

30th Annual Child & Adolescent Mental Health Conference

April 26 - 28, 2026



Together for Tomorrow

Celebrating our 30th Annual Child & Adolescent Mental Health Conference

www.macmh.org



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Welcome to the 30th annual Minnesota Association for Children’s Mental Health Child and Adolescent Mental Health Conference—we are so excited to have you! This community shows up with passion every year, but your commitment means even more this year as we made the shift to a fully virtual format. Thank you for supporting us, adapting with us, and continuing to champion the well-being of children and families across Minnesota and beyond.



This past year has challenged our city and country, and its children and families, in ways none of us could have anticipated. Children and their caregivers have carried heavy burdens, communities have stretched to hold one another up, and the mental health of so many has been impacted. In shaping this year’s conference, we’ve intentionally chosen learning that meets us right in the midst of these challenges—content that supports our sustainability as professionals, deepens our practice with children and caregivers, and equips us to respond with clarity and compassion. A special thanks to Deborah Saxhaug & Karen Milne for volunteering their time to help us make this year’s conference workshop selections.

We are so proud to support this community of professionals who are continually advocating for the wellness of children and their families and caregivers. The work before us is big, but so is our shared strength. When we invest in our relationships with one another and our collective growth as professionals, we enhance the quality of care and support we provide to children and families.

Over the next few days, we look forward to learning together, connecting across distances and disciplines, and energizing one another for the work ahead!

Please also save the date for next year’s conference which will take place IN PERSON April 25th-27th, 2027 at the Duluth Entertainment Convention Center. We hope you will join us again!!

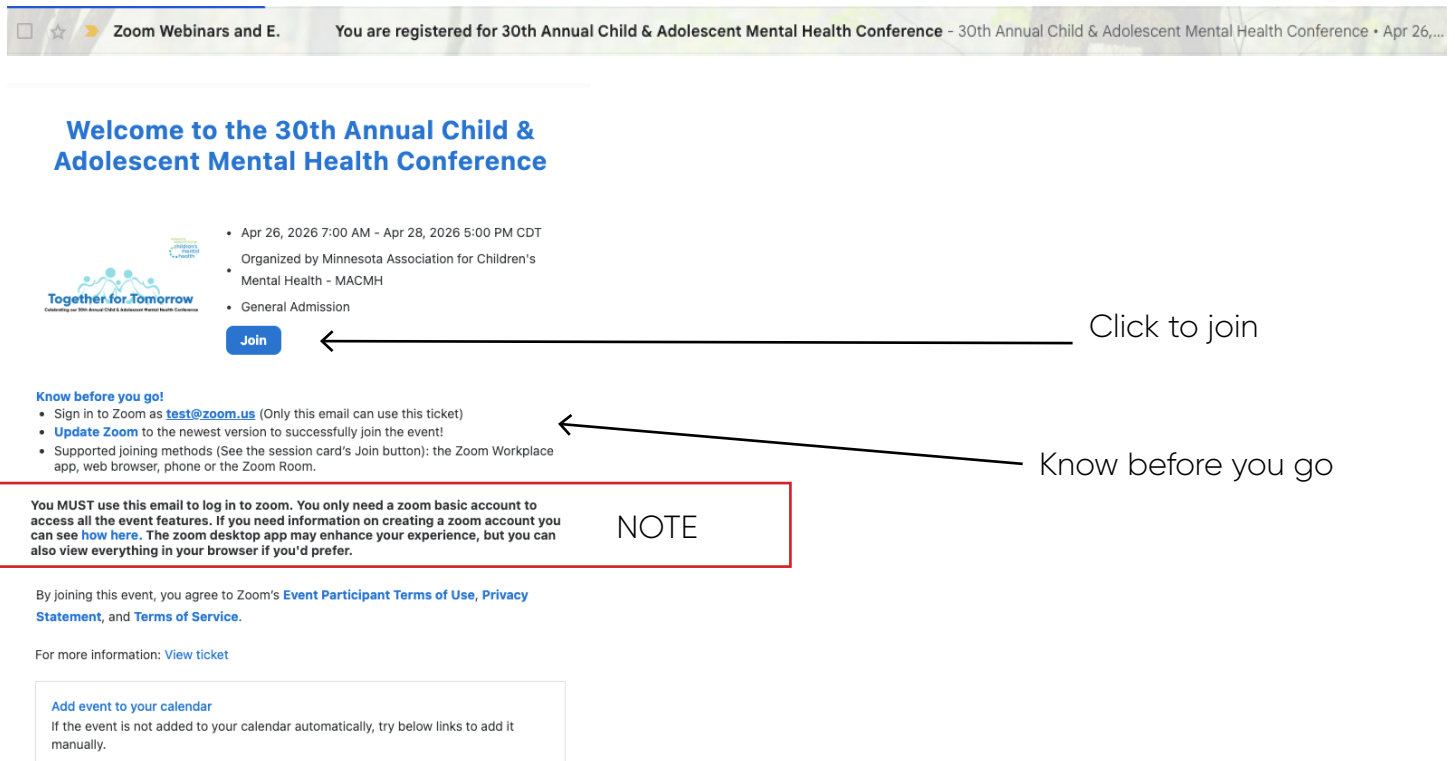
With gratitude,

Lauren Moberg, Interim Executive Director

Save the Date
9th Annual Infant & Early Childhood Multidisciplinary Conference
November 15 - 17, 2026 in **St. Paul, MN**

Save the Date
31st Annual Child & Adolescent Mental Health Conference
April 25 - 27, 2027 in **Duluth, MN**

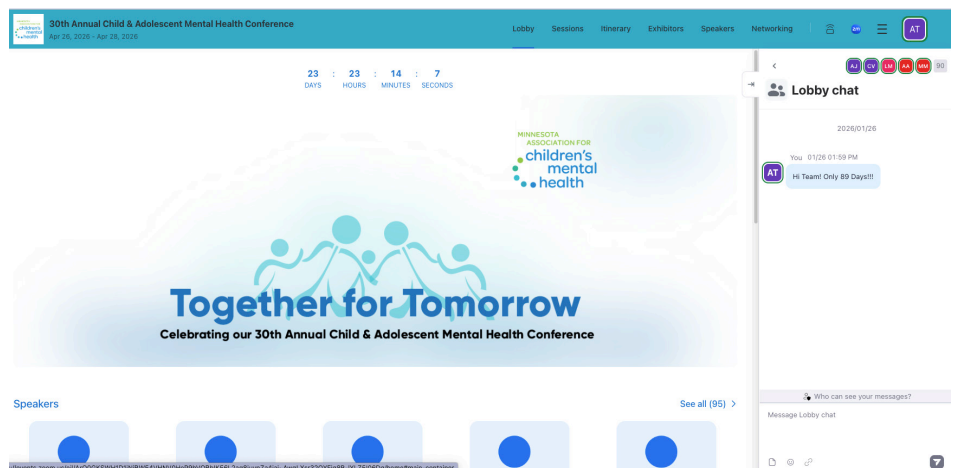
We are using zoom events. All the features you are used to in a standard zoom webinar or meeting, and so much more. Instead of a separate link for every workshops, there is just one link. You will receive an email with a button to Join. Here's what the email will look like:



After you click join, you will be prompted to sign in - this is your zoom sign in. **YOU MUST use the same email you clicked to join.** This is the email we have on file from your registration.



Here's a preview of our event lobby



Getting Started: Your Event Lobby

When you enter the event, you'll land in the Event Lobby. Think of this as your home base. From here, you can:

View [Lobby](#)

View [Sessions](#)

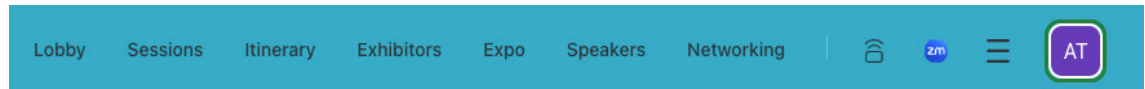
View [Itinerary](#)

View [Exhibitors](#)

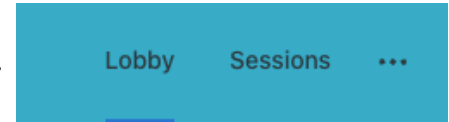
View [Expo](#)

View [Speakers](#)

View [Networking](#)



Depending on the width of your screen, some of these items may be under the ... Use the menu along the top or side of the screen to move between areas.



Watching Sessions

When it's time for a session:

1. You can join workshops directly from the lobby, or go to [Sessions](#) or your [Itinerary](#).
2. Click Join when the session becomes active.
3. The session will open in a Zoom window (just like a regular Zoom meeting or webinar). You can choose stay in browser, or open the desktop app if you have it.
4. Stay until the session ends so you can access post-session surveys.

Building Your Personal Itinerary

To customize your conference experience:

1. Go to [Sessions](#)
2. Browse sessions by date, time. You can also go to [Speakers](#) and choose sessions that way.
3. Select sessions you're interested in – just click the bookmark icon and it is added to your itinerary.

Sessions you bookmark will appear in [Itinerary](#), making it easy to see what's coming up and join sessions on time.

Exhibitors and Sponsors: Two Ways to Explore

Zoom Events offers two different ways to view exhibitors and sponsors during the conference: [Exhibitors](#) and [Expo](#).

1. The [Exhibitor](#) section provides a static overview of each exhibitor, including downloads and content. This area is best for reviewing information at any time, but it does not offer live interaction with exhibitors. *Exhibitor/Sponsor listings are accessible for the entire time the lobby is open.*
2. The [Expo](#) is the interactive exhibit hall and offers the full engagement experience. Please note that not all sponsors have chosen to be in the [Expo](#) space. In the [Expo](#), you may be able to: Chat live with exhibitor, join scheduled or on-demand meetings, ask questions in real time. If you want to connect directly with an exhibitor, the [Expo](#) is the place to go. *The Expo space will be open during the entire LIVE conference: 7 am Sunday – 5 pm Tuesday.*

Get to Know our Speakers

The [Speaker](#) section provides a static overview of each presenter's session(s) and their details, biography and other information they've provided. You can bookmark workshops to add to your itinerary.

Networking

Zoom Events has a networking area where you can connect with other attendees. Here, you can browse the attendee directory, view profiles, and send direct messages to start 1:1 conversations. It's the easiest place to spark new connections, set up quick meetings, and build your professional community during the event. To use the networking features you will want to choose your preferred setting in your profile:

- + Go to the Manage Profile page to set up your attendee profile.
- + Add Details: Include an avatar, name, company name, and job title to make it easier for others to identify you.
- + Set Networking Mode: Under "Settings & Notifications," Feeling Social will allow others to connect with you.

Surveys and CEHs

Your feedback is important! *Surveys won't be required for CEHs.*

1. After a session ends, a survey link will appear automatically.
2. At the end of the event an overall survey will be appear in the lobby.
3. CEHs will arrive by email Tuesday evening.

Watching Recordings During and After the Event

Recordings will automatically be posted in the event when they are available. Three workshops will not be recorded and are identified in the program with titles that note "LIVE ONLY NO RECORDING." Tuesday's keynote will only be available for 30 days after the live event. *These webinar recordings are the property of the workshop speakers or MACMH and may not be copied or distributed to those who did not register.*

If you miss a session—or want to watch it again:

1. Return to the event in Zoom Events.
2. Navigate like you did for the live event.
3. Select the session recording you'd like to view.

Need Help?

If you've looked through the program and cannot find the answer:

+ MACMH staff will be available during the conference to answer your questions.

info@macmh.org

+ Zoom has a great amount of support on their website:

<https://support.zoom.com/hc/en/events?id=events>

+ You can also access the lobby chat with questions.

Webinar Interactive Features

The Zoom platform has several interactive features we will be using.

+ Microphone and Camera

Your microphone and camera **will be off and not accessible** during webinars.

If a presenter has chosen meeting format, your **microphone and camera can be used.**

+ Chat

The Chat feature is located on your toolbar on the bottom of the screen. You can select Hosts/Panelists or to see and be included in all interactions, select Everyone in the Chat dropdown. You can type your message into the chat window and press "Enter" to send your message.

+ Q&A Feature

This is the best method if you have questions during the webinar or meeting. Sometimes questions can get buried in the chat.

Webinar Handouts

If presenters included handouts to share, they will be available within their session of the Zoom event.

Cancellations and Updates

MACMH reserves the right to substitute presenters, cancel workshops and/or reschedule due to unforeseen circumstances. We will post updates in the Lobby Chat, as well as in affected workshops.

Schedule

Sunday, April 26

8:30 am – 1:00 pm Supervision
8:30 am – 10:30 am Session 1
10:30 am – 11:00 am Break
11:00 am – 1:00 pm Session 2
1:00 pm – 1:30 pm Break
1:30 pm – 2:30 pm Legislative Update
2:30 pm – 3:30 pm Author Feature

Monday, April 27

8:00 am – 9:45 am Keynote
9:45 am – 10:00 am Break
10:00 am – 11:45 am Session 3
11:45 am – 12:45 pm Break
12:45 pm – 2:00 pm Session 4
2:00 pm – 2:15 pm Break
2:15 pm – 3:30 pm Session 5

Tuesday, April 28

8:00 am – 9:45 am Keynote
9:45 am – 10:00 am Break
10:00 am – 11:45 am Session 6
11:45 am – 12:45 pm Break
12:45 pm – 2:00 pm Session 7
2:00 pm – 2:15 pm Break
2:15 pm – 3:30 pm Session 8

Level

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

Level 1: Introductory material and background information is covered. Audience needs no prior knowledge of topic.

Level 2: Material builds on existing knowledge and goes well beyond basics. Audience should have some background knowledge of topic.

Level 3: Complex, in-depth concepts or features highlighted; basic and background information will not be covered. Audience should have an intermediate understanding of topic.

Targeted Content

Targeted content has been indicated throughout the program:

Board of Social Work And Board of Marriage & Family Therapy • Ethics Content ■

Board of Social Work And Board of Marriage & Family Therapy • Supervisory Content ●

Board of Marriage & Family Therapy • Cultural Competency Content ♥

Board of Social Work • Clinical Content ✓

Board of Social Work • Culture Responsiveness ♥

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 18 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.

Code of Conduct

At MACMH, we value the learning opportunities and community that are created during our conferences and events. We care about your mental health, and it is important that our conference provides a safe, inclusive, and welcoming environment for all to learn and engage with one another.

To ensure a positive and productive experience for all attendees, presenters, exhibitors, volunteers, and staff members, please review and adhere to our policies on our website.



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.

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>.

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, foster 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 additional/alternative practices, and other supports 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
191 NORTH WACKER DRIVE, SUITE 1500
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.

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

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RECURSOS

queños(as), además

er Usado para Herir
La diversidad reconoce
enrigar o celebrar, herir
el lenguaje (incluido
odos de comunicación
ible para todos los
onsables/cuidadores

Preferencia: Las
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Sistemas: La diversidad
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temas de atención
flexión para identificar
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erza laboral al servicio
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ente marginados tengan
roles, disciplinas y

DIVERSITY, INCLUSION, AND EQUITY

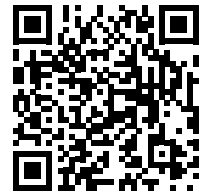
Todas las Familias:
os en la diversidad,
legislación en todas
a y equitativa para y

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ase a grupos e individuos que

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

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



8:30 a.m. – 1:00 p.m. | Supervision Series

Considerations of Attachment Based Supervision

“Supervision is more than a space for skill-building. It is a relationship that shapes how professionals learn, seek support and create a sustainable practice for themselves. This training explores supervision through an attachment-based lens, highlighting how safety, connection, and regulation are foundational in creating sustainability for both the supervisor and supervisee.

Participants will deepen their understanding of attachment theory and its application within supervision, including how relational dynamics influence exploration, risk-taking, and professional growth. Through reflective exercises, discussion, and practical tools, attendees will examine their own attachment styles, identify “hot points” in supervision, and learn strategies to foster both a secure base and safe haven for supervisees.

This session also critically examines the cultural context of attachment theory, inviting participants to consider its limitations and adapt practices in culturally responsive ways. Grounded in ethics and sustainability, this training offers concrete approaches to support supervisee development, reduce burnout, and create sustainability.

- + What is your attachment style?
- + Think about the best and worst supervision you’ve receive and then consider these questions
- + How did that experience impact your willingness to explore?
- + How did proximity of your supervisor play into your experience?
- + What did it do to your nervous system”

Christina Corwin, MA, LMFT, Board-Approved Supervisor, and Co-Founder—Cedar Valley Center for Child & Family Therapy

Supervisory Content ●



THANK YOU SPONSORS



8:30 a.m. – 10:30 a.m. | Session 1 | Workshops 1-5

1- Introduction to Infant and Early Childhood Mental Health

Participants will be introduced to core principals, goals, and services that support infant and early childhood mental health grounded in a real discussion about the harms of current and historical systems that work directly against well-established guidelines for fostering health and wellbeing – including our own.

Haeli Gerardy, MA, Family Engagement Specialist, Mental Health Practitioner & Parent Coach—Fernbrook Family Center

Level 1 Basic | Ethics Content ■ | Cultural Competency Content ♥

2- Creating Space to Think and Feel: Reflective Supervision in Practice

“Reflective Supervision/Consultation (RS/C) creates intentional space for professionals to slow down, think together, and explore the emotional impact of their work with children and families. Grounded in Infant Mental Health principles, this session introduces the purpose and practice of reflective supervision, including reflective functioning, parallel process, and relationship-based learning.

Participants will explore how reflective supervision supports resilience, reduces burnout, and strengthens their ability to stay present in complex work. Through guided reflection and discussion, attendees will gain practical strategies to integrate reflective practices into their work and support relationship-centered care.

Tracy Schreifels, MS, LMFT, IMH-E®—Rivara

Level 1 Basic | Supervisory Content ●

3- Supervising for Wellness: The resiliency- Focused Supervision Model in Action

This presentation focuses on helping supervisors build and maintain a healthy, resilient workforce that provides effective client and community care. Dr. Mack will 1) examine stress and burnout among helping professionals; 2) explain the Resiliency-Focused Supervision Model © which can be used in the supervisory process; and 3) operationalize the environmental/structural, relational, and work/life self-care domain areas within the model.

Brenda Mack, DSW, MSW, LICSW, Associate Professor in Social Work—Bemidji State University

Level 1 Basic | Ethics Content ■ | Cultural Competency Content ♥ | Culture Responsiveness ♥ | Supervisory Content ●

4- Solution Focused BEARS: Discover Your Best Hopes

Shift your approach from problem-focused to solution-focused with the Solution Focused BEARS approach. This session introduces a practical, empowering, and child-friendly application of Solution-Focused Brief Therapy (SFBT). Learn to use the BEARS (Best hopes, Exceptions, Alternate future, Resources, Scaling) approach to help children identify their strengths, envision positive futures, and discover their best hopes. Attendees will leave with a “BEARS Toolkit” for immediate use of the Solution Focused BEARS approach.

Joe Pendleton, Eds. School Psychology, SEL Behavior Specialist—Mahtomedi Public Schools

Level 2 Intermediate | Educators & Those Working in Schools | Interactive

5- Social Security: Evaluating Claims for Children with Mental Health Disabilities

In this presentation, we will share the Social Security Disability evaluation process for children with mental health disabilities. This will include initial eligibility, how Disability Determination Services evaluates child claims and how parents, caregivers and/or others involved with the child can support a successful application. We will offer information regarding Social Security Disability policy and guidance on the forms required during the application process.

April Weyandt, Medical Relations Officer – Minnesota Disability Determination Services (DDS) & Tanya Heitzinger, Medical Relations Supervisor – Minnesota Disability Determination Services

Level 1 Basic | Parents & Caregivers

11:00 a.m. – 1:00 p.m. | Session 2 | Workshops 6-10

6- Psychiatric Pearls For the Non-Prescriber

A comprehensive review and update of commonly prescribed medications for the treatment of various mental health disorders, to include depression, anxiety, mood disorders, ADHD, psychosis and others. Emphasis will be placed on providing a framework for understanding psychiatric medications from the non-prescribers point of view. Discussion will include the importance of holistic biopsychosocial treatment and longitudinal support across the ecology of a person for optimal patient outcomes.

Joshua Stein, MD, Child and Adolescent Psychiatrist—PrairieCare/Psychiatric Assistance Line
Level 1 Basic | Clinical Content ✓ | Psychologists, MFTs, Clinical Social Workers, Counselors

7- Building Resiliency for Caregivers

Caregiving is rewarding but demanding, often leading to stress and vicarious trauma. This session equips caregivers with tools to sustain their well-being by exploring the “why” behind their role, recognizing stress signals, and strengthening the pillars of their physical health. Participants will learn strategies for managing acute and chronic stress while cultivating a growth mindset and positive thinking for long-term resilience.

Russ Turner, MA, MS, Director—People Incorporated Training Institute
Level 2 Intermediate | Parents and Caregivers

8- Understanding and Coping with Secondary Trauma as Helping Professionals

Secondary trauma is a normal experience for anyone with high exposure to the suffering of others, and is especially prevalent for mental health providers in Minnesota as we navigate the current socio-political climate and collective trauma of the last few months and years. This session will support participants in recognizing signs of secondary trauma, practicing meaningful self and community care, and exploring ways we can collectively move towards post-traumatic growth.

Rose Reed-Townsend, MSW, LICSW, Mental Health Support Specialist—Project for Pride in Living & Saleha Erdmann, LICSW—Cattail Therapy
Level 1 Basic

9- Building Stamina as White Folks in Antiracist Movements - LIVE ONLY NO RECORDING

This session is designed to address specific ways in which white, white passing, and white presenting folks can uproot white dominant culture and develop stamina for sustained engagement in antiracist movements. In this session we seek to offer tools to work in authentic solidarity with People of the Global Majority, and aid in long-term planning and integration of antiracism into our everyday lives

Carly Riley, MEd, Senior Director of Learning—Embracing Equity & Marianne Hunkin, MEd, Program Manager—Embracing Equity
Level 1 Basic/Level 2 Intermediate | Cultural Competency Content ♥

10- From Healing to Action: Building a Sustainable Healing Plan for People of the Global Majoritys - LIVE ONLY NO RECORDING

This interactive affinity-space session is designed for People of the Global Majority to engage healing as an embodied, culturally grounded practice in response to racialized stress and the daily impacts of white supremacy culture. Participants will be guided through community agreements, a brief wholeness practice (movement + breath), and the creation of an individualized Healing Plan using “Yes/No” boundaries and a Head-Heart-Body-Soul framework. The session intentionally centers on safety, reflection, and restoration while supporting PoGM educators and leaders in strengthening resilience, naming what is real, identifying support people, and committing to sustainable practices that protect their humanity while doing equity work.

Dr. Nicole-Noelle Evans, Senior Director of Leadership—Embracing Equity
Level 1 Basic | Cultural Competency Content ♥

1:30 p.m. – 2:30 p.m. | Legislative Update

Learn what happened in the 2025 legislative session and the key issues being addressed during the 2026 session. Explore how you can be part of a movement to create change and how to make your voice heard.

- + Understand changes made to the children’s mental health system during the 2025 legislative session.
- + Learn what policies are being advocated for in the 2026 legislative session.
- + Learn how to make your voice heard.

Shannah Mulvihill, Executive Director/CEO—Mental Health Minnesota
Level 1 Basic | Everyone



2:30 p.m. – 3:30 p.m. | Featured Event

Teens, Screens, and the Science of Adolescence – A Conversation with the Author Erin Walsh

The conversation around screens and adolescent mental health is urgent, and the evidence is more nuanced than the headlines suggest. Join Erin Walsh, author of *It’s Their World: Teens, Screens, and the Science of Adolescence* (a Minnesota Book Awards finalist), for a research-grounded conversation. Drawing on the book and questions from the audience, we will explore the latest evidence as well as practical, developmentally attuned strategies to bring directly to your work with young people and their families.

Erin Walsh, Author, Speaker, Co-Founder – Spark & Stitch Institute
Level 1 Basic | Cultural Competency Content ❤️ | Everyone




Metro Children’s Crisis Response Services (MetrCCS)

Seventh Annual Minnesota Mobile Mental Health Crisis Response Summit

August 4–5, 2026

hosted in partnership with Metro Children’s Crisis Response Services (MetrCCS)

For anyone who is interested in mental health crisis response, including hospital social workers, case workers, peer support staff, school social workers, co-responders, etc. We don’t require or screen for credentials or specific job titles.

[Learn More](#)

The Minnesota Mobile Mental Health Crisis Response Summit has become a prominent annual event that brings together leading professionals, experts, and innovators to discuss the latest trends, challenges, and advancements in mental health crisis response. This year’s summit promises to be an exceptional gathering featuring inspiring keynote speakers, thought-provoking discussions, and workshops.

8:00 a.m. – 9:45 a.m. | Keynote

Things Have Been Really Hard...and Remember, We are Trained for This!

Times have been exceptionally hard recently in our communities, in child caring systems, in schools, in healthcare, in mental health agencies and practice settings. Families are struggling to find sufficient support and we are sharing the community fear and distress. And, despite all that is happening, we are trained to help, to find ways to assist and support change and growth. We have the tools for now: knowledge and skills and insights. This keynote address will review core and foundational principles that allow us to be effective helping professionals in difficult times and inspire us to keep going with confidence that we can do our jobs well.



Anne R Gearity, PhD, LICSW, IMH-E®

Level 1 Basic | Everyone

Dr. Anne R Gearity 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.

10:00 a.m. – 11:45 p.m. | Session 3 | Workshops 11-17

11- In Their World: Teens Screens and the Science of Adolescence

Concerns about technology's impact on adolescent mental health are growing, yet restrictive approaches alone often fall short. Based on her new book *It's Their World*, Erin Walsh connects the dots between the science of adolescence and the latest research on media's impact on wellbeing. Erin's signature blend of science, warmth, and strategies will equip you to support youth in developing digital habits that foster connection, agency, and resilience.

Erin Walsh, MA, Co-Founder—Spark & Stitch Institute

Level 1 Basic | Clinical Content ✓ | Cultural Competency Content ♥ | Psychologists, MFTs, Clinical Social Workers, Counselors

12-Unseen and Under Served: Advocating for Section 504 Evaluations in Educational Settings

Students with mental health diagnoses like anxiety and depression are often overlooked for Section 504 plans because they appear to function well in school. This session equips providers to identify hidden struggles—masked symptoms, emotional reliance on caregivers—and advocate for fair evaluations. Participants will learn how to uphold students' rights to support, even when challenges aren't immediately visible. Let's uncover what's missed and fight for the accommodations they deserve.

Tasha Novotny, LICSW—Growing Sage

Level 1 Basic | Culture Responsiveness ♥ | Cultural Competency Content ♥ | Educators & Those Working in Schools

10:00 a.m. – 11:45 p.m. | Session 3 | Workshops 11-17

13- When Nothing Seems to Work: 3 Tools that Help Parents Create Real Change

Do you ever wonder if your efforts are really making a difference? As professionals in children's mental health, we care deeply, but constant crises wear us down. In this session, you'll learn three practical tools from the Mad to Glad Blueprint that help parents stop the cycle of fighting, yelling, and frustration, create real change, and restore your sense of progress and purpose.

Samantha Moe, MA, SLP, Certified Parent Coach—Samantha Moe and Associates

Level 2 Intermediate | Clinical Content ✓ | Culture Responsiveness ♥ | County Protection Workers & Social Workers

14-Making Sense of Behavior

When children's behaviors feel confusing or intense, adults often wonder what's really going on. This session bridges brain science and real-life experience to help make sense of those moments and understand what might be happening in the child's body and brain. Participants will learn practical ways to respond with curiosity and compassion, supporting regulation and resilience for both children and the adults who care for them.

Becky Knutsen, M.Ed, Licensed Teacher—Founder of Student-Centered Services

Level 1 Basic | Educators & Those Working in Schools

15- Understanding Near Science Building Self Healing Communities

Join us to learn how childhood adversity impacts our lives, the lives of our children, and the health of our communities. This presentation highlights key findings from the fields of neurobiology, epigenetics, epidemiology, and resilience research, demonstrating the impacts of Adverse Childhood Experiences (ACEs) on health and well-being and offering strategies to build resilience

Lisa Deputie (she/her/hers), Director of Prevention Initiatives for the Metro Area—FamilyWise Services/MCCC, Jenna Z. Schmidt (she/her/they), Regional Director of Prevention Initiatives for Northern Minnesota—FamilyWise Services & Susie Voss (she/her/hers), Training Manager—FamilyWise Services

Level 1 Basic | County Child Protection Workers & Social Workers

16- Identifying Opportunity in Adolescence: The Impact of Positive Experiences Amid Adversity

Adolescence is a window of both vulnerability and opportunity for mental health. This workshop explores how positive experiences, alongside adversity, shape adolescent well-being. Participants will learn how evidence-based strategies, including DBT, foster positive experiences, reflect on gaps in youth support, and apply strengths-based approaches across diverse contexts. Includes lecture and interactive discussion.

Anne-Marie Barrett, MS, Doctoral Intern—Mental Health Systems & Natalie Meléndez, PsyD, Postdoctoral Clinical Fellow—Mental Health Systems

Level 3 Advanced | Psychologists, MFTs, Clinical Social Workers, Counselors

17- Neurotherapy as the Gold Standard in Trauma Care for Children and Adolescents

The clinical breakthrough is here. Developmental trauma neurologically locks children into a state of hyper-arousal. Learn neuroscience-informed care—the powerful integration of trauma-informed care with QEEG-guided neurotherapy. We'll show how this technology precisely targets and corrects core dysregulation. Get the knowledge and see a live demonstration of the tools that truly rewire resilience in youth.

Fran Bieganeck, MS, LP, BCN, Licensed Psychologist—Bhakti Brain Health Clinic & Guy Odishaw, Psychophysicologist—Bhakti Brain Health Clinic

Level 1 Basic | Clinical Content ✓ | Psychologists, MFTs, Clinical Social Workers, Counselors

12:45 p.m. – 2:00 p.m. | Session 4 | Workshops 18–25

18- Professional Dangerousness: The Quiet Undercurrent in Human Services

"The dynamic you've felt, but no one named. Join us for an immersive introduction to Professional Dangerousness (PD)-- the subtle patterns in our practice and systems that may be unintentionally creating barriers for the very people we're aiming to support. Together, we'll uncover how to recognize, reflect on, and respond to PD in order to strengthen relationships and foster sustainable, human-centered practices.

Brëanna McMullen, Consultant | Trainer | Reflective Coach—McMullen Consulting, LLC & Jessica Hoepfer, MSW, LISW, IMH-E® (Reflective Supervisor & Infant Family Specialist), Consultant | Reflective Practice Coach | Trainer—Ray of Hope, LLC

Level 2 Intermediate | Interactive | County Child Protection Workers & Social Workers

19- The Art of Attunement: Strengthening Connections through Presence and Mindset

Participants will learn about "attunement" - an effective and powerful tool to building relationships and connections, mitigating problem behaviors, and building self-knowledge and regulation skills. In addition to learning what attunement is and its benefits, participants will learn steps to becoming attuned and identify things that get in the way of effective attunement.

Hannah Puffer, LICSW, Clinical Supervisor—Catholic Charities Children's Day Treatment & Jessica Dreischmeier, LMFT, Program Director—Catholic Charities

Level 1 Basic | Clinical Content ✓ | Parents & Caregivers

20- A Supervisor's Survival Guide for Contextualizing

Youth workers are faced with increasing challenges to navigate changing clinical and professional landscapes. Best practices point to supervision that is culturally informed and responsive as effective to guiding the development of capable youth workers who can respond to the complex challenges faced by their clients. This workshop explores contemporary healthcare challenges and approaches for developing the fortitude that youth workers need to tenaciously face these rapidly evolving professional landscapes.

Ana Lewis, MA, LMFT, Director of Clinical Operations—Change Inc., David Hesse, Ph.D., LMFT, Director of Training and Supervision—Change Inc. & Lisa Xiong, MA, LMFT, Senior Clinical Director—Change Inc.

Level 2 Intermediate | Clinical Content ✓ | Culture Responsiveness ♥ | Cultural Competency Content ♥ | Supervisory Content ● | Psychologists, MFTs, Clinical Social Workers, Counselors

21- Evolving Trends in ADHD: Diagnostic Shifts, Contributing Factors, and Emerging Treatment Considerations

This presentation will explore recent trends in ADHD prevalence, potential contributing factors, controversies and the assessment and treatment of ADHD across the spectrum. We will examine both psychotropic and alternative treatment options, other evidence-based interventions, and best practices for supporting and managing children and youth—especially girls—across various settings to promote optimal outcomes.

Afshan Anjum, MD, MS, Associate Professor—University of Minnesota & Heba Sandozi, Medical Student—UMN Medical School

Level 3 Advanced | Clinical Content ✓ | Culture Responsiveness ♥ | Cultural Competency Content ♥ | Health Care Professionals

SAVE THE DATE

Now accepting proposals to present.



9th Annual Infant & Early Childhood Multidisciplinary Conference

November 15 - 17, 2026 | St. Paul, MN

12:45 p.m. – 2:00 p.m. | Session 4 | Workshops 18-25

22-Beyond Awareness: Shifting Bias and Centering Black Voices

This is more than a workshop—it's a movement toward healing, understanding, and genuine connection. Led by a mental health expert, African American family liaison, school counselor, and youth poets, participants explore cultural humility through dialogue, lived stories, and poetry—confronting bias, embracing accountability, and gaining strategies to build trust, equity, and transformative relationships with Black youth and families.

Naajee I Dennis, LPCC, Victim Survivor and Youth Program supervisor—Domestic Abuse Project, Ericka Dennis, BA, Cultural and family Liaison—Global Arts Middle School, Saint Paul Public Schools & Kea Sparkman, LPC,M.A Ed.s,LSC,NCC, School Counselor—AGAPE Saint Paul Public schools

Level 2 Intermediate | Clinical Content ✓ | Cultural Competency Content ♥ | Culture Responsiveness ♥ | Educators & Those Working in Schools

23- Chat Bots as Therapists: The Impact on Adolescents, Teens, and Young Adults

This presentation will provide an overview of the prevalence of Chatbots as therapists and the implications for young people. Recent research about the positive and negative outcomes of utilizing Artificial Intelligence for mental health support will be summarized. Special attention will be paid to threats of self-harm, suicidal ideation and attempts, and duty-to-warn situations. Legal and ethical considerations will be discussed using real-life scenarios.

Charlene Myklebust, Psy.D. Special Education Director, Secondary Principal, Special Education Teacher, STARR Commonwealth Trauma and Resilience Trainer, Executive Director—Stone Arch Learning, LLC and EQ Learn, LLC & Michael Borowiak, MSW, LICSW—Traverse Counseling & Consulting, GBC

Level 2 Intermediate | Ethics Content ■ | Psychologists, MFTs, Clinical Social Workers, Counselors

24- Telehealth to Improve Access to Behavioral Health Support for Geographically

For many families who are geographically-dispersed, highly mobile, or military-connected, accessing and navigating care for children with mental, emotional, developmental, or behavioral (M/E/D/B) concerns has greater complexity. We will present telehealth related models involving digital tools that could improve rapid access to early intervention and family navigation for families of children on the autism spectrum and with related D/E/B needs.

Adele Dimian, PhD, Research Associate—Masonic Institute for the Developing Brain, UMN, Andrea Castillo, MA, Research Professional—Masonic Institute for the Developing Brain, UMN & Chandra Carl, Research Professional—Masonic Institute for the Developing Brain, UMN

Level 1 Basic | Clinical Content ✓ | Psychologists, MFTs, Clinical Social Workers, Counselors

25- Keeping Parents in Children's Mental Health Treatments

since covid there has been an alarming pattern of minimally including parents in the mental health work with their children. Too often children are seen alone, or parents are included as reporters at start of sessions. This puts an undue pressure on children to learn "skills" that they must generalize to family and community. Parents must be active participants to make sure children are supported in any process of change.

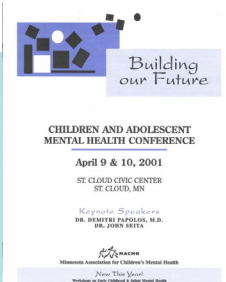
Anne Gearity, PhD, LICSW—U of MN Department of Psychiatry and Behavioral Sciences

Level 3 Advanced | Clinical Content ✓ | Psychologists, MFTs, Clinical Social Workers, Counselors



On April 9 – 10, 2001 MACMH hosted the 5th Annual Child and Adolescent Mental Health Conference at the St. Cloud Civic Center. It focused on Building our Future, Communities & Families Working Together, and hosted speakers Dr. Demetri Papolos and Dr. John Seitla.

[visit the full archive here](#)



2:15 p.m. – 3:30 p.m. | Session 5 | Workshops 26–33

26- Striving for Excellence: Understanding the Mental Health Impact of High Achievement and Perfectionism in Teens

High achievement culture has the potential to lead teens to believe they must be perfect and puts an emphasis on external validation. As society shifts towards achievement based external outcomes, teenage wellbeing and mental health can be left behind. This presentation will focus on key concepts and risk factors, explore signs and symptoms, and suggest intervention strategies that promote healthy achievement, growth, industry and tenacity.

Joshua Stein, MD, Child and Adolescent Psychiatrist—PrairieCare/Psychiatric Assistance Line

Level 1 Basic | Clinical Content ✓ | Cultural Competency Content ♥ | Culture Responsiveness ♥ | **Educators & Those Working in Schools**

27- Assessment, Case Formulation, and Early Intervention for Youth Exposed to Acute Stress

This presentation explores how trauma manifests in children following unexpected and catastrophic events such as school shootings and community crises. Attendees will gain insight into evidence-based pediatric trauma assessment tools, trauma-related diagnoses, and practical, developmentally appropriate intervention approaches that balance clinical precision with compassionate care within schools and community-based systems.

Kaitlyn Kaus, EdD., LPCC—Minnesota State University, Mankato, Diane Coursol, PhD—Minnesota State University Mankato & Aaron Suomalafolkerds, EdD., LMFT—Minnesota State University, Moorhead

Level 2 Intermediate | Clinical Content ✓ | Ethics Content ■ | Cultural Competency Content ♥ | Culture Responsiveness ♥ | **Psychologists, MFTs, Clinical Social Workers, Counselors**

28- Twilight Zone: The Stressful Life of Somali Children with Autism and Their Caregivers

I will discuss Somali community's views on mental health, expressed mental illness symptoms by Somali children with autism, the stressful life of caregivers for Somali autistic children, and recommendations for system and policy changes.

Mahdi Warsama, MS, Chief Executive Officer (CEO)—Somali Parents Autism Network (SPAN)

Level 1 Basic | Clinical Content ✓ | Cultural Competency Content ♥ | Culture Responsiveness ♥ | **County Child Protection Workers & Social Workers**

29- Revisiting the Research-Practice Divide: Ask an Implementation Researcher, Ask a Therapist!

Data and research-supported practices continue to be central to the fields of mental health and education. However, practitioners and administrators often report challenges and hesitations that prevent the effective use of data to better inform outcomes and the direction of their organizations. This presentation aims to clarify misperceptions and offer a new approach for being informed users of data.

David Hesse, Ph.D., LMFT, Director of Training and Supervision—Change Inc. & Jennifer Griffin-Wiesner, Ed.D., Senior Director, Change Institute—Change Inc.

Level 2 Intermediate | Clinical Content ✓ | Cultural Competency Content ♥ | Culture Responsiveness ♥ | **Psychologists, MFTs, Clinical Social Workers, Counselors**

30- A System Attractors Approach to Strategic Therapy

Despite treatment successes of individuals and families, they may also be misdiagnosed, drop out prematurely, resist intervention, or marginally improve or regress. Simple linear solutions don't explain their complex biopsychosocial situation. System attractors can explain how clients get stuck in complex behavior patterns, how dysfunctional patterns can be disrupted, and plan a strategy for shifting them to new patterns.

David Swenson, PhD, LP, Professor

Level 2 Intermediate | Clinical Content ✓ | **Psychologists, MFTs, Clinical Social Workers, Counselors**

2:15 p.m. – 3:30 p.m. | Session 5 | Workshops 26–33

31- Let's go Crazy (for What's Right): Ethics and Advocacy in Mental Health

A funky exploration of ethics as it relates to social advocacy. Inspired by Minnesota's own, Prince, who was deeply committed to social justice, empowerment and equality and the various codes of ethics that guide the licenses of the mental health field.

Emily Coler Hanson, MS, LMFT, Clinical Practice Director—Sagent Behavioral Health & Barb Stanton, PhD, LPCC, Clinic Director—Sagent Behavioral Health

Level 3 Advanced | Clinical Content ✓ | Ethics Content ■ | Psychologists, MFTs, Clinical Social Workers, Counselors

32- ADHD Update

For over 10 years this energetic and highly rated workshop will review practical applications of new research, appropriate for both seasoned clinicians and families. This year will include upcoming new medication; sex and hormonal differences effecting cognition, brain structure, connectivity, and function; differing efficacy for specific non-medicine interventions; risk factors, and diagnosis. A special section on the concerning effects of brain inflammation and the role of nutrients in treatment.

Gary Johnson, PhD, LP, LMFT, Clinical Director—Clinic for Attention, Learning, and Memory (CALM), Kotatee Tamba, PsyD, LP, LICSW, Clinical Psychologist—Clinic for Attention, Learning, and Memory (CALM) & Kelsey Maleski, PsyD, Clinical Psychologist—Clinic for Attention, Learning, and Memory (CALM)

Level 2 Intermediate | Clinical Content ✓ | Cultural Competency Content ♥ | Culture Responsiveness ♥

33- Three Sides to Every Story: The Elegant Efficiency of Genograms in Clinical Practice

In a world of complex family structures and competing stressors, mental health professionals need tools that are both elegant and efficient. The genogram is one such tool. When used effectively, it provides a visual and relational map that helps both the professional and the client understand not just who is in the family, but how those relationships function and evolve.

Mike Stensland, PhD, Clinical Psychology and Applied Quantitative Psychology, Chief Research Officer—Agile Outcomes Research & Kristine Stensland, MHA/MBA, CEO—Genograms

Level 1 Basic | Clinical Content ✓ | Culture Responsiveness ♥ | Psychologists, MFTs, Clinical Social Workers, Counselors



Child & Adolescent Mental Health Training Series

New Webinars Added Regularly



Join us for our Children's Mental Health Training Series – continuing education designed for those who work with or care for infants, children and youth.

We will be launching a new webinar every month on the first Thursday of each month. Plus, the recordings will be available to purchase for an entire 12 months! Talk about consistency and flexibility.

Not able to join us live? No problem. Each webinar will be recorded.

macmh.org/professional-development/training-series/

8:00 a.m. – 9:45 a.m. | Keynote

Staying Rooted and Rising Together: Thriving in Uncertainty

In today's turbulent social-political landscape, staying steady isn't just about individual grit, it's about coming together and harnessing our collective ingenuity. This keynote explores how to stay grounded while adapting to change, how to face challenges without losing integrity, and how to build mental, social, emotional resources while leaning into collective care. With practical tools and space for reflection, we'll explore what it means to sustain ourselves and one another in hard times.

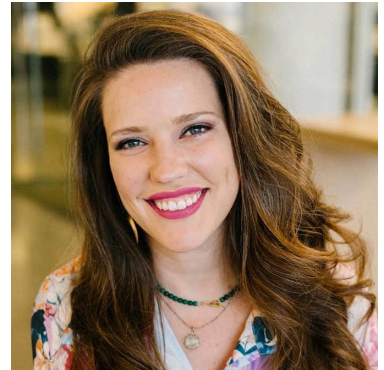
Jamil Stamschror-Lott, MA, LICSW, Co-founder—Creative Kuponya & Sara Stamschror-Lott, MA, LMFT, Co-founder—Creative Kuponya

Level 1 Basic | Everyone

Jamil Stamschror-Lott, LICSW is a nationally recognized public speaker, mental health therapist, and the CEO and co-founder of Creative Kuponya. As a Black man, representing less than 4% of licensed therapists in the U.S., Jamil brings both lived experience and clinical expertise to his work as a healer and facilitator. Honored as a 2024 Bush Fellow and featured in The New York Times, USA Today, Rolling Stone Magazine, and more, Jamil has offered over 250 professional speaking engagements, blending honesty, humor, and humanity to spark transformative conversations about mental health and equity.

In 2017, Jamil and his wife Sara co-founded Creative Kuponya, a practice dedicated to reshaping how people experience mental health care by providing "Room, Relief & Resource" to people that have historically been underserved. Through their theory of Transformative Community Healing Sessions, along with education & training, they've created accessible pathways for care that meet people where they are.

Sara Stamschror-Lott, MA, LMFT, alongside her husband Jamil, established Creative Kuponya in 2017, driven by personal experience with the detrimental effects of misdiagnosis. The organization provides mental health and wellness psychoeducation, Anti-Oppressive Trauma Informed consultation, Community Cultural Assessments, Transformative Community Healing Sessions, and workplace therapy, intentionally avoiding the imposition of rapid forced diagnoses and the historical shortcomings of the medical model. Following the loss of their offices during the civil unrest subsequent to the murder of George Floyd, Creative Kuponya initiated The Kuponya Fund. This fund aims to offer no cost therapy sessions, eliminating the obstacles often associated with conventional mental healthcare. To date, it has facilitated over 6500 sessions in Minnesota. Sara is a Minnesota Board Approved Supervisor for both the Boards of Marriage and Family Therapy and Clinical Counseling. Her clinical expertise lies in trauma care, employing EMDR, somatic therapies, and art-based approaches to facilitate physical and emotional healing. Further, she is a Minnesota State recognized neutral and works as a mediator for family and civil cases. Sara's work has garnered her a "40 Under 40" award and recognition in publications including The New York Times, USA Today, BBC Worldwide, among other prominent news outlets.



April 22 – 24, 2012 | Duluth Entertainment Convention Center | Duluth, MN
 The 16th Annual Child & Adolescent Mental Health Conference. MACMH launched its Facebook and Twitter accounts.

Featured keynote speakers were Dr. Mark Katz and Dr. Joel V. Oberstar.

[Visit the full archive here](#)



10:00 a.m. – 11:45 a.m. | Session 6 | Workshops 34-41

34- Collaborative Teaming for Student Supports

When it comes to meeting the diverse needs of students, no single person can do it all. Effective support services come from a collaborative, well-coordinated team. Explore how to design and strengthen integrated student support systems that align services, clarify roles, and eliminate duplication or gaps in supports. It's time to foster an "all-star team" approach where every "player" contributes to seamless, cohesive systems that place students at the center.

Megan Gruis, Founder & Executive Director—IgnitED Consulting & Terri Tchorzynski, Co-Founder & Managing Director—IgnitED Consulting

Level 3 Advanced | Ethics Content ■ | Educators and Those Working in Schools

35- Bridging Mental Well-Being Education and Substance Use Prevention: Learnings from Allina Health's OERAC Grant Work

In November 2023, Allina Health received funding from MN DHS's Opioid Response Advisory Council (OERAC) to expand its youth mental well-being initiative, Change to Chill (CTC). Since then, CTC has used a co-creation process with community to develop substance use prevention resources for youth and caregivers. This workshop will walk participants through the process of this ongoing work, including key accomplishments and learnings that continue to inform our efforts.

Sydney Hobart, MPH, MPP, Community Health Improvement Program Design Consultant—Allina Health

Level 1 Basic | Health Care Professionals

36- Neuroscience of Eating Disorders: Understanding a Developmental Disorder in the Growing Brain

For many years we have looked at eating disorders as behavioral. This workshop aims to explore how they are developmental disorders and our need to understand and screen at earlier ages is invaluable. Learn how disruptions in brain circuits of reward, interoception, and emotion regulation contribute to disordered eating, and why recognizing the impact on children is critical for prevention and healing.

Laine Mohnkern, MSW, LICSW, Consultant, Clinician and Podcaster—Brain Blown Podcast, Laine Mohnkern Consulting, LLC & Cherys Austin, MS—Brain Blown Podcast

Level 3 Advanced | Clinical Content ✓ | Psychologists, MFTs, Clinical Social Workers, Counselors

37- Supporting Children and Youth with Complex Behavioral Needs During Acute Care Transitions in Minnesota

Behavioral challenges that either put a child or youth at risk of or require acute care settings (e.g., hospitalization), puts that child or youth at elevated risk of readmission, persistence of challenging behavior over time, and worsened quality of life for the person and caregivers in their lives (Allen, 2008).

Rachel Freeman, PhD, Director of State Initiatives, Institute on Community Integration—University of Minnesota, Jessica Simacek, PhD, Director, TeleOutreach Center—University of Minnesota & Danelle Dunphey, MSW, LISW, Lead Strategic Planning and Community Integration Specialist—University of Minnesota

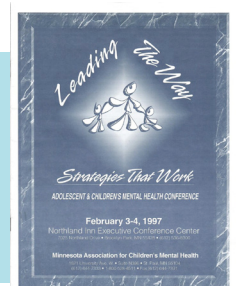
Level 2 Intermediate | Clinical Content ✓ | Culture Responsiveness ♥ | Psychologists, MFTs, Clinical Social Workers, Counselors



February 3-4, 1997 | Northland Inn | Brooklyn Park, MN

In 1997, MACMH hosted what we officially count as our first year of the Child and Adolescent Mental Health Conference. It was hosted at the Northland Inn in Brooklyn Park and themed "Strategies that Work."

[Visit the full archive here](#)



10:00 a.m. – 11:45 a.m. | Session 6 | Workshops 34-41

38- Key Considerations in Supporting Youth and Families Affected by Deportation

Many immigrant communities are experiencing increases in deportations, causing grief and traumatic stress for the families involved and their support networks. This presentation identifies core considerations in clinical and logistical support to youth and caregivers impacted by a deportation. Recommendations and identified resources are developmentally-specific and informed by the speakers' work with first- and second-generation Latine immigrant youth and caregivers.

Liz Franklin, MSW, LICSW, Director of Behavioral Health—CLUES (Comunidades Latinas Unidas en Servicio) & Lusnette Andujar Rosado, MSW, LGSW, Outpatient Therapist—CLUES (Comunidades Latinas Unidas en Servicio)
Level 2 Intermediate | Clinical Content ✓ | Cultural Competency Content ♥ | Culture Responsiveness ♥ | Psychologists, MFTs, Clinical Social Workers, Counselors

39- Talking with Children about Community Crisis

This presentation will describe the importance of and suggestions for talking with children about community crisis. We will draw from recent school shooting and immigration enforcement experiences in Minneapolis. General principles will be discussed for broadening conversations to other types of community crises or unrest.

Dr. Katherine (Katie) Lingras, Associate Professor and Child Psychologist—University of Minnesota Department of Psychiatry and Behavioral Sciences
Level 2 Intermediate | Clinical Content ✓ | Cultural Competency Content ♥ | Everyone

40- I Am Safe: Portable Mind-Body Coping Skills to Support Adolescent Mental Health in Schools

Adolescent mental health is in crisis. Schools are urgently seeking meaningful, accessible ways to support student wellness and resilience. I Am Safe offers a trauma-responsive, neuroscience-backed approach to school-based behavioral health. Grounded in Dr. Bruce Perry's and Dr. Stephen Porges' work, this model introduces mind-body coping skills that students can use anytime, anywhere. These evidence-based strategies provide tools for self-regulation and shift how we talk about mental health in schools.

Chrissy Mignogna, E-RYT 200, Lead Trainer and Director of Education—movemindfully
Level 1 Basic | Educators and Those Working in Schools

41- Let's Talk About It...Really Talk About It

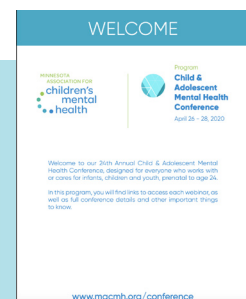
Sexual violence impacts individuals, families, and communities. Prevention starts early—with conversations about body autonomy, correct language, and safe versus unsafe touches. In this workshop, advocate Bree and survivor-author Cheyenne share practical tools to help caregivers engage children and communities in age-appropriate discussions that promote prevention, healing, and systemic change—expanding these vital conversations beyond the home into classrooms, neighborhoods, and support networks.

Briana (Bree) Theising, BS, MPA, Advocate—Children's MN transitioning to MNCASA & Cheyenne Wilson, BSN, Author
Level 2 Intermediate | Culture Responsiveness ♥ | Ethics Content ■ | Educators and Those Working in Schools



It was 2020 and MACMH did a quick pivot just a month before our event to host the conference on Zoom. April 26, 27, and 28, 2020. At the 24th Annual Child & Adolescent Mental Health Conference MACMH showcased its new logo. Keynote speakers were Dr. L. Read Sulik, MD, FAAP, DFAA-CAP, and Dr. Clay Cook, PhD.

[Visit the full archive here](#)



12:45 p.m. – 2:00 p.m. | Session 7 | Workshops 42-49

42- Ethical Practice and Professional Collaboration with Court-Involved Families

This workshop equips therapists to navigate the complexities of working with families involved in legal proceedings. Participants will learn key family law terms and processes, identify common clinical and ethical risks, and understand their professional obligations under relevant codes and jurisdictional rules when providing therapy in court-involved cases. Participants will also learn how they can work with legal professionals to serve families more effectively.

Erin Guyette, PhD, LMFT, Therapist, Evaluator, ADR Neutral—Guyette Family Guidance, PLLC & Jennifer Joseph, JD, Evaluator, ADR Neutral—Jennifer Joseph-Dispute Resolution for Families

Level 2 Intermediate | Ethics Content ■ | Psychologists, MFTs, Clinical Social Workers, Counselors

43- Weaving Complexity: Intersections of Grief & Trauma Processing Through Meaning Reconstruction

There is an inherent complexity to working with victim-survivors of trauma that all providers benefit from holding; a foundational, layered element of trauma processing is integration of the grief and loss associated with a traumatic experience. This presentation will focus on the intersection of theories of trauma with theories of meaning reconstruction in grief work, providing a framework with which to guide clients through later stages of trauma treatment.

Trisha Sargent, MSW, LICSW, Clinical Operations Supervisor—Northeast Youth and Family Services

Level 3 Advanced | Clinical Content ✓ | Psychologists, MFTs, Clinical Social Workers, Counselors

44- The Loneliness Epidemic in Youth: Causes, Consequences, and Pathways to Connection

This presentation aims to raise awareness of youth loneliness as a public health crisis and to provide actionable strategies for mental health providers, parents, and educators. The presentation will highlight key definitions, developmental context, prevalence, risk factors, consequences, and evidence-based interventions.

Gary Johnson, PhD, LP, LMFT, Clinical Director—Clinic for Attention, Learning, and Memory (CALM), Kotatee Tamba, PsyD, LP, LICSW, Clinical Psychologist—Clinic for Attention, Learning, and Memory (CALM) & Kelsey Maleski, PsyD, Clinical Psychologist—Clinic for Attention, Learning, and Memory (CALM)

Level 1 Basic | Clinical Content ✓ | Cultural Competency Content ♥ | Psychologists, MFTs, Clinical Social Workers, Counselors

45- Applications of the Multidimensional Ecosystemic Comparative Approach (MECA): Insights for Engaging Latine Families

This presentation explores MECA as a framework for culturally responsive practice with Latine children, adolescents, and families. Participants will learn how MECA guides engagement, assessment, and intervention that honor family strengths, cultural values, and intersectional identities. Attendees will reflect on their own positionalities and consider how MECA can enhance their work with diverse families across cultural contexts.

Julia Hernandez Nierenberg, MSW, MPP, LGSW, Outpatient Psychotherapist—Comunidades Latinas Unidas En Servicio (CLUES) - Abriendo Caminos Wellness and Prevention Center

Level 2 Intermediate | Clinical Content ✓ | Cultural Competency Content ♥ | Culture Responsiveness ♥ | Ethics Content ■ | Psychologists, MFTs, Clinical Social Workers, Counselors



Join us for our On Demand Trainings – continuing education designed to be accessible for those who work with or care for infants, children, and youth. Learn at your own pace and earn CEHs anytime, anywhere with our ondemand learning opportunities. New content is added regularly.

macmh.org/professional-development/training-series/

12:45 p.m. – 2:00 p.m. | Session 7 | Workshops 42-49

46- From Chaos to Connection: Reimagining the Healing Journey in Groups with Kids

A child is crying, two are trying to fight each other, and another is standing on tables threatening to hurt someone. Conducting a social emotional lesson for a group within a federal setting IV special education classroom can be stressful. Learn what works with activities, resources, and important tips. Imagine children moving from chaos to; listening, taking turns, and building genuine relationships!

Marie McNamara, MSW, LICSW, Mental Health Professional—Wilder Foundation & Aisaaca Hammond, MSW, LICSW, IMH-E®, Clinical Supervisor and Mental Health Professional—Wilder Foundation
Level 3 Advanced | Clinical Content ✓ | Psychologists, MFTs, Clinical Social Workers, Counselors

47- Career Path Wellness for Helping Professionals: Aligning Your Professional Development with Your Strengths.

This workshop is a recipe for aligning your career path with your strengths. We will examine the strengths most aligned with professional purpose, identify self-care strategies for addressing the drain of delivering trauma-informed care, and identify career path options most likely to fuel professional energy. As health care professionals, our careers often unfold in unexpected ways. How do we exercise stewardship over our professional wellness?

Steve Ritter, LICSW, Executive Director—Elmhurst Counseling
Level 1 Basic | Clinical Content ✓ | Psychologists, MFTs, Clinical Social Workers, Counselors

48- Spill the Tea on ADHD

Join Kathy Flaminio of movemindfully® and Judy Richardson-Mahre of Kaleidoscope Coaching & Counseling for an engaging session exploring what ADHD truly is—and isn't—based on current research and best practices. Learn how executive function and Breathe Move Rest practices support focus, regulation, and well-being. Whether supporting youth in the classroom, treatment setting, home, or yourself, you'll leave with practical tools to use right away.

Kathy Flaminio, LGSW, MSW, E-RYT 200, Founder/CEO—movemindfully & Judy Richardson-Mahre, MA, LMFT—Kaledscope Coaching and Counseling
Level 2 Intermediate | Clinical Content ✓ | Cultural Competency Content ♥ | Culture Responsiveness ♥ | Educators and Those Working in Schools

49- Beyond the Binary: Supporting Gender Diversity in Children and Teens

Educators and mental health professionals are called on to assist trans people. Trans is a term used for whose gender/gender identity is different from what is usually associated with the person's assigned sex at birth. In our country, trans people are targeted. This presentation will address definition, stereotypes, and showing support for this vulnerable population.

Marc Markell, Ph.D, LD, MMCD, MSCD, Professor Emeritus—St. Cloud State University
Level 1 Basic | Cultural Competency Content ♥ | Culture Responsiveness ♥ | Health Care Professionals



April 30, May 1, and May 2, 2006 at Duluth Entertainment Convention Center in Duluth, MN
 The 10th Annual Child & Adolescent Mental Health Conference hosted Monday night events with photographer Jim Brandenburg and Musician Michael Monroe. Featured keynotes included Dr. L. Read Sulik, Charlie Appelstein, & Bebe Moore Campbell.

[Visit the full archive here](#)



2:15 p.m. – 3:30 p.m. | Session 8 | Workshops 50–56

50- From Silos to Systems: Integrating Trauma, Culture, Restoration, and Crisis Into One Adaptive Framework

Transform how schools address behavior, equity, and crisis by integrating trauma-informed, culturally responsive, restorative, and crisis-prevention approaches into one adaptive system. Participants will learn how to redesign conditions – not just interventions – to create environments where safety, belonging, and resilience are built into the culture, not left to chance.

Jimmie Heags, MA, LSC, LPCC, LADC, ACS, Founder & SDAS—Osseo Area School & life-re-xamined

Level 2 Intermediate | Clinical Content ✓ | Cultural Competency Content ♥ | Culture Responsiveness ♥ | Ethics Content
 ■ | Educators and Those Working in Schools

51- Common Factors of Helping Relationships and Their Application to Almost Any Meeting

Common Factors of “helping” have been studied for years and are a profound factor in therapeutic outcomes. This presentation will use findings of common factors research to inform and improve our participation in and facilitation of supervision. Meyer’s 8 Scales for Visualizing Culture will be shared within the context of “Common Factors” and supervision. Participants; expect small and large group interaction paired with lecture to disseminate information.

Ron Lake, MSW, LICSW, School Social Worker—Duluth Public Schools & Ruby Engel, BSW (in progress), Student, Social Work Intern—UMD

Level 3 Advanced | Cultural Competency Content ♥ | Culture Responsiveness ♥ | **Educators & Those Working in Schools**

52- Adding Crisis In Safety Plans

Minnesota requires counties to have a crisis team or contract one for mental health emergencies. Learn how to collaborate with your counties crisis team when safety planning with youth. In this presentation, you will learn about stabilization programming and how you can utilize a crisis team to de-escalate the youth you work with.

Natashia Powell, MS, LPCC, Mental Health Supervisor- Interim—Ramsey County Children’s Crisis & Jess Washington, Mental Health Practitioner—Ramsey County

Level 1 Basic | Clinical Content ✓ | **Educators & Those Working in Schools**

53- Cultivating Adolescent Wellness in the Face of Hardship, Adversity, and Tragedy

Adolescent exposure to adverse and traumatic experiences can significantly impair mental health, social functioning, and wellness. The world has become increasingly smaller through the internet and social media. Adolescents experience trauma directly and vicariously through witnessing tragic events while consuming media. Presenters will identify evidence-based strategies and tools to support adolescent wellness and navigation through both personal and vicarious tragedies.

Aaron Suomala Folkerds, Ed.D., MS, MDiv, LMFT—Minnesota State University–Moorhead, Diane Coursol, Ph.D.—Minnesota State University–Mankato & Kaitlyn Kaus, Ed.D., LPCC—Minnesota State University–Mankato

Level 2 Intermediate | Cultural Competency Content ♥ | Culture Responsiveness ♥ | **Psychologists, MFTs, Clinical Social Workers, Counselors**

Submit a Proposal



9th Annual Infant & Early Childhood Multidisciplinary Conference

November 15 – 17, 2026 | St. Paul, MN

2:15 p.m. – 3:30 p.m. | Session 8 | Workshops 50–56

54- Self-Regulate to Co-Regulate: How Adult Well-being Sets the Tone

As educators, caregivers, and clinicians, our well-being directly impacts our capacity to support others. This session explores how awareness of our nervous system, emotions, and energy lays the foundation for healthy regulation. Drawing on The Zones of Regulation framework, participants will learn practical strategies to self-regulate and foster emotional safety for all.

Leah Kuypers, MA Ed., OTR/L, Founder and CEO—The Zones of Regulation

Level 1 Basic | Clinical Content ✓ | Educators & Those Working in Schools

55- Promoting Good Mental Health for Adolescents in School-Based Health Centers

Adolescent students experience decreased academic performance, higher absenteeism, and overall lower quality of life when they do not have equitable access to mental health services. School-based health centers (SBHCs) provide comprehensive primary care and mental health services to students on an individual basis, either inside or in close proximity to a school building. This presentation will cover potential use of group-based interventions in school-based health centers.

Laura Kalkwarf, OTS, Occupational Therapy Doctoral Student—St. Catherine University & Kristine Haertl, PhD, OTR/L, FAOTA, ACE, Professor—St. Catherine University

Level 2 Intermediate | Educators & Those Working in Schools

56 - Building Inclusive Spaces: Advocacy and Case Management Skills for Working with Indigenous Youth

This session will provide attendees with in-depth information needed to better serve Indigenous youth. The session will include background information on historical and intergenerational traumas, as well as current issues leading to increased rates of victimization among Indigenous youth. The presenter will share frameworks, tips and tools for attendees to use in their own work with Indigenous youth, regardless of location.

Anne LaFrinier-Ritchie, BA, Safe Harbor Regional Navigator— Someplace Safe

Level 1 Basic | Culture Responsiveness ♥ | Cultural Competency Content ♥ | County Child Protection Workers & Social Workers

Check out the Expo Hall

Sunday, April 26 • 7:00 am – Tuesday, April 28 • 5:00 pm



Celebrating our 30th Annual Child & Adolescent Mental Health Conference

Reflective Questions Starter Pack

50 Thoughtfully Designed Prompts · 10 Themes · Free Digital Download

Provision Wellness invites you to download the Reflective Questions Starter Pack — 50 thoughtfully designed prompts across 10 themes from The Reflective Edge Guide, supporting and strengthening personal reflection, emotional regulation, and relational connection in the work you do with children and families.

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Thank You! You've helped make our 30 years possible.

Presenter Hall of Fame

Presenting this year:

Gary Johnson 23rd year
David Swenson 22nd year

Charlene Myklebust 22nd year
Kathy Flaminio 18th year
Samantha Moe 12th year

Tracy Schreifels 12th year
Emily Coler Hanson 10th year

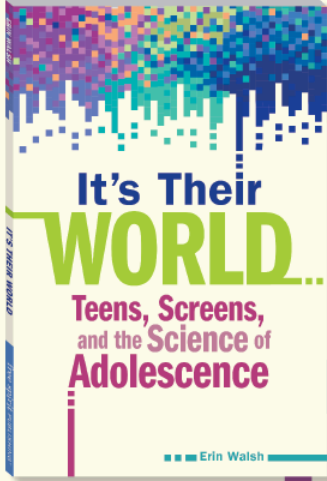
Not presenting this year:

William Dikel 19 years
Krista Nelson 16 years
Renelle Nelson 15 years
Sue Abderholden 13 years
Mark Sander 13 years
Elizabeth Bergman 13 years

Lauren Nietz 12 years
L. Read Sulik 12 years
Carol F. Siegel 12 years
Charlotte Ryan 11 years
Pat Pulice 11 years
Michele Fallon 11 years
Sue Pederson 10 years

Matt Organisak Jenson 10 years
Marit Appeldoorn 10 years
Cynthia Packer 10 years
Coach Nakumbe 10 years
Amy Moeller 10 years





The compassionate guide you need to **UNDERSTAND ADOLESCENT DEVELOPMENT** .. and help your teen thrive in the world

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**1995 &
1996**

Digging deep into our archives and within the first decade of the Minnesota Association for Children's Mental's life were two conferences that came before the annual Child & Adolescent Mental Health Conference. MACMH partnered with the Minnesota Department of Human Services and the Minnesota Department of Education to bring this early conference to life. These covers show us an annual conference had begun in 1993

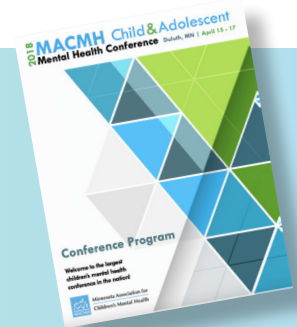
[Visit the full archive here](#)



**Our 22nd
Year**

April 15, 16, and 17, 2018 | Duluth Entertainment Convention Center | Duluth, MN. The 22nd Annual Child & Adolescent Mental Health Conference featured the expansion of the exhibit hall! Moving to the DECC Arena provided over 23,000 square feet for organizations to share their resources with conference attendees. Keynote speakers in 2018 were Dr. Dorothy L. Espelage, PhD, and Samuel Simmons, AA, LADC. The show-stopper was the ice sculptures created by Lake Superior

[Visit the full archive here](#)



Thank You! This conference is not possible without you.



Amanda Amos,
MA, Programs Dir



Deborah Cavitt,
MS, CFPS, Mgr of
Advocacy & Ed



Lauren Moberg,
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Jessica Hoeper
Kyle Sullivan
Deborah Saxhaug
Karen Milne



Want to help us plan next year? And join us in Duluth! April 25-27, 2027

31st Annual Child & Adolescent Mental Health Conference

Learn More