & Sarah Hovseth, MA, System of Care Proj. Coord. – NAMI Minnesota*

Level: 1 | For: **Professionals**

**28 What (or Who) Puts the  
"Challenging" in Challenging  
Behavior? Considering Cultural  
and Contextual Perspectives**

Session participants will reflect on values and perceptions about what constitutes "good" and "challenging" behavior in young children and how we (and others) create these definitions. This workshop will explore perceptions of behavioral expectations in different cultures and contexts and how these expectations may function across settings. Participants will learn tools to incorporate this cultural awareness into their work with children and families. **Infant & Early Childhood Focus**

*Katherine A. Lingras, PhD, LP, Asst. Professor and Child Psychologist – Univ. of MN, Dept. of Psychiatry and Behavior Sciences, Jane Ellison, LMFT, IMH-E, Infant Mental Health Specialist – Independent Consultant & Beth Kinyua-Gathetu, MS, Early Childhood Counselor – Greater MN Family Svs.*

Level: 2 | For: **Professionals** | Content: **Clinical**

**29 Combating Isolation: Group Work  
With Adolescents**

Research shows that adolescents are more isolated than ever and need places to find human connection. In this breakout session, the presenters will discuss group theory and why support groups are effective in combating isolation. They will also examine the various components that are necessary to conduct an effective group. Discussion and role playing will both be used throughout this workshop.

*Molly Heisenfelt Eller, MSW, LICSW, School Social Worker – Community of Peace Academy*

Level: 2 | For: **All**

**Thank you Gold Sponsor**



**Thank You Silver Sponsors**



**30 On Becoming Stone-Catchers**  
Our education system is one of the many institutions in which systemic racism persists. In his book *Just Mercy*, Bryan Stevenson suggests we must not simply stand aside and watch the stone throwing happening to those who are oppressed, but instead become “stone catchers” actively working against oppressive systems. The presenters of this workshop will share personal stories while exploring ways for us all to become stone catchers.

*Jan Frank, PhD, Associate Professor & Kerry Frank, PhD, Associate Professor (retired) – Univ. of St. Thomas*

Level: 2 | For: Professionals

**31 How To Keep Showing Up When The Poop Hits The Fan**

We live in increasingly stressful and divisive times. We need creative and effective solutions for when we, as mental health helping professionals, are just as impacted or triggered by current events or our own personal crises as the families we serve. Participants will learn a framework for avoiding burnout and continuing to hold hope for clients, supervisees and staff.

*Marit Appeldoorn, MSW, LICSW, RPT-S, Therapist/Consultant – Private Practice & Alexis Greeves, MA, LPCC, RPT-S, Therapist, Co-Owner – Hope and Healing Family Counseling, LLC*

Level: 2 | For: Professionals | Content: Clinical

**32 Processing Attachment Trauma by Embodying Children's Stories in Family Play Therapy**

Children with attachment trauma rarely identify “trigger” images in their trauma treatment, but their bodies show high distress when told “no” or when proximity to caregivers is threatened. This interactive workshop will demonstrate how to collaborate with children and parents to act out attachment loss and reclaim social engagement through story making.

*Krista Nelson, MSW, LICSW, LMFT, Mental Health Professional – Family Circle Counseling & Trauma Consultant – Wilder Foundation*

Level: 3 | For: All | Content: Clinical

**33 Dissociative Identity Disorder in Children and Adolescents: A Case Study**

Dissociative Identity Disorder (DID) has been difficult to diagnose in children and adolescents because fantasy, fairy tales and make believe are a natural part of childhood, making the distinction between childhood fantasy and dissociation challenging for clinicians. This workshop will outline clinical presentations, co-morbidity, diagnostic considerations, relevant studies and approaches to treatment for DID. A case study will be presented.

*Carol C. Follingstad, PsyD, Licensed Clinical Psychologist & Mary Sebas, Certified Nurse Practitioner – UHD Blue Earth MN*

Level: 2 | For: Professionals | Content: Clinical

**34 Coach Approach: Skills to Empower Older Youth**

How do we support older youth in moving forward? Research indicates that youth who receive life coaching perform better academically, increase self-confidence and attitude and decrease behavioral problems and risk of depression. This interactive workshop will cover six different coaching skills that participants can immediately apply in their work with youth and young adults.

*Sandi Lindgren, PhD, MSW, Social Worker & Professional Coach – I Support YOUth! LLC*

Level: 1 | For: Professionals

**35 Don't Panic! Quick Rapport Building Tools for Hard-to-Reach Adolescents in Therapy or Skills**

The tools and techniques offered in this workshop will be beneficial for those who work with youth who are closed-off, difficult at building rapport, required to attend therapy against their wishes, or whom they have limited time with. This workshop will focus on real life situations with practical applications, including multi-sensory tangible resources to assist in rapport building.

*Chris Newell, MSW, LGSW, Clinical Therapist – Nystrom & Associates, Inc.*

Level: 2 | For: Professionals | Content: Clinical

**36 Trauma-Informed Assessment as Treatment Intervention**

This workshop will explore a radical approach affecting method, measurement and outcomes of therapeutic assessment. Assessment can integrate trauma-informed ways of practicing for children, eliminate stigma, and shift the focus onto human connection while promoting improved function. Emerging research will be presented discussing the context of developmental trauma and toxic stress with specialized attention to cognitive development and the impact on children’s lives.

*Gary Johnson, PhD, Clinical Dir. & Jennifer Waltman, PsyD, Neurobehavioral Specialist – CALM*

Level: 2 | For: Professionals | Content: Clinical

**37 How to Critically Think About Differential Diagnosing and Co-Morbidity**

Clinicians are often pressed to make initial diagnoses based on limited interview time and gathering of data. How does one think about diagnosing, especially when considering comorbidity and differential diagnoses? This workshop will use both didactics and practice to explore steps to differential diagnosing and provide participants with decision trees to aid them.

*Miranda Gilmore, PsyD, Licensed Psychologist & Kelly Haack, PhD, Licensed Psychologist – Fraser*

Level: 3 | For: Professionals | Content: Clinical

**38 Positive Behavioral Supports in Child Foster Care**

Positive Behavioral Supports (PBS) uses an evidenced-based approach to decrease unwanted behaviors by increasing quality of life. This concept is in alignment with the overall goals of child foster care even if it is not always defined. The presenters of this workshop will define PBS and review their efforts to increase use of these concepts in the Minnesota Intensive Therapeutic Homes program.

*Jeremy Mork, LICSW, MITH Spvsr. & Icha Arief, MS, BCBA, Behavior Analyst – State of MN*

Level: 2 | For: All | Content: Clinical

**39 Gender Non Binary: A Greater Understanding**

The evolution of gender from a binary system to one that is constantly changing is something that providers must consider on a regular basis, however an understanding of working with nonbinary clients is often limited. This workshop will incorporate tools from developing research on gender non-conforming individuals, as well as existing knowledge from the communities the presenters serve.

*Felicia Sy, PhD, Exec. Dir. & Laine Mohnkern, MSW, LICSW, Mental Health Spvsr. – Reclaim*

Level: 1 | For: Professionals | Content: Clinical

**40 The Looking Glass: Intersections and Distortions of Historical Traumas & Legacy Burdens on ALANA Populations**

This workshop will explore the history of the traumatic impact of colonization and its effect on African-, Latinx-, Asian- and Native-American (ALANA) populations. The presenters will discuss the ALANA lens perspective of legacy burdens and its various manifestations, provide an understanding of these foundational traumas, and facilitate skill enhancement through an interactive process.

*Gayl Crump Swaby, EdD, MSW, Asst. Professor – Springfield College – Counseling Dept. & Jacqueline Dyer, PhD, MSW, Asst. Professor – Gordon-Conwell Theological Seminary/Boston*

Level: 1 | For: All | Content: Clinical

**41 Vaping: The Good, The Bad and The Ugly**

Vaping, or the use of electronic cigarettes among adolescents, is at unprecedented levels. This workshop will examine all sides of the issue with a focus on how vaping impacts future substance use, as well as mental and physical health of adolescents. The presenters will review current research on the subject with an emphasis on applying the information to the attendees’ fields of practice.

*Thad Shunkwiler, LMFT, LPCC, ACS, CCMHC, Asst. Professor & Darian Bluedorn, Student Researcher – MN State Univ., Mankato*

Level: 1 | For: All | Content: Clinical



Session 3 • Monday, April 29

• 3:00 – 4:45 pm •

Concurrent Workshops 30 – 43

## 42 All Things School: A Guide to the Language, Services and Expectations Within Schools

This workshop will provide information on local, district and state initiatives being implemented in schools. Highlights will include a better understanding of the Every Student Succeeds Act (ESSA), Positive Behavioral Intervention & Supports (PBIS), Worlds' Best Work Force (WBWF), Multi-Tiered Systems of Supports (MTSS) and more. This session will be informative for both school and non-school staff.

*Mary Hunt, MA, NCSP, Education Specialist, PBIS Mgt. Team & Kristin Lofgren, School Mental Health Proj. Lead – MN Dept. of Human Svs., Behavioral Health Division*

Level: 1 | For: All

## 43 Early Childhood Systems Reform

Do you ever wonder what can be done about disparities in health care and education? Minnesota's Early Childhood Systems Reform effort produced a Theory of Change and corresponding recommendations that are being adopted by various state agencies including the Department of Human Services and Department of Education. This workshop will discuss pathways for improved outcomes in early learning, health and wellbeing, economic security, and safe stable nurturing relationships.

**Infant & Early Childhood Focus**

*Tracy Roloff, PhD, Early Childhood Systems Reform Proj. Mgr. – MN Dept. of Human Svs. & John Soghigian, Parent Consultant – MN Communities Caring for Children*

Level: 1 | For: Professionals



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Save the date for MACMH's 11th Annual

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November 1, 2019

Radisson Blu Mall of America

Evening to include a silent auction, dinner and awards program.



Minnesota Association for  
Children's Mental Health

# TUESDAY HIGHLIGHTS

## Keynote Speaker • 8:50 – 10:00 am



Dr. Timothy Culbert & Dr. Henry Emmons

Pediatrician Timothy Culbert and psychiatrist Henry Emmons specialize in incorporating mind-body practices and other natural therapies into their clinical work. They are co-founders of the website [NaturalMentalHealth.com](http://NaturalMentalHealth.com), providing information and holistic products to help kids, teens and individuals of all ages build their resilience and rediscover joy. During their keynote speech **Where Science Meets Soul: Future Trends in Natural Mental Health**, Drs. Emmons and Culbert will

explore stress-related disorders, including anxiety and depression, and discuss why the prevalence of these is so high, especially among children. Blending science with ancient wisdom, they will examine how those in the mental health field can address this growing crisis to cultivate resilience for a lifetime through new models of treatment and prevention.

## Natural Mental Health Track

- Workshop 44:** Natural Joy: A Whole Person Whole Family Approach to Depression in Kids and Teens
- Workshop 45:** Run for Your Life! Using Physical Exercise Interventions in Trauma, Mood and Anxiety-Based Therapies
- Workshop 58:** The Science of Mind-Body Medicine
- Workshop 64:** Mindfulness: The Pathway to Peace
- Workshop 74:** The Emotional Power of Music: Putting It Into Practice

## Culturally-Responsive Practice Track\*

- Workshop 48:** Doing Identity Work Alongside Our Young Clients
- Workshop 56:** Grief is About More Than Death: Loss Experienced by International Students
- Workshop 67:** Barriers to Care and the Role of Cultural Competence in Delivering Care Among Diverse Ethnic Minorities
- Workshop 72:** Body Dysphoria in Gender Creative Children
- Workshop 75:** It Takes a Village: Healing the Effects of Trauma Within Diverse Communities
- Workshop 83:** African American Women Thriving Through Health Disparities
- Workshop 84:** Current Concerns in Effective Assessment and Services with Latinx Kids and Families

\*See our definition of culturally-responsive practice on page 6.

Session 4 • Tuesday, April 30  
• 10:30 am – 12:15 pm •  
Concurrent Workshops 44 – 57

Presented by Tuesday's keynote speakers

## 44 Natural Joy: A Whole Person Whole Family Approach to Depression in Kids and Teens

Mood disorders have historically been less common in children, but rates of depression, anxiety and bipolar illness are rising rapidly in this age group. Treatment as usual is less effective than we'd like and there are concerns about how long-term medication use might impact their future. In this workshop, the presenters will explore how to apply an integrative model for treatment and prevention of depression in young people and how to set them up for resilience over a lifetime.

*Timothy Culbert, MD, Co-Founder - [NaturalMentalHealth.com](http://NaturalMentalHealth.com); Medical Dir. of Integrated Medicine - [PrairieCare.com](http://PrairieCare.com) & Henry Emmons, MD, Co-Founder - [NaturalMentalHealth.com](http://NaturalMentalHealth.com); Psychiatrist - [Partners in Resilience](http://PartnersinResilience.com)*

Level: 1 | For: All | Content: Clinical

## 45 Run for Your Life! Using Physical Exercise Interventions in Trauma, Mood and Anxiety-Based Therapies

Everyone knows exercise is good for mental health. But how and why? This presentation will look under the hood of the human body to show exactly what cardiovascular exercise can do to improve the brain. The presenter will show how cardio training, combined with a complementary therapy approach produced startling results with a group of 10- to 13-year-old boys in residential treatment.

*Dan Hurley, LMFT, Psychotherapist - [Northwood Children's Svs.](http://NorthwoodChildrens.com)*

Level: 1 | For: Professionals | Content: Clinical

## 46 Help! Technology is Taking Control of Our Children! Can it Be Stopped?

During this workshop, the presenter will provide current research regarding technology's impact on human development and the brain; identify risk factors for compulsive digital behavior; discuss components of safe and healthy relationships with technology; and examine strategies for caregivers and professionals to help the children in their care establish healthy technology habits.

*Mathew Meyers, MA, LMFT, Marriage and Family Therapist - [Traverse Counseling & Consulting](http://TraverseCounseling.com)*

Level: 2 | For: All | Content: Clinical

## 47 Fidgety Fairy Tales – The Mental Health Musical

Enjoy a performance of MACMH's 11th original series of musicals that use familiar fairy tales to raise awareness about children's mental health and provide strategies for working with challenging behaviors. Performed by talented youth ages 8 – 18, this production includes Puss in Boots (autism), Mary Had a Little Lamb (anxiety), and The Ants and the Grasshopper (attention deficit disorder).

*Matt Jensen, Co-director, Dir. of Arts Programming - MN Assoc. for Children's Mental Health, Marya Hart, Co-director & Youth Cast*

Level: 1 | For: All

## 48 Doing Identity Work Alongside Our Young Clients

As systemic oppressions continue impacting individuals and communities in traumatizing ways, therapists and school professionals are called into direct action. During this workshop, participants will consider how their own privileged and oppressed identities impact their work; identify how effects of systemic oppression may present in therapy sessions with young clients; and develop tools to use to foster healing within themselves and their clients.

*Katherine Harrell, MS, LMFT, Therapist – Family Circle Counseling and Twin Cities Play Therapy Ctr.*

Level: 2 | For: Professionals | Content: Clinical

## 49 Instructional and Behavioral Practices for Adolescents with Challenging Behaviors and Emotional Instability

This presentation will present an overview of adolescent emotional instability and impulsivity due to environmental factors. The workshop will help providers address adolescent mood swings, low-self-worth and interpersonal relationships. Through practical demonstrations, interactive conversations and role-play, attendees will learn how to utilize problem solving techniques, employ intentional therapeutic relaxation strategies and increase effective communication.

*Coach Nakumbe, LPCC, LADC, Relationship Specialist & Recovery Coach – Coach Nakumbe's Education for Change*

Level: 1 | For: All | Content: Clinical

## 50 Get Off My Lawn: Strategies for Engaging Non-Voluntary Clients

There are many reasons a client may be reluctant during therapy: they are court-ordered; they may feel coerced; they may know they need it, but don't feel ready. Research shows that connection to the practitioner is a critical factor, so how do we build collaborative relationships? This workshop will share theoretical considerations, identify practical strategies and engage participants in sharing tips.

*Glorina Fruetel, MA, Mgr. of Supervised Parenting, Ben Twogood, LMFT, Mgr., Adult Parent Education and Support & Rachel Lundy, MA, Coord. Parent Education – FamilyWise*

Level: 1 | For: Professionals

## 51 Incorporating Social Emotional Learning into the PBIS Framework

This workshop will focus on ways to create positive, safe and predictable environments with a systems-wide framework that encompasses social-emotional learning (SEL) for all. Attendees will see how the Positive Behavioral Intervention & Supports (PBIS) framework and SEL work together and how both are necessary to develop a positive, supportive learning environment. Participants will leave with strategies they can apply directly to their work.

*Megan Gruis, MS K-12 School Counseling, Ed.S. Educational Leadership, PBIS Coaching & Evaluation Coord. – Metro PBIS Proj. & Cheryl Glad, MS-CI/GC-Gifted ED, Professional Dev. Mgr., Lead Trainer PBIS MRIP – Intermediate Dist. 287*

Level: 1 | For: All

## 52 Implementing Restorative Practices in the Classroom with Special & Regular Education Populations

During this presentation, participants will learn how restorative practices are being modified and used with diverse and special populations of various ages and abilities, and explore ways to incorporate the model into their schools and practices. Participants will have the opportunity to take part in the following experiential exercises: Community Building Circle, Circle to Repair Harm, and Restorative Chat.

*Jimmie Heags, Jr., MA, LSC, LPCC, Dist. Restorative Justice Lead & Dist. Mobile Response Team (DMRT) Member, Linda Seifried, MSW, LICSW, Clinical Spvsr. & Doris Moylan, MSW, LICSW, School Social Worker – Dist. 287*

Level: 1 | For: Professionals

## 53 Happiness and Mental Health Disorders: Compatible Next-Door Neighbors

Mental health disorders and the experience of "happiness" are often perceived as unlikely or even incompatible partners. This presentation will offer a strong argument, based on research from positive psychology and mindfulness, that attainment of "happiness" while experiencing a mental health disorder is possible and can result in a peaceful, fulfilling and friendly next-door-neighbor relationship.

*Charlene Myklebust, PsyD, President and Consultant – Professional Education Pal, LLC*

Level: 2 | For: Professionals | Content: Clinical

## 54 Deepening Engagement: Creative Activities for Adolescents Hospitalized in an Acute-Care Setting

This presentation will discuss a study examining how adolescents hospitalized in the acute setting express interest and engagement through creative activities, and will explore the creative culture that resulted through the unique collaboration between a professional writer-educator, students at the University of Minnesota Rochester and nurses at the Acute Psychiatric Unit for Children & Adolescents at Mayo Clinic.

*Yuko Taniguchi, MFA, Writer – Univ. of MN Rochester, Sue Simon, MA, MS, BSN, Nurse Mgr. – Dept. of Nursing, Mayo Clinic & Rebecca Houston, BS, Creative Writing Facilitator – Univ. of MN Rochester, Mayo Clinic*

Level: 1 | For: All

## 55 Adolescent Suicidal Ideation and Self-Injurious Behaviors: Strategies for Safety Planning and Communicating Effectively with Adolescents

Suicidal ideation and self-injurious behavior are alarmingly prevalent among teens. This workshop will provide background information and definitions, review function of these behaviors, discuss safety planning, and present strategies for communicating with teens about safety concerns. The content of the presentation will be based on Dialectical Behavior Therapy strategies for teenagers and will draw from the presenter's personal experience teaching an adolescent skills training group.

*Morgan Schwartz, PsyD, LP, Clinical Psychologist – Mental Health Systems, PC*

Level: 1 | For: Professionals | Content: Clinical

## 56 Grief is About More Than Death: Loss Experienced by International Students

This workshop will address grief and loss experienced by culturally and linguistically diverse students. Death can certainly lead to grief, but other causes of grief can include loss of language, culture, social norms/expectations and students' previous selves. Participants will be given information and strategies to use to help students when they are grieving with losses.

*Marc Markell, PhD, CT, Professor & Kyounghee Seo, PhD, Associate Professor – St. Cloud State Univ.*

Level: 1 | For: Professionals | Content: Clinical

## 57 Combining Conscious Discipline and Trauma-Informed Care in an ECSE Classroom

This workshop will explore a unique early childhood special education (ECSE) classroom that uses the Conscious Discipline model to work with our youngest learners (ages 3-5) and help them learn the skills of self regulation and emotion management. The presenters will integrate mental health and learning with conscious discipline and trauma informed care. **Infant & Early Childhood Focus**

*Jen Petersen, MSW, LICSW, Early Childhood Mental Health Professional – Intermediate Dist. 917 & Erin Lencowski, MEd, Early Childhood Special Education Teacher – Dist. 199*

Level: 2 | For: Professionals

### Exhibits

Tuesday, April 17 • 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.

### Tuesday Clinical Content Workshops

Session 4: 44, 45, 46, 48, 49, 53, 55, 56

Session 5: 59, 62, 63, 65, 66, 67, 69, 70

Session 6: 72, 75, 76, 78, 79, 81, 84, 85

## 58 The Science of Mind-Body Medicine

As mindful practices and programs are increasing so is the research and understanding of how they impact the mind and body. The area of contemplative neuroscience for example is providing key insights into how these practices may change our brain, which changes our mind and has a direct influence on our body. Even without understanding the science, many of us intuitively know the benefits of meditation and mindful movement. However, as teachers, therapists and health care providers we can be stronger advocates of mind-body programs as we understand how these practices can literally change us from the inside out.

*Anjali Goel, MD, Physician – Univ. of MN*

Level: 2 | For: Professionals

## 59 ADHD: The Latest Scientific Explanation and Practical Tools

In this session the presenters will discuss what current science says about ADHD: what it is, its causes and its contributing factors. Participants will explore the best treatments for ADHD including psychological and physical treatments, and gather practical tools to address ADHD. The presenters will also touch on depression and anxiety that often coexist with ADHD.

*Judy Richardson-Mahre, MA, Licensed Associate Marriage & Family Therapist – Partners in Parenting*

Level: 1 | For: All | Content: Clinical

## 60 Reflections From the Field: A Guide to Working with Sexually Exploited Youth

Attendees will learn effective strategies for screening, identifying and resourcing youth who are at risk for exploitation. The presenters include a survivor of sex trafficking, a therapist and a service provider working in the field. Participants will receive a tool for screening youth, a case consultation form to be utilized in providing services, and information on nationally-recognized curriculum for prevention of exploitation.

*Laura Sutherland, JD, Safe Harbor Regional Navigator for Southeastern MN – Olmsted Co. Victim Svs., Beth Yotter, LICSW, Mental Health Professional – Olmsted Co. Community Svs.: Youth Behavioral Health & Lindsay Arf, Survivor, Sex Trafficking/Advocate, Breaking Free – Breaking Free*

Level: 2 | For: Professionals

## 61 Strategies for Challenging Behavior in the Classroom

Students with mental health needs often manifest challenging behaviors in the school setting, which can affect their ability to learn. This workshop will examine the connection between emotional regulation, behavior and academics, and identify available supports within schools. Participants will be able to practice conversations and other tried and true strategies that foster emotional regulation.

*Kelly Duffy, EdD, Teacher – School Dist. of Superior*

Level: 2 | For: All

## 62 Building Resilience in Grief, Trauma and Loss

Who is more likely to be resilient to life's stressors? What determines resilience in children and in adults? How can we build resilience in those who may not be inclined to it naturally? During this workshop, the concept of resilience—the ability to "bounce back" after adversity or trauma—will be examined. Activities and tools to build resilience in children and in their care providers will be presented.

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

Level: 1 | For: All | Content: Clinical

## 63 Working Within Complex Family Systems

This presentation will explore best practices for helping professionals when working with families who have been involved in family court, reunification therapy, divorce, high conflict, child protection and other complex experiences. Behavioral dynamics, interventions, what gets parents stuck (and unstuck), and how to help kids thrive will be discussed.

*Erin Pash, MA, LMFT, Clinical Dir., Family Therapist, Clinic Owner – Ellie Family Svs. & Lori Thibodeau, MA, LMFT, Family Therapist, Professional Speaker – The Bridging Ctr.*

Level: 2 | For: Professionals | Content: Clinical

## 64 Mindfulness: The Pathway to Peace

This workshop will benefit participants both professionally and personally, providing strategies to create a positive and calm climate at home and at work. The techniques offered will help reduce runaway thoughts, manage big emotions, reduce stress and provide insight into personal triggers while also facilitating better decision-making skills and ways to make thoughtful responses to enhance relationships. Strategies can easily be incorporated into attendees' practices or applied to students of any age.

*Kathy Matthews, MEd, MBA, Licensed Parent Educator, Certified Professional Coach, Parent Educator/Coach – Peace Factors*

Level: 1 | For: All

## 65 Taking Sci Fi Out of Sex: Uncomplicating Sexual Issues in ASD

Sexuality and sexual health issues are tricky for anyone, let alone someone with an autism spectrum disorder (ASD). This presentation will address sexual development, education, sexual identity, relationships and related issues through an ASD lens.

*Emily Coler Hanson, MS, LMFT, CGP, Mental Health Therapist, Barb Stanton, PhD, LPCC, LMFT, Mental Health Therapist & William Pearson, MS, LMFT, Mental Health Therapist – Anne Carlsen Ctr.*

Level: 2 | For: All | Content: Clinical

## 66 First Episode Psychosis (FEP): An Early Intervention Behavioral Health Model

Various early intervention programs exist in Minnesota for adolescents and young adults who are experiencing their first episode of psychosis. Attendees will learn about First Episode Psychosis (FEP) services, the multi-disciplinary team, resources across the state, and outcomes since the services started two years ago.

*Monica Peterson, MA, MSW, LICSW, Social Worker – MN Dept. of Human Svs.*

Level: 2 | For: Professionals | Content: Clinical

## 67 Barriers to Care and the Role of Cultural Competence in Delivering Care Among Diverse Ethnic Minorities

Low-income and ethnic minority families continue to face critical disparities in accessing diagnostic and treatment services, as well as community resources. The presenters will highlight challenges in accessing care faced by youth with neurodevelopmental disorders who belong to ethnic minority communities, and will examine the role of cultural competence in improving access to care among these populations.

*Afshan Anjum, MD, Asst. Professor & Raghu Gandhi, MD, CAP Fellows – Dept. of Psychiatry, Univ. of MN*

Level: 1 | For: All | Content: Clinical

## 68 SOS (Students Offering Support): Youth Leading Their Community in Building Protective Factors

The young people of SOS (Students Offering Support), in collaboration with REACH Mentoring, have developed a program based on the I-PARD service-learning model. Participants will learn how their work engages youth to create a supportive community, partnering with adults to provide a network of resources and services for youth to develop and sustain long-term protective factors.

*Anne Parish, MEd, Prog. Coord., Dakota Koski, Exec. Dir. & Raven Sevilleja, SOS High School Member – REACH Mentoring Prog.*

Level: 1 | For: All

## 69 What Parents of Children With Emotional-Behavioral Challenges Want You to Know and Why It's Important

Parents of children with emotional-behavioral challenges often live with chronic stress, which can impede parent capacity for effective collaboration with professionals. Additionally, the lens through which professionals view parent interaction impacts the learning and social-emotional development of children in their care. During this workshop, participants will explore a paradigm for understanding these unique parent perspectives and learn fresh tools for effective communication.

*Jennie Clare, Early Childhood Development Accreditation, FPSS, Consultant – Independent*

Level: 2 | For: All | Content: Clinical

Session 5 • Tuesday, April 30  
 • 1:15 – 2:45 pm •  
 Concurrent Workshops 58 – 71

## 70 The Impact of Sleep on Mental Health in Children

During this workshop, normal sleep patterns in childhood and adolescence will be discussed, including circadian changes and the impact of school start times. The presenters will examine common sleep disorders, deciding when to refer to a sleep specialist, as well as the impact of insufficient sleep on mental health.

*Julie Baughn, MD, Pediatric Sleep Medicine Physician & Robin Lloyd, MD, Pediatric Sleep Medicine Physician – Mayo Clinic*

Level: 2 | For: All | Content: Clinical

## 71 Playful Theory and Practice: Discover and Use Play In Your Work with Children and Families

Children's mental, physical, social, and emotional wellbeing is best supported when they interact with caregivers who understand that children thrive and learn through play. In this workshop, participants will discover ways to tap into the theory and practice of play to support children's mental health through their interactions with children and families.

### Infant & Early Childhood Focus

*Heather Von Bank, PhD, Associate Professor/Dept. Chair – MN State Univ. – Mankato & Arielle Handevit, Infant and Early Childhood Dir. – MN Association for Children's Mental Health & Infant Toddler Network Specialist Coach – Center. for Inclusive Child Care*

Level: 1 | For: All

# Fidgety Fairy Tales

## The Mental Health Musicals



## Three New Stories for 2019

**Puss in Boots**  
*(autism)*

**Mary had a Little Lamb**  
*(anxiety)*

**The Ants and the Grasshopper** *(ADD)*

## Free Performances

**Sunday, March 31 @ 4 PM**  
 Nevin Husted Training Center

**Monday, April 1 @ 6:30 PM**  
 Sunner Library

**Sunday, April 7 @ 6 PM**  
 Basilica of St. Mary's

**Monday, April 8 @ 10:30 & Noon**  
 Children's Home Society

**Tuesday, April 9 @ 6:30 PM**  
 St. Paul Location TBA

**Wed, April 24 @ 6:30 PM**  
 Center for Changing Lives

**Sunday, May 5 @ 2 PM**  
 MN Adopt • Brian Coyle Center

This activity is made possible by the voters of Minnesota through grants from the Metropolitan Regional Arts Council, thanks to a legislative appropriation from the arts and cultural heritage fund. Photos - V. Paul Virtucio



Fidgety is a program of Minnesota Association for Children's Mental Health

[www.macmh.org/fidgety](http://www.macmh.org/fidgety)

## MACMH's Infant and Early Childhood Division



[www.macmh.org/iec](http://www.macmh.org/iec)

Educate and Train  
 Endorse  
 Connect and Collaborate  
 Advocate

## 72 Body Dysphoria in Gender Creative Children

Limited research exists on the experiences of gender creative children. During this workshop, data from a chart review of 82 gender creative children will be discussed to increase participants' understanding of body dysphoria and how to differentiate types of body dysphoria. The presenters will also discuss methods for approaching body dysphoria clinically through the Gender Affirmative Lifespan Approach.

*Ghazel Tellawi, PhD, Postdoctoral Fellow, Dianne Berg, PhD, Asst. Professor – Ctr. for Sexual Health & S Okrey Anderson, MSW, Graduate Research Asst. – National. Ctr. for Gender Spectrum Health, Prog. in Human Sexuality, Univ. of MN*

Level: 2 | For: Professionals | Content: Clinical

## 73 Community Response to a Suicide Death: Is Postvention Prevention?

Taking intentional action following a suicide can prevent future suicides, a concept also known as "postvention." Postvention training provides opportunity for individuals, communities, schools and organizations to take a look into their response after a suicide. This high level overview of postvention will raise awareness of the importance of thoughtful response after a suicide and ways to plan intentionally.

*Tanya Carter, Behavioral Health Care Liaison & Stephanie Downey, Suicide Prevention Coord. – MN Dept. of Health*

Level: 1 | For: All

## 74 The Emotional Power of Music: Putting It Into Practice

Many people struggle to find words for the feelings they experience or the insights they discover during therapy. Often, music can be a powerful alternative tool to reflect on and influence emotion, with lyrics, cadence, intervals, chord structure, tempo and tone moving listeners from one feeling to another. This workshop will explore how music can be used to address attention issues, anxiety, depression and anger, and how the genre of the music can play an important role in the process.

*Jeremy Schreifels, Music Producer & Songwriter – Music By Jeremy & Steve Ritter, LICSW, Managing Director – The Midwest Institute / Founder & CEO – Ctr. for Workplace Innovation*

Level: 2 | For: All

## 75 It Takes a Village: Healing the Effects of Trauma Within Diverse Communities

This workshop will explore the intersection between trauma and culture, proposing strategies for community-based healing. The presenters will consider a body-centered approach to understanding trauma, acknowledging the impact of trauma on individualistic and collectivistic cultures. Participants will learn strategies for engaging in healing within communities, with a focus on the school's unique position to engage in intentional community healing and thoughtfully promote cultural understanding.

*Emma Martin LaPlant, MA, LAMFT, School-Based Coord., Carissa Kaufman, MA, LAMFT, School-Based Mental Health Therapist & Deidre' Clark, MA, LAMFT, School-Based Mental Health Therapist – Headway Emotional Health*

Level: 2 | For: Professionals | Content: Clinical

## 76 The Impact of Trauma, Attachment and Relationships on Student Behavior

Do you struggle with managing difficult behaviors? Do you feel overwhelmed and unequipped to work with students with traumatic pasts? Do you have concerns connecting with students who display verbal and physical aggression, non-compliance and oppositional behaviors? This presentation will incorporate the use of videos, discussions, and real life scenarios to prepare professionals who work with those with challenging behaviors.

*Nate Gendron, MSW, LICSW, Administrative Dir., Kate Swanson, MSW, LICSW, Clinical Dir. & Brook Sanford, MSW, LICSW, LADC, Qualified Mental Health Professional – Fernbrook Family Ctr.*

Level: 2 | For: Professionals | Content: Clinical

## 77 How Social-Emotional Learning Promotes Positive Mental Health

We may not all be mental health professionals, yet there are ways for educators to support and enhance the mental health of our students. In this session the presenters will focus on classroom strategies that address mental health needs in the general student population (Tier I) to those with challenging behaviors and mental health disorders (Tier III.)

*Amy Vollendorf, MA.Ed Specialist, Special Education Coord. & Adrienne Lewis, MA.Ed., Special Education Coord. – Wayzata Public Schools*

Level: 2 | For: All

Canceled by presenter 78 Teaching Contemplation to Kids

## 79 Human Motivation: What Science Tells Us about Teaching, Learning and Being Human

Human motivation has been a topic of study for decades. This workshop will include highlights from an extensive literature review and offer practical interventions that can assist clinicians, teachers, parents and leaders to promote internal motivation in clients, students, children and work relationships for optimal learning and growth.

*Jennifer Simpson-Dahl, MA, LMFT, Clinical Dir. & Owner – Secure Base Counseling Ctr.*

Level: 2 | For: All | Content: Clinical

## 80 Children's Mental Health-Targeted Case Management (CMH-TCM) Rule 79 Updates

This workshop will review the Minnesota Department of Human Services Children's Mental Health Targeted Case Management policies. Specifically, the presenters will discuss case manager roles, responsibilities and documentation requirements, and will walk through the practical application of the case management processes.

*Jessica Kisling, MSed, LPCC, NBCC, Prog. Mgr. – CUHCC & Diane Marshall, Case Management Consultant, MN Dept. of Human Svcs.*

Level: 1 | For: Professionals

## 81 Is ADHD a True Representation of This Child and What Might We Be Missing?

When working with youth, it is important to complete a thorough assessment when considering diagnosis. This workshop will explore how ADHD symptoms and symptoms of other diagnoses can often mimic one another. The presenters will discuss the importance of examining a child's life influences to determine if their symptoms are a response to organic or environmental influences in order to pave the way toward more successful intervention.

*Rebecca Crain, MS, LPCC, Therapist & Amanda Kampa, MSW, LICSW, Clinical Spvsr. – Mille Lacs Academy*

Level: 2 | For: Professionals | Content: Clinical



## 82 Effective Mental Health Crisis Intervention for Children and Teens

During this workshop, the effectiveness of the Fuselier Behavioral Change Stairway, designed by clinical psychologist, retired FBI supervisor and member of the Columbine Investigative Task Force, Dr. C. Dwayne Fuselier, will be discussed. Participants will learn how to recognize, prevent, manage and de-escalate children's mental health crises. The presenters include a person in recovery and a trainer in Crisis Intervention Team.

*Renee Jensen, MA, Dev. Dir., Pam Tucker, MPA, MA, Crisis Intervention Team (CIT) Trainer & Erin Hauser, Training Coord. & Recovery Speaker – The Barbara Schneider Foundation*

Level: 1 | For: Professionals

## 83 African American Women Thriving Through Health Disparities

This workshop will cover historical trauma, relationship of toxic stress to mental health and social behaviors, negotiation of identity, and the cultural meaning of mental health attitudes. Participants will explore perceptions of racism and mental health services while learning how to use the wide repertoire of services that exist within the community.

*Sameerah Bilal-Roby, Adult Training and Education, Prog. Mgr. – Amherst H. Wilder Foundation*

Level: 1 | For: All

## 84 Current Concerns in Effective Assessment and Services with Latinx Kids and Families

In this workshop, attendees will build on their understanding of culture with an added awareness of how white dominant culture and the current political climate has impacted the assessment and treatment of Latinx kids and families.

*Macarena Corral, PsyD, LP, Clinical Psychologist – Ctr. for Collaborative Health, Elizabeth Franklin, MSW, LICSW, Spvr. and Psychotherapist – CLUES (Comunidades Latinas Unidas en Servicio) & Lily Ramey, LICSW, Mental Health Professional – Fraser*

Level: 2 | For: Professionals | Content: Clinical

## 85 Partnering with Parents: Theory and Practice in Caregiver-Focused Intervention

Many professionals in the field of children's mental health feel less comfortable working with adults. However, research shows that caregiver involvement supports improved outcomes for children. During this workshop, theories regarding adult development and factors that impact caregivers will be explored. Early Beginnings will be discussed as an example of a parent-coaching program, with particular emphasis on strategies to develop successful partnerships between parents and practitioners.

*Emma Iverson, MSW, LICSW, Mental Health Professional & Sarah Wise, MA, LPCC, Mental Health Professional – Fraser*

Level: 2 | For: Professionals | Content: Clinical



Minnesota Association for  
 Children's Mental Health

# Winter Training Series



Now – March 27

Offering workshops addressing ages from birth to 18  
 New online learning options available

[www.macmh.org/trainings](http://www.macmh.org/trainings)



### Fostering Healthy Emotional Regulation in Youth with Anxiety

*Ann Layne, PhD, LP*

March 5 | St. Louis Park | 3 CEHs

### Rethinking Challenging Kids: Helping Kids Build Skills for Success

*Ed Morales, MPP, MSW, LICSW*

March 12 | Minneapolis | 3 CEHs

### Promoting Self-Control, Focus and Attention Skills in Children 0-8 Years

*Raelene Ostberg, MEd*

March 13 | Eagan | 6 CEHs

### Key Warning Signs for Early-Onset Mental Illness in Children and Adolescents & Suicide Prevention Best Practices

*Deborah Cavitt, MS*

March 18 | Saint Paul | 3 CEHs

### Moving Mountains: An Integrative Approach To Helping Intense, Anxious, Reactive Children

*Marit Appeldoorn, MSW, LICSW & Kathy*

*Flaminio, LGSW, E-RYT 200*

March 27 | Eagan | 3 CEHs

## Nevin Husted Training & Event Center

Whether you're looking to host a business meeting, a fundraising reception or a graduation party—MACMH's Nevin Husted Training & Event Center could be the perfect fit for your next event. Rental fees benefit our programs supporting families across the state.

### Nevin Husted Training & Event Center

23 Empire Drive, Ste. 1000

St. Paul, MN 55103

[www.macmh.org/TrainingCenter](http://www.macmh.org/TrainingCenter)



Minnesota Association for  
 Children's Mental Health



# Workshop Content Matrix

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

| Sunday, April 28                                 |   |   |   |   |   |
|--|---|---|---|---|---|
| Legislative Update                               | ● | ● | ● | ● | ● |
| A Secondary Traumatic Stress and Self-Care       | ● | ● | ● | ● | ● |
| B There is No "Self" in Self-Regulation          | ● | ● | ● | ● | ● |
| C The Impact of Climate Change on Youth          | ● | ● | ● | ● | ● |
| D Resilience Skills in Digital Age               | ● | ● | ● | ● | ● |
| E Tools to Calm Intense Behavior                 | ● | ● | ● | ● | ● |
| F Impacting Youth Through Purpose and Passion    | ● | ● | ● | ● | ● |
| MHED Talks                                       |   |   |   |   |   |
| Supervision Series ... Race & Culture            |   | ● | ● | ● | ● |
| Monday, April 29   Session 1, 10:15              |   |   |   |   |   |
| 1. What Do You See? A Discussion on Identity     | ● | ● | ● | ● | ● |
| 2. Addressing Adverse Childhood Experiences      | ● | ● | ● | ● | ● |
| 3. Helping Students with Dysregulation           | ● | ● | ● | ● | ● |
| 4. Bipolar Disorder in Youth                     | ● | ● | ● | ● | ● |
| 5. Healing Children Through Stories and Play     | ● | ● | ● | ● | ● |
| 6. From Sexual Abuse to Sexual Health            | ● | ● | ● | ● | ● |
| 7. Trauma and Frozen Development                 | ● | ● | ● | ● | ● |
| 8. Assessing Dysregulation and Interventions     | ● | ● | ● | ● | ● |
| 9. Youth At Risk for Psychotic Disorders         | ● | ● | ● | ● | ● |
| 10. Reflective Interaction Observation Scale     | ● | ● | ● | ● | ● |
| 11. Communicating with Clients                   | ● | ● | ● | ● | ● |
| 12. Stress, Burnout & Self-Care in Supervision   | ● | ● | ● | ● | ● |
| 13. Behavior Challenges in Students              | ● | ● | ● | ● | ● |
| 14. The Trauma of Grief and Loss                 | ● | ● | ● | ● | ● |
| Session 2, 1:15 – 2:30 pm                        |   |   |   |   |   |
| 15. Addressing Challenging Behaviors             | ● | ● | ● | ● | ● |
| 16. Racial Identity & Children's Mental Health   | ● | ● | ● | ● | ● |
| 17. Being Mindful of the ACEs in the Room        | ● | ● | ● | ● | ● |
| 18. Developmental Grief – Children and Teens     | ● | ● | ● | ● | ● |
| 19. Virtual Sandtray: Feasibility and Strategies | ● | ● | ● | ● | ● |
| 20. Addressing the Anxiety of Perfectionism      | ● | ● | ● | ● | ● |
| 21. Animal Therapy for Mental Health             | ● | ● | ● | ● | ● |
| 22. ADHD Update 2019                             | ● | ● | ● | ● | ● |
| 23. Adolescents and Eating Disorders             | ● | ● | ● | ● | ● |
| 24. Developmental Repair for Stressed Systems    | ● | ● | ● | ● | ● |
| 25. Supplemental Security Income                 | ● | ● | ● | ● | ● |
| 26. Psychiatric Assistance Line & Fast-Tracker   | ● | ● | ● | ● | ● |
| 27. Improving Family Engagement                  | ● | ● | ● | ● | ● |
| 28. Challenging Behavior: Culture & Context      | ● | ● | ● | ● | ● |
| 29. Combating Isolation Among Adolescents        | ● | ● | ● | ● | ● |
| Session 3, 3:00 – 4:45 pm                        |   |   |   |   |   |
| 30. On Becoming Stone-Catchers                   | ● | ● | ● | ● | ● |
| 31. Showing Up When The Poop Hits The Fan        | ● | ● | ● | ● | ● |
| 32. Processing Attachment Trauma Through Play    | ● | ● | ● | ● | ● |
| 33. Dissociative Identity Disorder               | ● | ● | ● | ● | ● |
| 34. Skills to Empower Older Youth                | ● | ● | ● | ● | ● |
| 35. Rapport Building with Youth                  | ● | ● | ● | ● | ● |
| 36. Trauma-Informed Assessment as Treatment      | ● | ● | ● | ● | ● |
| 37. Differential Diagnosing and Co-Morbidity     | ● | ● | ● | ● | ● |
| 38. Positive Behavioral Supports in Foster Care  | ● | ● | ● | ● | ● |
| 39. Understanding Gender Non Binary              | ● | ● | ● | ● | ● |

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

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

| Session 3 Continued, 3:00 – 4:45 pm                  |   |   |   |   |   |
|--|---|---|---|---|---|
| 40. Historical Traumas & Legacy Burdens              | ● | ● | ● | ● | ● |
| 41. Vaping: The Good, The Bad and The Ugly           | ● | ● | ● | ● | ● |
| 42. School: Language, Services, Expectations         | ● | ● | ● | ● | ● |
| 43. Early Childhood Systems Reform                   | ● | ● | ● | ● | ● |
| Session 4, 10:30 am – 12:15 pm                       |   |   |   |   |   |
| 44. Whole Person Approach to Depression              | ● | ● | ● | ● | ● |
| 45. Physical Exercise Interventions                  | ● | ● | ● | ● | ● |
| 46. Technology is Taking Control of Our Children!    | ● | ● | ● | ● | ● |
| 47. Fidgety Fairy Tales – The Mental Health Musicals | ● | ● | ● | ● | ● |
| 48. Identity Work Alongside Our Young Clients        | ● | ● | ● | ● | ● |
| 49. Practices for Adolescents: Challenging Behaviors | ● | ● | ● | ● | ● |
| 50. Engaging Non-Voluntary Clients                   | ● | ● | ● | ● | ● |
| 51. Social Emotional Learning in PBIS Framework      | ● | ● | ● | ● | ● |
| 52. Restorative Practices in the Classroom           | ● | ● | ● | ● | ● |
| 53. Happiness and Mental Health Disorders            | ● | ● | ● | ● | ● |
| 54. Creative Activities for Hospitalized Adolescents | ● | ● | ● | ● | ● |
| 55. Adolescent Suicidal Ideation                     | ● | ● | ● | ● | ● |
| 56. Loss Experienced by International Students       | ● | ● | ● | ● | ● |
| 57. Informed Care in an ECSE Classroom               | ● | ● | ● | ● | ● |
| Session 5, 1:15 – 2:45 pm                            |   |   |   |   |   |
| 58. The Science of Mind-Body Medicine                | ● | ● | ● | ● | ● |
| 59. ADHD: Scientific Explanation and Tools           | ● | ● | ● | ● | ● |
| 60. Working With Sexually Exploited Youth            | ● | ● | ● | ● | ● |
| 61. Challenging Behavior in the Classroom            | ● | ● | ● | ● | ● |
| 62. Building Resilience in Grief, Trauma and Loss    | ● | ● | ● | ● | ● |
| 63. Working Within Complex Family Systems            | ● | ● | ● | ● | ● |
| 64. Mindfulness: The Pathway to Peace                | ● | ● | ● | ● | ● |
| 65. Uncomplicating Sexual Issues in ASD              | ● | ● | ● | ● | ● |
| 66. First Episode Psychosis (FEP)                    | ● | ● | ● | ● | ● |
| 67. Cultural Competence in Delivering Care           | ● | ● | ● | ● | ● |
| 68. SOS (Students Offering Support)                  | ● | ● | ● | ● | ● |
| 69. Parents of Children With Behavioral Challenges   | ● | ● | ● | ● | ● |
| 70. Impact of Sleep on Mental Health in Children     | ● | ● | ● | ● | ● |
| 71. Playful Theory and Practice                      | ● | ● | ● | ● | ● |
| Session 6, 3:00 – 4:15 pm                            |   |   |   |   |   |
| 72. Body Dysphoria in Gender Creative Children       | ● | ● | ● | ● | ● |
| 73. Community Response to a Suicide Death            | ● | ● | ● | ● | ● |
| 74. The Emotional Power of Music                     | ● | ● | ● | ● | ● |
| 75. Healing the Effects of Trauma in Diverse Comm.   | ● | ● | ● | ● | ● |
| 76. Impact of Trauma, Attachment and Relationships   | ● | ● | ● | ● | ● |
| 77. Social Emotional Learning Promotes Health        | ● | ● | ● | ● | ● |
| 78. Teaching Contemplation to Kids                   | ● | ● | ● | ● | ● |
| 79. Human Motivation: What Science Tells Us          | ● | ● | ● | ● | ● |
| 80. Mental Health-Targeted Case Management           | ● | ● | ● | ● | ● |
| 81. Is ADHD a True Representation of this Child?     | ● | ● | ● | ● | ● |
| 82. Effective Mental Health Crisis Intervention      | ● | ● | ● | ● | ● |
| 83. African American Women Thriving                  | ● | ● | ● | ● | ● |
| 84. Assessment and Services with Latinx Families     | ● | ● | ● | ● | ● |
| 85. Partnering with Parents: Theory and Practice     | ● | ● | ● | ● | ● |

# Conference Registration • online: [macmh.org/conference](http://macmh.org/conference)

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.

|                     |
|---------------------|
| Professional Title  |
| Agency/Organization |
| Address             |
| City State Zip      |
| 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)

MACMH Email  
 MACMH Postcard/Brochure/Flyer  
 MACMH Website  
 Google  
 Facebook  
 LinkedIn  
 Word of mouth  
 Other: (e.g. organizations, colleagues, websites, or emails)  
 Please specify \_\_\_\_\_

### I am registering as a:

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)  
 Family Member – Parent, Grandparent, Caregiver  
 Health Care – Nurse, Doctor  
 Mental Health Professional, Psychologist, Psychiatrist, Counselor, MFT  
 Social Services Professional  
 Other: Please specify \_\_\_\_\_

**Online registration available at**  
[www.macmh.org/Conference](http://www.macmh.org/Conference)  
**Questions?**

Call 651-644-7333 or 800-528-4511

### 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, 23 Empire Drive, Ste. 1000, St. Paul, MN 55103

**Fax Registration:** 651-644-7391 or **Scan & Email:** [info@macmh.org](mailto: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](mailto:info@macmh.org)) to the MACMH office by April 15, 2019. 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.

| I am attending:                               | until March 21 | after March 21 |
|---|----------------|----------------|
| <input type="radio"/> Sunday only             | \$120          | \$129          |
| <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          |
| <input type="radio"/> Monday & Tuesday        | \$340          | \$359          |
| <input type="radio"/> Sunday, Monday, Tuesday | \$380          | \$399          |

Discounts available for full-time students and groups of 5 or more. Please call the office for details at 651-644-7333. (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 \$17.50   
**Symposium** 2:00 – 4:00 pm (check symposium choice below)  
 A  B  C  D  E  F  
 **MHED Talks®** 4:15 – 6:45 pm

### Sunday Option 2

**Supervision Series** 11:00 am – 6:00 pm | Add boxed lunch for \$17.50

### 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 14  
**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)  
 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29  
 **Workshop Session 3** 3:00 – 4:45 pm (mark workshop choice)  
 30 31 32 33 34 35 36 37 38 39 40 41 42 43

### Tuesday

**Workshop Session 4** 10:30 am – 12:15 pm (mark workshop choice)  
 44 45 46 47 48 49 50 51 52 53 54 55 56 57  
**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)  
 58 59 60 61 62 63 64 65 66 67 68 69 70 71  
 **Workshop Session 6** 3:00 – 4:15 pm (mark workshop choice)  
 72 73 74 75 76 77 78 79 80 81 82 83 84 85

### Billing Information

Amount Due

Paying by:  Check  Discover  Visa  Mastercard  American Express  PO/Voucher

|                             |           |
|-----------------------------|-----------|
| Card #                      | CVV       |
| Name on Card                | Exp. Date |
| Email an invoice/receipt to |           |
| Billing Address             |           |
| PO #                        |           |

# 2019 MACMH Child & Adolescent Mental Health Conference Duluth, MN | April 28 – 30



Wing Young Huie

## MONDAY KEYNOTE

**What Do You See?**  
Challenging Assumptions & Widening Cultural Perspectives Using Photography



Dr. Timothy Culbert and Dr. Henry Emmons

## TUESDAY KEYNOTE

**Where Science Meets Soul:**  
Future Trends in Natural Mental Health



Minnesota Association for Children's Mental Health



23 Empire Drive, Ste 1000  
Saint Paul, MN 55103



800.528.4511  
651.644.7333



info@macmh.org



www.macmh.org  
macmh.org/marketing

Conference  
**Location**  
Beautiful Duluth



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.

## 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 .....           | .\$139+ | ..... | 218-720-3000 |
| Holiday Inn* .....          | .\$99+  | ..... | 218-722-1202 |
| Inn on Lake Superior.....   | .\$109+ | ..... | 888-668-4352 |
| Pier B Resort .....         | .\$119+ | ..... | 218-481-8888 |
| Radisson Duluth Hotel ..... | .\$89+  | ..... | 800-333-3333 |
| Sheraton** .....            | .\$139+ | ..... | 218-733-5660 |
| The Suites .....            | .\$93+  | ..... | 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 Sheraton is not located in Canal Park. A complimentary shuttle is available upon request from the hotel.