



**Infant & Early Childhood  
Multidisciplinary Conference**

# **8th Annual Infant & Early Childhood Multidisciplinary Conference**

November 16 - 18, 2025

**WELCOME** early care and education professionals, mental health professionals, home visitors, public health and child welfare professionals, and all others who support young children prenatal-6 and their families and caregivers.

We are here to promote infant and early childhood mental health and collaborate across a diverse, multidisciplinary workforce.

Thank You to Our Sponsors



Conference Schedule

Sunday, November 16

- 9:30-2:00 PM | Check In
- 10:00 AM – 5:00 PM | Child-Parent Psychotherapy (CPP) Booster *Includes Lunch*
- 10:00 AM – 5:00 PM | 80x3 In Person Retreat *Includes Lunch*
- 1:00 – 4:00 PM | FAN Workshop

Monday, November 17

- 7:00 – 8:00 AM | Check In
- 8:00 – 8:30 AM | Welcome
- 8:30 – 9:45 AM | Keynote
- 9:45 – 10:15 AM | Break
- 10:15 AM-12:00 PM | Concurrent Workshops 1-5
- 12:00 – 1:00 PM | Lunch
- 1:00 – 2:30 PM | Concurrent Workshops 6-10
- 2:30 – 3:00 PM | Break
- 3:00 – 4:30 PM | Concurrent Workshops 11-15

Tuesday, November 18

- 7:00 – 8:00 AM | Check In
- 8:00 – 8:30 AM | Welcome
- 8:30 – 9:45 AM | Keynote
- 9:45 – 10:15 AM | Break
- 10:15 AM – 12:00 PM | Concurrent Workshops 16-21
- 12:00 – 1:00 PM | Lunch
- 12:15-12:45 pm | Help Me Connect Lunch & Learn
- 12:15-12:45 pm | Speaking Out Collective Puppet Show
- 1:00 – 2:30 PM | Concurrent Workshops 22-27
- 2:30 – 3:00 PM | Break
- 3:00 – 4:30 PM | Keynote

The Faculty Symposium will meet from 10:15 AM – 2:30 PM on both Monday and Tuesday in Meeting Room 9. This session is for multidisciplinary faculty/instructors from 2- and 4-year colleges and universities.

During the giving season, shop with MACMH! The Heartstrings Online Silent Auction fundraiser is a call to action to uplift Minnesota's children and families by advancing the work of professionals, supporting caregivers, and centering the voices of youth in mental health advocacy. Find gifts this season for everyone in your life—partners, friends, family, teachers, coworkers, you name it! Make every dollar count when you bid at our Heartstrings Online Silent Auction.



# Tenets & Land Acknowledgment

Accessible below are the Diversity-Informed Tenets for Work with Infants, Children, and Families. Developed and disseminated by the Tenets Initiative, the Tenets are a set of strategies and tools for strengthening the commitment and capacity of professionals, organizations and systems that serve infants, children and families to embed diversity, inclusion and equity principles into their work.

The first tenet reminds us that self-awareness leads to better services for families and so we reflect on our own culture, values and beliefs and the impact that systems of oppression have had in our lives. One way we practice this as an organization is to take time during our conference to acknowledge the occupied land on which all of us work and live. Although words are meaningful, we know it takes more than words to fully acknowledge the depth of injustice, change oppressive systems and promote equity for the Indigenous children and families in our state. We believe this starts with each of us. For this reason, we wanted to draw your attention to two ways you can continue to explore your own connection to the history in our state:

Native Land Digital is a registered Canadian not-for-profit organization with a majority-Indigenous Board of Directors, representing people who have close ties to land bases, communities, and deep knowledge about Indigenous ways of being and knowing. Their website <https://native-land.ca/> allows you to search by address all across the globe and find information about territories, languages, treaties and additional resources.

Healing Minnesota Stories' offers Sacred Site Tours of the Twin Cities area. Tours are led by Jim Bear Jacobs (Mohican) and Kelly Sherman Conroy (Oglala Lakota). The tours offer an opportunity to learn about Minnesota history from a Native perspective through story-telling and experiencing the sites in silence/meditation/reflection. To find out more information visit <https://mnchurches.org/what-we-do/healing-minnesota-stories>.

Check out the large signs throughout the Ballroom Concourse to add your own reflection on the Tenets.

## DIVERSITY-INFORMED TENETS FOR WORK WITH INFANTS, CHILDREN, AND FAMILIES

Irving Harris Foundation Professional Development Network Tenets Working Group



### CENTRAL PRINCIPLE FOR DIVERSITY-INFORMED PRACTICE

**1. Self-Awareness Leads to Better Services for Families:** Working with infants, children, and families requires all individuals, organizations, and systems of care to reflect on our own culture, values and beliefs, and on the impact that racism, classism, sexism, able-ism, homophobia, xenophobia, and other systems of oppression have had on our lives in order to provide diversity-informed, culturally attuned services.

### STANCE TOWARD INFANTS, CHILDREN, AND FAMILIES FOR DIVERSITY-INFORMED PRACTICE

**2. Champion Children's Rights Globally:** Infants and children are citizens of the world. The global community is responsible for supporting parents/caregivers, families, and local communities in welcoming, protecting, and nurturing them.

**3. Work to Acknowledge Privilege and Combat Discrimination:** Discriminatory policies and practices that harm adults harm the infants and children in their care. Privilege constitutes injustice. Diversity-informed practitioners acknowledge privilege where we hold it and use it strategically and responsibly. We combat racism, classism, sexism, able-ism, homophobia, xenophobia, and other systems of oppression within ourselves, our practices, and our fields.

**4. Recognize and Respect Non-Dominant Bodies of Knowledge:** Diversity-informed practice recognizes non-dominant ways of knowing, bodies of knowledge, sources of strength, and routes to healing within all families and communities.

**5. Honor Diverse Family Structures:** Families decide who is included and how they are structured; no particular family constellation or organization is inherently optimal compared to any other. Diversity-informed practice recognizes and strives to counter the historical bias toward idealizing (and conversely blaming) biological mothers while overlooking the critical child-rearing contributions of other parents and caregivers including second mothers, fathers, kin and felt family, adoptive parents, foster parents, and early care and educational providers.

### PRINCIPLES FOR DIVERSITY-INFORMED RESOURCE ALLOCATION

**6. Understand That Language Can Hurt or Heal:** Diversity-informed practice recognizes the power of language to divide or connect, denigrate or celebrate, hurt or heal. We strive to use language (including body language, imagery, and other modes of nonverbal communication) in ways that most inclusively support all children and their families, caregivers, and communities.

**7. Support Families in Their Preferred Language:** Families are best supported in facilitating infants' and children's development and mental health when services are available in their native languages.

**8. Allocate Resources to Systems Change:** Diversity and inclusion must be proactively considered when doing any work with or on behalf of infants, children, and families. Resource allocation includes time, money, and accommodations, otherwise systems of oppression may be inadvertently reproduced. Individuals, organizations, and systems of care need ongoing opportunities for reflection in order to identify implicit bias, remove barriers, and work to dismantle the root causes of disparity and inequity.

**9. Make Space and Open Pathways:** Infant, child, and family-serving workforces are most dynamic and effective when historically and currently marginalized individuals and groups have equitable access to a wide range of roles, disciplines, and modes of practice and influence.

### ADVOCACY TOWARDS DIVERSITY, INCLUSION, AND EQUITY IN INSTITUTIONS

**10. Advance Policy That Supports All Families:** Diversity-informed practitioners consider the impact of policy and legislation on all people and advance a just and equitable policy agenda for and with families.

IRVING HARRIS FOUNDATION  
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CHICAGO, IL 60606 312.621.3814  
www.irvingharrisfdn.org

Diversity is used in the most inclusive sense possible, signaling race and ethnicity, as well as other identity markers, and referring to groups and individuals on both the "up and down side of power" along all axes.  
Diversity-informed practice is a dynamic system of beliefs and values that strives for the highest levels of diversity, inclusion and equity. Diversity-informed practice recognizes the historic and contemporary systems of oppression that shape interactions between individuals, organizations and systems of care. Diversity-informed practice seeks the highest possible standard of equity, inclusivity and justice in all spheres of practice: teaching and training, research and writing, public policy and advocacy and direct service.

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This is an update to the 2012 Diversity-Informed Infant Mental Health Tenets



### RECURSOS

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### DIVERSIDAD Y EQUIDAD

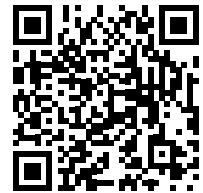
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ose a grupos e individuos que

dades de diversidad, inclusión interacciones entre personas, y justicia en todos los ámbitos

Download your own copy of the tenets in English or Spanish here



## Dear Infant and Early Childhood (IEC) Community,

First and foremost, welcome! We are so glad you are here. We know it is a hard time to add anything to your plates. Our hope is that the conference allows you the space to set aside your usual responsibilities amidst a world of constant change and ever-evolving pressures. We appreciate your presence and your place in this community, today and always.

We also want to take a moment to acknowledge some of the circumstances that MACMH has found itself in over the past two months. As with many complex things, we can find comfort in words of wisdom from our childhoods, and Mr. Rogers' wisdom has many pearls to lend us.

### *"Anything that is mentionable can be made more manageable."*

Some of you may have heard parts of our recent story already, for others this may be new information. We want you to hear from us about the struggles and steps toward renewal that we have taken and continue to pursue.

In early Fall 2025, the Minnesota Association for Children's Mental Health (MACMH) Board of Directors became aware of a serious situation affecting the organization's financial stability. Once aware, the Board began meeting multiple times per week and immediately engaged external accounting, legal, and non-profit finance experts to assess the situation and to guide corrective steps. A full financial and structural review was initiated resulting in several significant organizational changes. Our focus now is stabilization, transparency, and restoring full financial integrity to ensure MACMH's mission continues to thrive. One important step toward this goal were very intentional leadership changes, including naming Lauren Moberg MA, LMFT, IMH-E® as our Interim Executive Director. We are so grateful to have Lauren at the helm of this organization as we navigate through our current circumstances.

### *"Love isn't a state of perfect caring. It is an active noun like struggle."*

You may have noticed some things have changed at the conference this year, and you're right. Things do look a little different. As we navigate this challenging time, our organization has had to adapt in a number of ways. We are sorry for the unexpected impacts created as a by-product. Whether you're missing some familiar faces on staff, your boxed lunch midday, or the full-color program, please know that we are, too. We know you come to this space out of love for the work and compassion for this community, and we are grateful for your understanding and flexibility.

We also recognize that the current circumstances have created stress and impacted relationships for many; trust has been ruptured and repair is needed. We as a Board are committed to listening to your concerns with humility, addressing these challenges with integrity and urgency, and taking steps toward the repair and accountability we know is needed. We know words alone are not sufficient; you can expect to see consistent actions over time as well. In the interim, we deeply appreciate the professionalism, dedication, and grace shown to us and to MACMH staff as we navigate these unprecedented circumstances.

### *"Look for the helpers. You will always find people who are helping."*

We are also incredibly appreciative of those who have shared their time and talents: our staff who have taken on additional responsibilities and new roles, our Conference Planning Committee who persisted with flexibility to create everything you see here today, our community partners who have extended us grace, compassion, and support, our volunteers without whom this conference could not run, and you all for continuing to be with us. We would also like to extend gratitude toward those of you who have supported MACMH with financial gifts.



*“Often when you think you’re at the end of something, you’re at the beginning of something else.”*

This conference began seven years ago with a hope for a hundred or so attendees. It has now grown to 700+ professionals across disciplines with a shared passion for infant and early childhood mental health. We couldn’t imagine a time during which this is more needed.

We hope you will continue to join us in both IEC activities and the MACMH community at large. We thank you in advance for your understanding, patience, and continued partnership as we navigate these transitional months together. As resilience literature teaches us, we have a lot of strengths from which to work, many ways we can expect to grow, and ultimately, we believe we will come out of this experience stronger – as a Board, a staff, an organization, and a community.

*“Anyone who does anything to help a child in his life is a hero to me.”*

Please know that our commitment to MACMH’s mission—and to our valued partners and community members—remains steadfast. The Board is working diligently to continue to solidify next steps, address outstanding obligations, restore stability, and is committed to providing regular updates to our key stakeholders. We want you to know that we are in a very different situation now than we were even two weeks ago, which is providing us all hope as we move forward.

If you feel moved to offer financial support or volunteer your time or talents to support the essential activities of MACMH and MACMH-IEC, we will be sharing opportunities throughout the conference and via email in the coming weeks. Please continue to consider MACMH, and share our important work with your networks, as we move into the season of generosity and giving. Your support is needed now more than at any other time in MACMH’s recent history.

Please feel free to address any questions or concerns to the MACMH Board of Directors – here at the conference or via email ([board@macmh.org](mailto:board@macmh.org)).

Sincerely,

**MACMH Board of Directors**

- Jazlynn Paige, PhD, NCSP, Board President*
- Tracy Schreifels, MS, LMFT, IMH-E®, Treasurer*
- Jackie Vick, Secretary*
- Michelle Fyle, OTD, OTR/L, IMH-E®*
- Katherine (Katie) Lingras, PhD, LP*
- Ursula Reynoso, MA*
- Thad Shunkwiler, LMFT, LPCC*
- Corri Stuyvenberg, PT, DPT, PhD*

MINNESOTA  
ASSOCIATION FOR

● children’s  
● mental  
● health

**About your hosts**

MACMH promotes and pursues optimal mental health from prenatal to young adulthood.

At the Minnesota Association for Children’s Mental Health (MACMH), we believe that every child deserves the opportunity to thrive emotionally, socially, and mentally—from infancy through young adulthood. Founded in 1989, MACMH is a 501(c)(3) nonprofit organization with a mission to promote and pursue optimal mental health from infancy to young adulthood. We provide education, resources, and support to professionals, caregivers, families and youth across Minnesota and beyond.

# Things to Know

## Continuing Education Hours

CEHs are approved by the following boards:

- + MN Board of Behavioral Health & Therapy
- + MN Board of Marriage & Family Therapy
- + MN Board of Psychology
- + MN Board of Social Work

Professionals in other related disciplines, as well as those working outside of Minnesota, can submit CEH certificates to their corresponding boards for independent approval. There are up to 19 CEHs available. Actual CEH amounts will be dependent upon your specific licensure board and attendance.

There are professional development systems in our state that recognize the unique knowledge and skills needed to work with very young children and their families. These include Endorsement for Culturally Sensitive, Relationship-Focused Practice Promoting Infant & Early Childhood Mental Health® and The Minnesota Knowledge and Competency Framework (KCFs). These compatible systems support a qualified and competent multidisciplinary infant and early childhood workforce. Our conference workshops support both Endorsement competencies and KCFs and can aid in your professional development within these systems.

## Targeted Content

Targeted content has been approved by the boards listed below as indicated:

Board of Social Work and Board of Marriage & Family Therapy

• Ethics Content ■

Board of Marriage & Family Therapy

• Cultural Competency Content ♥

Board of Social Work • Clinical Content ✓

Board of Social Work • Culture Responsiveness ♥



### Develop Credit

Do you need develop credit? Scan this QR code and fill out the form.

## Exhibits

Stop by our exhibit area to connect with a variety of organizations supporting the field of infant and early childhood mental health.

+ Sunday, November 16: set up from 12:00pm – 2:00pm, hall open from 1:00pm – 5:00pm

+ Monday, November 17: set up from 7:30am –8:00am, hall open from 8:00am – 5:00pm

+ Tuesday, November 18: set up from 7:30am –8:00am, hall open from 8:00am – 3:00pm

## Internet

Free Wi-Fi is available during the conference using the following networks: **RC\_FreeWiFi**

## Wellness Room

If you need a space for pumping, prayer, etc. we have a designated room. Check in at the registration table for more information.

## Lunch

Sunday: boxed lunches served only for full-day workshop attendees (CPP Booster & 80X3 Retreat); Mon/Tues there will be two cash-pay carts.

### Lunch options for Monday and Tuesday:

- + Purchase on-site: Lunch will be available for purchase at the conference. Menu options will be posted on our website prior to the event. Additionally, the RiverCentre's Headwaters Café will be open from 7:30 a.m. to 2:00 p.m. Monday and Tuesday.
- + Local restaurants: There are several restaurants within walking distance of the venue. Attendees are welcome to leave the event center for lunch and return for afternoon sessions. (Staff favorite: Cossetta's!)
- + Bring your own: While you're welcome to bring your own lunch, please note that *RiverCentre policy prohibits outside food from being consumed on-site*. We kindly ask that you enjoy your meal off-site.

## Tuesday Lunch & Learn 12:15-12:45

+ **Help Me Connect Lunch & Learn** – Help Me Connect is a navigator connecting expectant families, families with young children (birth – 8 years old) and those working with families to services in their local communities that support healthy child development and family well-being.

+ **Speaking Out Collective Puppet Show** – Join Speaking Out Collective teen actors as they share an interactive musical puppet show: *Fluff, the Duckling Who Wouldn't Swim*. The story centers a duckling who is able to manage their anxiety with the support of a compassionate caregiver who provides tools and patience.

## Tag us on Socials

Tag us on Instagram or Facebook @macmh\_org or #IECCon2025.



### Workshop Handouts

Use this QR code to view electronic handouts for each workshop. (New to QR codes? Point your phone's camera at the code to the left and click the link that pops up on your screen.)

## Specialized Focus Tracks

10:00 – 5:00 p.m.

### **Child-Parent Psychotherapy Booster: Come Play with Us**

Only fully CPP-rostered clinicians may attend this session.

*Includes boxed lunch.*

Chandra Ghosh Ippen, PhD, Shondra Davis, PsyD, Jane Ellison, LMFT, IMH-E® | Clinical Content ✓ • 2 hours Cultural Competency ♥ • Culture Responsiveness ♥ | Level 3 | Ballroom A

### **80X3 In Person Retreat: Collective Care & Courageous Leadership: A Day of Connection and Reflection**

*Includes boxed lunch.*

Jamie Bonczyk, Leo Howard III, Dr. Nicole Evans, Carly Riley, Sara Stamschror-Lott, & Jamil Stamschror-Lott | Meeting Rooms 4-6

1:00 – 4:00 p.m.

### **Introduction to FAN (Facilitating Attuned Interactions): A Foundational Tool for Effective Early Childhood Practice**

Tekla Johnson, LICSW, IMH-E | Culture Responsiveness ♥ | Level 1 | Ballroom E

#### **Congratulations to this year's recipient of the Michele Fallon Award**

This award honors individuals who have made outstanding contributions to the field of Infant and Early Childhood Mental Health (IECMH) in Minnesota.

Jessica's nomination highlighted the depth and reach of your impact across the state – from your leadership and mentorship in reflective practice, to your

ongoing commitment to young children, families, and professionals in your community.

Those who know you speak of your deep attunement to the needs of children and families, your humility and responsiveness, and your commitment to equity and collaboration. You embody the essence of the Michele Fallon Award – a reflection of how *"how you are is as important as what you do"*.



Jessica Croatt Niemi  
MSSW LICSW IMH-E® (IV)

In Minnesota, an estimated one in five children have a diagnosed mental or behavioral health condition. Yet there is a significant shortage of mental health providers available to work with children and families.

We know that when children receive mental health care, they are more likely to succeed academically, socially, and physically.

MACMH is the professional home for those who work with infants, children, and young adults. Will you donate \$50 to help support our goal of raising \$4,000 to help us keep our resources up to date and our trainings accessible?



## GIVING THAT GATHERS US

give MAX Nov 20, 2023

# CONGRATULATIONS!

8:00 a.m.

## Welcome & Introduction

Come together as a large group to set our intentions for the day, prepare ourselves to learn and reflect, hear important announcements, and enjoy time with colleagues across disciplines.

*Tracy Schreifels, MS, LMFT, IMH-E®*, *Arielle Handevidt, MA, IMH-E®* | Ballrooms B-D, F-H

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Keynote Presentation | 8:30 a.m.

## Holding Hope: The Power of Reflection and Relationships in Early Childhood Work

In the midst of growing challenges facing families and professionals, hope remains our most powerful tool. Join Dr. Nicole-Noelle Evans for an inspiring keynote that reminds us of the deep impact we make when we work with young children and their caregivers. Drawing on her experiences in education, leadership, and equity-centered coaching, Dr. Evans will share stories of resilience and reflection, reminding us that the heart of our work lies in relationships—both with the children we serve and with ourselves. This keynote will invite participants to pause, reflect, and reimagine how they carry hope forward in their practice, no matter their role.



*Dr. Nicole Evans* | Ballrooms B-D, F-H

*Dr. Nicole Evans has dedicated her life to the pursuit of transformative education, fueled by a passion ignited during her formative years spent alongside her father in his 8th grade classroom. Drawing from this early experience, Dr. Evans has spent the past 27 years championing the educational needs of families, students, and educators within diverse settings.*

*Driven by a commitment to equity and inclusion, Dr. Evans joined the Embracing Equity team, leveraging her wealth of experience to support organizations in cultivating equitable practices. In her current role as Senior Director of Leadership, she remains steadfast in her dedication to advancing this mission, empowering individuals and institutions to embrace equity, dismantle systemic barriers, and foster truly equitable organizations.*

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Special Session | 10:15 a.m. – 2:30 p.m.

## Faculty Symposium on Embedding Infant and Early Childhood Mental Health (IECMH) Principles into Multidisciplinary Curricula

This session is for multidisciplinary faculty/instructors from 2- and 4-year colleges and universities. If you are planning to attend, you must attend all the breakouts associated with the Faculty Symposium. Attendees will have the opportunity to attend keynotes and late afternoon breakouts that they choose.

*Michele Fallon, LICSW, IMH-E®* and *Jane Ellison, LMFT, IMH-E®* | Clinical Content ✓ • Cultural Competency ♥ • Culture Responsiveness ♥ | Level 3 | Meeting Room 9

Concurrent Workshops 1 – 5 | 10:15 a.m. – 12:00 p.m.

### 1. Benevolent Childhood Experience

Angela Narayan, PhD, LP | Culture Responsiveness ♥ Clinical Content ✓ Ethics Content ■ Cultural Competency ♥ | Level 2 | Ballroom E

### 2. Confluence: Navigating the Journey as Parent & Helping Professional

Lauren Gourley, LCSW, IMH-E, PMH-C | Culture Responsiveness ♥ Clinical Content ✓ | Level 2 | Ballroom A

### 3. Traditional Interventions for Helping Indigenous Families Heal From Trauma

Dr. Karla Weber, PsyD, LADC & Maria Morin McCoy | Clinical Content ✓ Culture Responsiveness ♥ Cultural Competency ♥ Ethics Content ■ | Level 1 | Meeting Rooms 2-3

### 4. Caregiver Substance Use & IECMH

Anne Ingwalson | Cultural Competency ♥ • Culture Responsiveness ♥ | Meeting Rooms 4-6

### 5. How Can We Be Helpful If We Aren't "Feeling It"? Six Fundamental Skills for Effective and Compassionate Helping

Alan O'Malley-Laursen | Clinical Content ✓ | Level 2 | Ballrooms B-D, F-H

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Concurrent Workshops 6 – 10 | 1:00 – 2:30 p.m.

### 6. The Reflective Edge: Supporting Sustainability by Integrating Emotional Intelligence and Reflective Practices

Angie Klinefelter, MS, LMFT, IMH-E® | Culture Responsiveness ♥ | Level 2 | Ballrooms B-D, F-H

### 7. Stronger Together: Family & Community Support for Children Impacted by Parental Incarceration

Kamyala Howard, MSW, LICSW | Culture Responsiveness ♥ Cultural Competency ♥ Clinical Content ✓ | Level 2 | Meeting rooms 4-6

### 8. Rooted in Culture and Grounded in Care – Latine Family Experiences, Empowerment, and Culturally Responsive Autism Supports

Andrea Castillo | Culture Responsiveness ♥ Clinical Content ✓ | Level 2 | Meeting Rooms 2-3

### 9. The Cost of Compliance: Reclaiming Choice in Early Childhood Systems of Care

Sara Sherman | Culture Responsiveness ♥ Cultural Competency ♥ Ethics Content ■ | Level 2 | Ballroom A

### 10. Power of Black Fatherhood in Pre & Post Natal Birthing

Musjasi Bandele, MA, & Ayolanda Bandele, BA | Level 1 | Ballroom E

Concurrent Workshops 11 – 15 | 3:00 – 4:30 p.m.

**11. Fresh Approaches to Identifying & Supporting Autistic Children**

Majja Whitegon, IMH-E, Joanna Howe, Jenna Strain-Lutz, and Revel Weber, LICSW | Culture Responsiveness ♥ Cultural Competency ♥ Clinical Content ✓ | Level 2 | Meeting Rooms 4-6

**12. From Apps to Laps: Developmentally Appropriate Uses of Technology in Early Childhood**

Erin Walsh | Culture Responsiveness ♥ | Level 1 | Ballrooms B-D, F-H

**13. Infant Care Begins with Maternal Mental Health**

Samantha Huguelet, DNP, APRN | Clinical Content ✓ | Level 2 | Meeting Rooms 2-3

**14. Talking to Children about Race and Social Identities during Complex and Changing Times**

Katie Lingras, PhD, LP | Culture Responsiveness ♥ Cultural Competency ♥ | Level 3 | Ballroom A

**15. Early Brain Development: From Research to Building Clinical Models**

Dr. Kathleen Stone, Dr. Maria Kroupina & Dr. Nicole Erickson | Clinical Content ✓ | Level 2 | Ballroom E

**Event Made Possible by**

**Conference Planning Committee**

Michelle Dineen	Alyssa Meuwissen	Carmen Cook
Martha Higuera	Betty Carlson	Kassi Schimek
Majja Whitegon	Krista Mrozinski	Melissa Donovan
Tracy Schreifels	Katie Lingras	Eric Hansen
Michele Fallon	Mary Muhs	Sifa Saah
Tracy Schreifels	Alicia Rundquist	
Susan Williams	Priscilla Weigel	

**MACMH Staff**

Amanda Amos	Damien Markham
Deborah Cavitt	Lauren Moberg
Hannah Coyle	April J Tighe
Abbey Joyner	Cidney Vincent

**MACMH Board**

Jazlynn Paige	Katie Lingras
Jackie Vick	Ursula Reynoso
Tracy Schreifels	Thad Shunkwiler
Michelle Fyle	Corri Stuyvenberg

**Visit Our Exhibit Area**

Action Behavior Centers	Just In Time Teachers
Adoption Medicine Clinic	Masonic Institute for the Developing Brain, TeleOutreach Hub
Agate Social Works	Minnesota Disability Determination Services
Blue Cross Blue Shield and Blue Plus of MN	MN Association for Play Therapy
BrightWorks -Help Me Grow	Montessori Center of Minnesota
Center for Advanced Studies in Child Welfare - U of M	PrairieCare
Center for Inclusive Child Care	Psychotherapy & Healing Associates, Ltd.
Central Minnesota Mental Health Center	Recovering Hope Treatment Center
Dr. Sheila Sweeney Enterprises	Reliable Billing LLC
Fernbrook Family Center	Sagent Behavioral Health
Good Grief Parenting	St. Catherine University
HealthPartners	St. David's
Institute of Child Development - University of Minnesota	University of Minnesota
	Written Hugs Designs

8:00 a.m.

## Welcome & Introduction

Come together as a large group to set our intentions for the day, prepare ourselves to learn and reflect, hear important announcements, and enjoy time with colleagues across disciplines.

*Tracy Schreifels, MS, LMFT, IMH-E® & Arielle Handevidt, MA, IMH-E®* | Northland Ballroom

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Keynote Presentation | 8:30 a.m.

## An Antidote to Distress and Trauma Effects: Building Sturdiness

As a community we are surrounded by events and changes that unsettle our balance and threaten our sense of wellbeing. Trauma research has helped us identify and respect people's reactions, but maybe not enough emphasis has been paid to regaining sturdiness.

Sturdiness is a quality that young children need to keep growing well, their parents need to stay supportive— and, through our interventions, we should promote. In developmental language, sturdiness is related to mastery/ making things work; to regain trust in their world. Sturdiness is not about complying to adult expectations, but rather activating children's innate desire to grow and manage experiences.

Sturdiness also integrates appreciation of intense and confusing feelings with the need to know "what happened?" and then to imagine "what can we do now?" In this talk, we will explore ideas of sturdiness and consider how to infuse these into our work with young children and their families— and into our lives, as well.

*Anne R Gearity, PhD, LICSW, IMH-E®* | Ballrooms B-D, F-H



*Anne R Gearity, PhD LICSW IMH-E® has worked for 5 decades in mental health. And now is proudly Endorsed as an Infant Mental Health Specialist and Endorsed Reflective supervisor (IMH-E®). Anne's community practice included children, families and adults, as well as consultation to schools and agencies.*

*Anne is on faculty at the U of Minnesota Medical School, department of Psychiatry and Behavioral Health; she taught in the school of social work for many years and was a founding faculty of the IECMH program.*

*Anne used her dissertation research, in collaboration with Washburn Center for Children, to create Developmental Repair, an innovative approach to working with challenged children. DR integrated research about attachment, trauma and neurodevelopmental differences. This approach continues to be used throughout the state.*

Special Session | 10:15 a.m. – 2:30 p.m.

## Faculty Symposium on Embedding Infant and Early Childhood Mental Health (IECMH) Principles into Multidisciplinary Curricula

This session is for multidisciplinary faculty/instructors from 2- and 4-year colleges and universities. If you are planning to attend, you must attend all the breakouts associated with the Faculty Symposium. Attendees will have the opportunity to attend keynotes and late afternoon breakouts that they choose.

*Michele Fallon, LICSW, IMH-E® and Jane Ellison, LMFT, IMH-E®* | Clinical Content ✓ • Cultural Competency ♥ • Culture Responsiveness ♥ | Level 3 | Meeting Room 9

Concurrent Workshops 16 – 21 | 10:15 a.m. – 12:00 p.m.

## 16. Honoring Every Child's Story: Cultural Humility in Action

*Kamyala Howard, MSW, LCSW* | Culture Responsiveness ♥ Clinical Content ✓ Cultural Competency ♥ | Level 2 | Ballrooms B-D, F-H

## 17. Supporting LGBTQ Parents of Young Children: Affirming Early Childhood Mental Health Care

*Jessi Robin, MSW, LGSW & Angel Hight, RN, BSN-BC* | Cultural Competency ♥ • Culture Responsiveness ♥ | Level 1 | Ballroom A

## 18. Impacts of Federal Policy Changes on Minnesota's Youngest Children & Families

*Cati Gómez and Laura LaCroix-Dalluhn* | Cultural Competency ♥ • Culture Responsiveness ♥ | Level 1 | Meeting Rooms 2-3

## 19. The Lifetime Social and Developmental Impacts of Parent-Infant Relationships in the Transition from the Neonatal Intensive Care Unit and the First Months at Home for Preterm Infants and Their Families

*Corri Stuyvenberg, PT, DPT, PhD* | Clinical Content ✓ | Level 2 | Ballroom E

## 20. Integrating IECMH Principles into Caregiver Mental Health Treatment: A Multidisciplinary Approach

*Jesse Flynn, LICSW, IMH-E®; Dr. Helen Kim; Mary Willis, LPCC; Dr. Gretchen Buchanan, LMFT, LADC; & Catherine Justice, PT, DPT, CST, C-IAYT, E-RYT, FAIHM* | Clinical Content ✓ Cultural Competency ♥ • Culture Responsiveness ♥ | Level 2 | Meeting Rooms 7-8

## 21. DHS Mental Health Consultation Gathering

*Teya Dahle, MSW, LICSW IMH-E® (IV-C), Jessica Croatt Niemi, LICSW, IMH-E® (IV), and Judy Woods, PhD, LP, LPCC, IMH-E® (IV-C)* | Culture Responsiveness ♥ | Level 2 | Meeting Rooms 4-6

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Lunch & Learn | 12:15 – 12:45 p.m.

## Help Me Connect

*Shawn Holmes* | Ballroom E

## Speaking Out Collective Puppet Show

*Matt Jenson & Maria Asp* | Ballrooms B-D, F-H



Concurrent Workshops 22 – 27 | 1:00 – 2:30 p.m.

## 22. The Impact of Stress, Motor Skills, and Sensory Processing on Feeding from Birth through Adulthood

Johanna McGough-Pose, MAOT, OTR/L | Clinical Content ✓ Culture Responsiveness ♥ Ethics Content ■ Cultural Competency ♥  
| Level 2 | Ballroom E

## 23. Blueprint for Personality Disorders

Carol F. Siegel, PhD, LP | Clinical Content ✓ | Level 2 | Ballrooms B-D, F-H

## 24. Where Stigma Ends, Healing Begins: Mental Health at the Intersections of Race and Resilience

Rosilynn Morris, MSW, LICSW | Clinical Content ✓ Culture Responsiveness ♥ Ethics Content ■ Cultural Competency ♥ | Level 2  
| Ballroom A

## 25. NICU Music Therapy for Preventive Care

Sarah Woolever, MM, MT-BC | Clinical Content ✓ | Level 2 | Meeting Rooms 2-3

## 26. Occupational Therapy's Role in Infant and Early Childhood Mental Health Care

Megan Mateski, OTR/L | Clinical Content ✓ | Level 1 | Meeting Rooms 7-8

## 27. Bringing Infant Mental Health and Reflective Practice into Child Welfare and Beyond: Lessons Learned

Mary Harrison, PhD, LICSW | Culture Responsiveness ♥ | Level 1 | Meeting Rooms 4-6

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Keynote Presentation | 3:00–4:30 p.m.

## Reflective Supervision Practice Skills: Growing Professionals, Shaping Systems

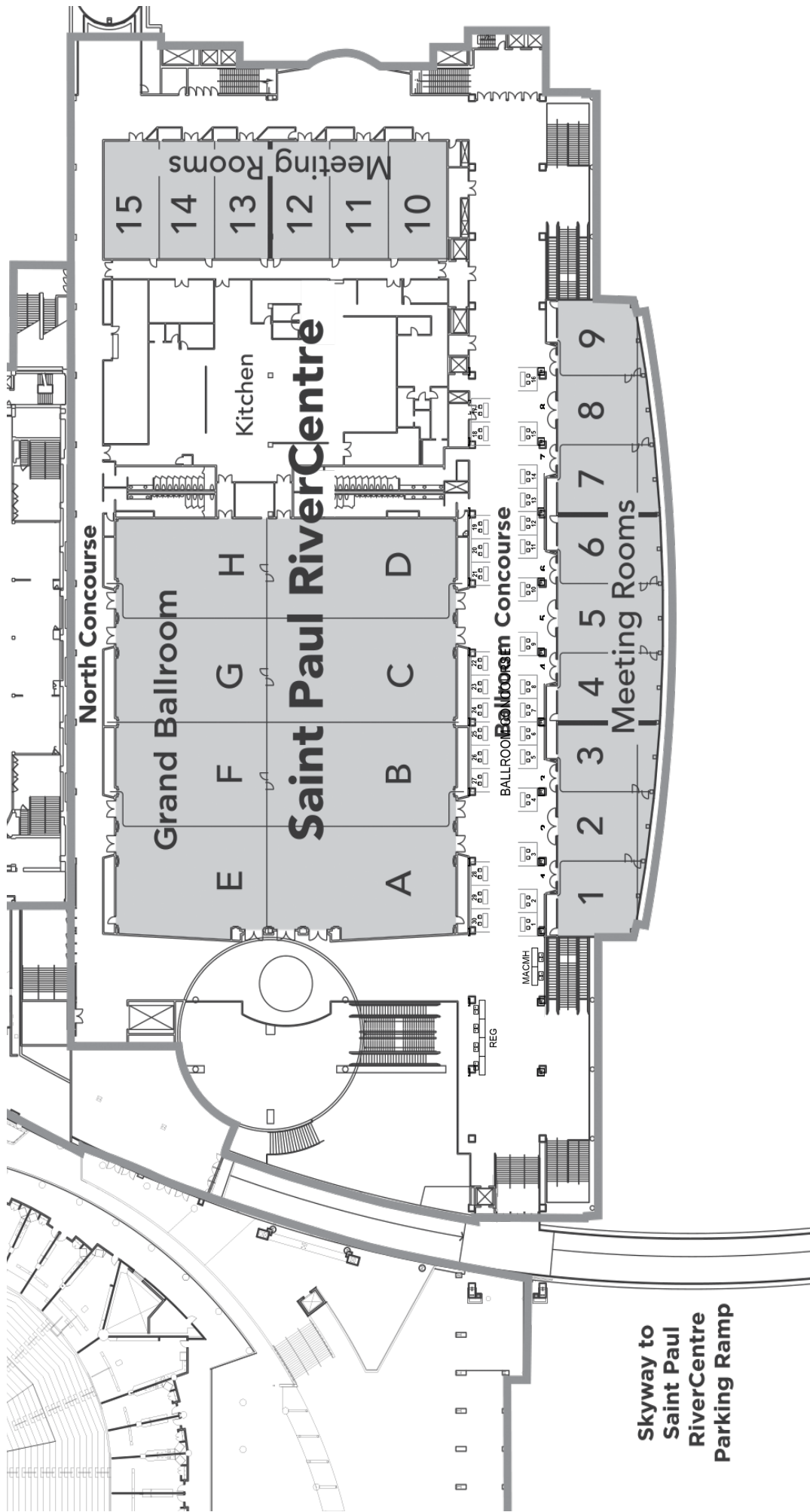
This keynote explores the eight skills in the Practice Skills Guide for Reflective Supervision/Consultation (RSC), shaped by voices from the field and grounded in research. Through Andrea's own journey of being seen, heard, and supported, connect personal and collective experiences to how these skills can strengthen practice, transform systems, and protect reflective spaces across the IECMH workforce.

Andrea Penick, LMSW, IMH-E® | Ballrooms B-D, F-H

Culture Responsiveness ♥ Cultural Competency ♥

Andrea Penick is a reflective supervisor and consultant, Infant and Early Childhood Mental Health (IECMH) therapist, and trainer and consultant in IECMH, Reflective Supervision/Consultation (RSC), and leadership development. She partners with individuals, organizations, and systems to strengthen reflective practice, deepen professional capacity, and embed relational approaches across the IECMH field. Drawn to this work after the birth of her daughter, Andrea's career has been grounded in both the joy of supporting human development and the IECMH principle that growth takes place within the context of relationship. She brings curiosity and a commitment to shared learning to her consulting, training, and therapeutic practice. Her focus is on helping professionals and organizations cultivate reflective spaces that support effective work, to integrate equity into practice, and to nurture systems to purposefully hold relationships through the understanding of parallel process. Andrea believes that when we Lead with Relationship, we create the foundation for growth, healing, and transformation.





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