



2023 Minnesota

SCHOOL BEHAVIORAL HEALTH CONFERENCE

Impact Through Innovation &
Empowerment



mi MINNESOTA

SCHOOL BEHAVIORAL HEALTH CONFERENCE

NOVEMBER 1– 3, 2023

The Minnesota School Behavioral Health Conference is a joint project of the:



If you or someone you know is struggling or in crisis, help is available.

Call or text 988 or chat [988lifeline.org](https://www.988lifeline.org).



WELCOME



Welcome to the School Behavioral Health Conference!

The Minnesota School Behavioral Health Conference is in its seventh year, bringing together collaborating partners and providers to build a school behavioral health framework of practice. Attendees include schools, community mental health providers, advocates, consumers, policy makers, Tribal Nations and state government. Attendees come to network and learn about latest developments and best practices related to supporting students with behavioral health disorders.

This year's theme is Impact Through Innovation and Empowerment. This conference seeks to offer attendees purposeful tools and techniques to implement and produce a positive impact on mental wellness.

QUESTIONS?

For lodging or meal specific questions, Cragun's desk staff are located at the front desk lobby area.

For event specific questions, Conference Committee staff are located in the registration area, located in the lobby.

LOST AND FOUND

If you misplace something, check in with the front desk staff, lobby area or with conference committee staff at the registration desk, lobby area.

EXHIBITS

Located in Paul Bunyan

Wednesday, November 1, 11:30 am – 6:00 p.m.

Thursday, November 2, 10:00 am – 4:00 p.m.

CEUs

To receive CEUs you must complete the conference evaluation, which is located under "Conference Evaluation" in the Frequently Asked Questions section in the Guidebook app. The link will also be sent out to all attendees and presenters during the last day of the conference. After completing the conference evaluation, you will receive an email from Jolene King (jking@lcsc.org) at Lakes County Service Cooperative containing both a Certificate of Attendance

and a Continuing Education Unit credit. Please allow up to two weeks to receive your certificates.

SESSION HANDOUTS/POWERPOINT SLIDES

Each session presenter may have handouts. All handouts will be available via the Guidebook app.

SCHEDULE



Wednesday November 1, 2023	Schedule of Events DAY 1
7:00 – 9:00 Breakfast	Breakfast (Dining Room)
9:30 – 10:30	Coffee & Conversation – <i>The Centre</i>
10:30 – 11:30	Plenary Session: School Behavioral Health in Action – A Panel Discussion <i>The Centre</i>
11:30 – 1:00 Lunch	Lunch (Dining Room) and Exhibits (Paul Bunyan)
1:00 – 2:30 Concurrent Sessions A	A1: Interrupting Bias and Bullying - Empowering Staff to Find their Voice A2: Early Childhood & Kindergarten Mental Health Supports A3: Improving Therapeutic Outcomes - Relationship, Progress Monitoring and Technology A4: Language for Joining: Supporting Students in Distress A5: Connecting the pieces between school based positive behavioral interventions and supports and sustainable funding A6: Tiny Humans, Big Questions: Discussing Sex, Sexuality, and Identity with Elementary-Aged Children A7: Scattered and Worthy: Self-Acceptance as Self-Care for Neurodiverse Professionals A8: Healing Justice - A Framework for All Youth to Reach Optimum Wellbeing
2:30 – 3:00 Break	Break and Exhibits (Paul Bunyan)
3:00 – 4:00 Concurrent Sessions B	B1: Innovative Groups in Alternative Educational Settings B2: Cringe! B3: Reduce Chronic Absenteeism through an Innovative School-Based Wraparound Model B4: A Mind-Body Approach for Anxiety and Sleep B5: Behavioral Threat Assessment B6: Navigating the Behavior Healthcare System: A Caregiver's Perspective B7: What are Teens Using and Why? B8: Beyond Band-Aids: Student Mental Health Care by School Nurses
4:00 – 6:00 Break	Break and Exhibits (Paul Bunyan)
6:00 – 8:00 Evening Social	Heavy appetizers and Networking - <i>The Centre</i>

Thursday November 2, 2023	Schedule of Events DAY 2
6:45 – 8:15 Breakfast	Breakfast (Dining Room)
8:45 – 9:00 Welcome	Welcome message from DHS, MDE, MDH - <i>The Centre</i>
9:00 – 10:00 Keynote	The intersection of DEI and mental health as it relates to holistic mental wellness for educators centering Oppressive Trauma-Informed Care Jamil Stamschror-Lott, MA, LICSW, Creative Kuponya
10:00 – 11:00 Break	Break and Exhibits (Paul Bunyan)
11:00 – 12:00 Concurrent Sessions C	C1: Support Over Suspension: Approaches to Commercial Tobacco and Vaping Prevention and Education in the School Setting C2: Gambling and Gaming: What are the Harms? C3: Substance Use Disorder and Stigma C4: The Use of Origami in School-Based Therapy C5: Suicide Assessment in Schools using the CSSRS C6: Integrating Mental Health, Transitions, and Employment Services in Schools to Support Student Success Achieving Competitive Employment C7: Working together on Teen Mental Health: The School-Based Health Center Team Approach C8: The Boys Are Not Alright: Research and Application in Working with School-Age Boys
12:00 – 1:30 Lunch	Lunch (Dining Room) and Exhibits (Paul Bunyan)
1:30-3:30 Concurrent Sessions D	D1: Supporting Staff Wellbeing Panel Discussion: Solutions and Strategies from the Field D2: The Practice of Gender Affirming Mental Health Care D3: Assessing Risk and Planning for Safety in Schools D4: Working With Youth About Dating/Domestic Violence D5: The Minnesota School-based Diversion Model for Youth with Co-occurring Disorders D6: Sensory Processing and Mental Health: A Trauma Informed Approach D7: Promoting and Affirming Autistic Identity D8: Trauma-Informed Education: Shifting the Lens from Behaviorism to Relational Intervention
3:30 – 4:00	Break and Exhibits (Paul Bunyan)
4:00 – 5:00 Concurrent Sessions E	E1: Naloxone Training E2: Substance Use Support and Prevention in the School Setting E3: Minnesota Suicide Prevention Regional Coordination E4: Interactive Data: ACEs Prevalence with Protective and Risk Factors for School Districts E5: School Refusal and Avoidance E6: Clinician and Educator Collaboration During TF-CBT Implementation in a School Setting E7: Marijuana is Legal - Two Case Examples of Interventions for Teens E8: Connecting Students to (Free and Anonymous) Online Resources and Support
5:00 – 6:00 Break	Break
6:00 – 8:00 Dinner	Dinner (Dining Room)
8:00 – 12:00 midnight	Evening Social Events: Karaoke (Bear Trap Lounge) and Bonfire (North Large Pit) and Board Games/Fellowship (Dining Room)

Friday November 3, 2023	Schedule of Events DAY 3
6:45 – 8:15 Breakfast	Breakfast (Dining Room)
8:15– 9:45 Concurrent Sessions F	F1: Mandated Reporting: Using an Ethical Decision-Making Tool to Assess Risk and Responsibility to Report Abuse or Neglect F2: Child Trafficking and Exploitation Prevention Curriculum: Not A Number by Love 146 F3: Implicit Bias and You F4: Breathwork as a Proactive Approach to Youth Mental Health F5: Decolonizing Mental Health Care: The Journey of Personal Reflections for Inclusive Care F6: More Than Emotions: Identifying Root Causes to Address Substance Abuse Disorder F7: Where Have the Workers Gone?! Leading Them Back to School Behavioral Health F8: What You Need to Know About the State Medical Review Team (SMRT)
9:45– 10:00 Break	Break / Check-Out
10:00 – 12:00 Concurrent Sessions G	G1: School-Based Play Therapy: Navigating Play Therapy Approaches in a Variety of School Settings G2: Using an Applied Neuroscience Approach at the Micro, Mezzo, and Macro Level G3: Escitalo-what? A Medication Review for the Non-Prescriber G4: Online Blackmail – Sextortion, Online Enticement, and Internet Safety G5: Safe(r): Healing from Trauma & Building Engaged School-Community Ecosystems G6: Redefining Inclusion: A Disabled-Led Approach to Accessible Education G7: Healing Centered Engagement: Building Resiliency and Empowerment Note: This is a 90-minute session G8: Session One: The Irreducible Grace Foundation presents IGF Kids and VYB Session Two: Dean of Students: Impact & Purpose Note: This breakout consists of two 60-minute sessions
12:00 – 1:30 Lunch	Lunch (Dining Room)

Thank you for joining us!

SPECIAL GUESTS



Jamil Stamschor-Lott, MA, LICSW | jamil@creativekuponya.com | 612-208-7311

Jamil has been a professional public speaker for over a decade. As a Black Man and mental health professional in America, he makes up less than 4% of therapists. Jamil owns Creative Kuponya in Minneapolis, providing mental health care to those that society has pushed to the margins. In 2020, Creative Kuponya's office was set ablaze in the unrest after the murder of George Floyd, igniting an even deeper passion for justice within Jamil. That summer, Jamil did what he does best...he began providing Transformative Healing Sessions and Keynote Addresses in parks and community spaces to educate on the intersection for mental health, diversity, equity and inclusion. Jamil has spoken for major universities, health care companies, law firms and corporations such as Caribou and TC Diversity in Practice. Jamil and his work have been featured in publications such as USA Today, Rolling Stone, and The New York Times.

Sessions



WEDNESDAY NOVEMBER 1

10:30 – 11:30 PLENARY SESSION

School Behavioral Health in Action – A Panel Discussion

- Angela Scott, PBIS and Related Services Specialist, Minnesota Department of Education
- Kristin Lofgren, SLBH Human Services Consultant, Minnesota Department of Human Services
- Colleen O’Neil, LADC, CPP, Mounds View School District
- Jen Lodin, Executive Director of Student Services, Mounds View School District
- Julia Geigle, MSW, LICSW, Mounds View School District
- Adeline Taylor, MS, LMFT, Natalis Counseling and Psychology
- Carolyn Babekuhl, LICSW, Northeast Youth and Family Services

1:00 – 2:00 CONCURRENT SESSIONS A

A1: Interrupting Bias and Bullying - Empowering Staff to Find their Voice

- Sheila Dokken, J.D., ISD 728 Elk River
- Rachel Hilyar, MEd, ISD 728 Elk River
- Nicole Stottlemire, PhD, ISD 728 Elk River

Audience: Educator, Content Level: Basic

This session will take the audience on a deeper reflection of bias and bullying in our school systems. They will also have the opportunity to examine specific scenarios and discuss potential responses. Heightened incidents of bullying directly result in significant underlying mental health challenges. The Minnesota Student Survey highlights the rising scope of bullying and its links to mental health. Unfortunately, many staff do not feel empowered to respond to these situations as they do not feel skilled in handling issues of bias. This training provides simple, practical steps to intervene in the moment and how to navigate situations that are out of your scope of knowledge. This training is intended for any and all staff in a school building, from paras to teachers to mental health staff and more.

A2: Early Childhood & Kindergarten Mental Health Supports

- Shannon Avenson, St. Cloud Area School District
- Londa Wagner, MS, LMFT, IMH-E, St. Cloud Area School District
- Leah Jacobs, LSW, St. Cloud Area School District

Audience: Educator, Content Level: Intermediate

In this session participants will learn about two program models that specifically address mental health support for students in Early Childhood and Kindergarten. Program one will include an overview of the role of our Early Childhood Mental Health Triage Therapist, which includes crisis response, reflective consultation with Birth-5 teachers, and enhancement for ECSE B-3 students and families who have been identified with additional social emotional stressors. Program two will

include an overview of our Kindergarten Mental Health Skills Specialist, which includes kindergarten SEL skills groups, SEL lessons, and Conscious Discipline. Participants will walk away with program overviews, including staff licensing and school implementation requirements, lists of program resources & research-based interventions as well as ideas for potential funding sources.

A3: Improving Therapeutic Outcomes - Relationship, Progress Monitoring and Technology

- Michael Thomas, PsyD, LP, NorthPoint Health and Wellness Center
- Jody Nelson, Ed.D., LMFT, Change, Inc.

Audience: Clinical, Content Level: Intermediate

Psychotherapy's effectiveness is well documented with approximately 80% of those engaging the service achieving outcomes better than those who do not utilize the service. Unfortunately, not everyone who enters psychotherapy experiences positive benefit and issues with limited improvement, deterioration, and premature dropout plague our discipline. In this innovative presentation the facilitators discuss common factors known to result in better outcomes and introduce a Feedback Informed Treatment approach with assistive technology to achieve better outcomes for students served.

A4: Language for Joining: Supporting Students in Distress

- Lauren W. Nietz, MSW, LICSW, Washburn Center for Children

Audience: All, Content Level: Basic

Many students who have experienced significant stress need adults to remain reflective and hold culture in mind as they attend to what is underneath challenging behavior. This presentation is aimed at increasing the helping professional's ability to recognize how and where a child is struggling, name it, and use concise language to join the child in distress.

A5: Connecting the pieces between school based positive behavioral interventions and supports and sustainable funding

- Julie Neururer, MSW, LICSW, MDE
- Jennifer Whitcomb, MAM, OTR/L, Minneapolis Public Schools
- Robert Arnold, MA, CCC-SLP, St. Paul Public Schools

Audience: Educator/Community, Content Level: Basic

The 2022 Minnesota student survey saw the continuation of an upward trend in mental health illnesses among our children, with 29% of students reporting long-term mental health disorders. Although the number of children and youth experiencing new or exacerbated behavioral health conditions continues to rise, the rate of students seeking mental health support continues to be lower than in previous years. Even before COVID-19, approximately 80% of children and adolescents with mental health diagnoses have unmet mental health needs. Students continue to lack access due to workforce shortages, lack of diversity, and funding, to mention a few. Medicaid can play an important role in bridging those gaps. Medicaid is an equity-based program that can reach students in low-income and rural communities where access to culturally responsive mental health services may be more limited. Accessing federal Medicaid funds is a sustainable revenue source and helps provide consistent and reliable access for students and their behavioral health needs during the school year and extended school year. Understanding this, the Bipartisan Safer Communities Act was signed into law on June 25th, 2022, and specifically allocated funding to support School-Based Medicaid reimbursement. More recently, Centers for Medicare and Medicaid Services (CMS) has issued a new School-Based Medicaid reimbursement guide which encourages states to remove the administrative strain on schools that disincentivizes them from seeking Medicaid reimbursement for mental health services. Moreover, new state legislation revised the current statute to remove the barriers which hindered schools from accessing these essential Medicaid funds. These changes give

parity to other health-related services provided to our students with disabilities. This presentation will deliver highlights of the statutory changes, what the change could mean to your school, and the next steps. Our hope is that the changes in statute, if approved by CMS, will make meaningful changes in Minnesota schools to build capacity and create a more comprehensive school mental health system.

A6: Tiny Humans, Big Questions: Discussing Sex, Sexuality, and Identity with Elementary-Aged Children

- Ana Lewis, MA, LMFT, Change Inc.
- Karrie Ruedy, MS, LMFT, Change Inc.

Audience: All, Content Level: Basic

Over the past 5 years, there has been an increase in elementary age children discussing sex, sexuality and sexual identity. This trend is also occurring at the middle school and high school level. Meanwhile, there has been a downward trend in education and general discussion about these topics across all ages. This workshop will discuss how clinicians can address these topics in session with kids when they come up as well as how to support parents in having these conversations with their kids. We will also go through what the most recent research says about how to educate young children on these sensitive topics. It will also give ideas about how to talk to kids depending on their developmental stage.

A7: Scattered and Worthy: Self-Acceptance as Self-Care for Neurodiverse Professionals

- Jamie-Sue Peterson, MSW, LICSW, Central Minnesota Mental Health Center

Audience: All, Content Level: Intermediate

Social services, mental health, education, and medicine are all professions which use creative approaches to solve problems and support powerful positive change in individuals, families, groups, and systems. However, for helpers who might personally struggle with executive functioning skills or self-regulation, they can also be difficult and draining professions. In this session, we will use reflection and compassion to identify personal strengths and challenges and explore practical tools to manage stress and anxiety that work with our unique minds. This session will also benefit supervisors and others who are in a position of supporting or managing staff and want to increase their understanding of neurodiversity in the workplace. We will touch on the ways in which rejection sensitive dysphoria (common in many neurodiverse people) can intensify experiences of correction, feedback, or evaluation as well as ways to mitigate this impact. We will also briefly discuss the concept of skill coaching within reflective supervision.

A8: Healing Justice - A Framework for All Youth to Reach Optimum Wellbeing

- Brandon Jones, MA, CPPM, Minnesota Association for Children's Mental Health, MACMH

Audience: All, Content Level: Intermediate

This training will explore the link between our communities' historical, intergenerational, and current trauma-related issues. Participants will understand the connection between trauma, Mental Health, and contemporary challenges in social justice. We will explore our experiences, perceptions, beliefs, and behaviors that may challenge constructive relationships between schools, parents, caregivers, and students. We will discuss practical, culturally Intelligent, trauma-responsive strategies to keep our work moving forward within our schools.

3:00 - 4:00 CONCURRENT SESSIONS B

B1: Innovative Groups in Alternative Educational Settings

- Virginia E. Suarez, MSW, LICSW, Canvas Health

Audience: Clinical, Content Level: Basic

Students in level IV schools and ALCs often experience increased barriers to mental health care due to their disability status and/or needs for flexibility. Offering school-based, mental health groups is an effective way to deliver mental and behavioral health care to students who otherwise may not have access. However, due to the unique needs of these students, special considerations and accommodations must be made in order for the group to run successfully. In this presentation, I will walk participants through our work forming and implementing a DBT-based group to be conducted in a level IV special education facility for adolescents. Conference attendees should walk away from this training with increased knowledge of providing group mental health care in alternative educational settings and to students who are disabled or neurodivergent.

B2: Cringe!

- Brad Hanson, LICSW, Project for Pride in Living, PPL
- **Audience: Community & Educator, Content Level: Intermediate**

Cringe, embarrassed, mortified. We've all been there, and we know the fear that these emotions hold at the center of a tween/adolescent's world. In this fun yet serious inquiry, we will discuss all things embarrassing, focusing on why these incidents have such a stronghold on our students (and our own) behavior as well as memory. We will also discuss specific interventions for groups and individuals that can ease the fear of these incidents as well as minimize the impact of the "cringey" memories. Be prepared to laugh, learn, and possibly squirm!

B3: Reduce Chronic Absenteeism through an Innovative School-Based Wraparound Model

- Jason F. Keppe, LMFT, Seneca Family of Agencies

Audience: Clinical & Community, Content Level: Basic

As schools work to support the Whole Student, our field also needs to keep evolving our practices to better support the Whole Family. Additional funding streams are enabling schools to extend their efforts way beyond the school walls to positively impact families. Schools are looking for the most effective methods of engaging families, identifying barriers, and finding solutions to improve student attendance and outcomes. Participants in this workshop will learn how to apply principles and tools from our school-based family-focused wraparound model. These tools improve student attendance, build family engagement, and lead to sustainable progress. Participants will learn how concrete tools like the Why Wheel and the Collaborative Helping Map help find solutions and keep teams aligned. Participants will learn adaptive ways in which schools and networks can utilize this model either with dedicated staff or with existing staff.

B4: A Mind-Body Approach for Anxiety and Sleep

- Kathy Flaminio, MSW, LGSW, E-RYT 200, movemindfully

Audience: All - Includes Clinical Content, Content Level: Basic

Mind-body practices can help youth reduce anxiety and improve sleep. During this workshop, participants will explore practical research-based interventions to interrupt anxiety, decrease stress/distress during the day, and improve sleep. Through hands on learning, reflection, and discussion, participants will experience simple Breathe Move Rest practices that can easily be incorporated into a variety of settings. Walk away from this session with trauma-responsive mind-body tools for yourself and the youth and families you support.

B5: Behavioral Threat Assessment

- Denise Moody, LICSW, Resilience Impact LLC.

Audience: All, Content Level: Basic

Threat assessment for schools is a fact-based process developed by the U.S. Secret Service and U.S. Department of Education that helps schools evaluate and assess potentially threatening students or situations. Based on the 2002 Safe School Initiative, the threat assessment process attempts to prevent school violence by encouraging schools to increase awareness and examine potentially threatening behaviors using an integrated team approach. This session will review these recommendations and share how one district is using behavioral threat assessment to support students that may be on the pathway for targeted violence.

B6: Navigating the Behavior Healthcare System: A Caregiver's Perspective

- Sarah Washington, Parent Advocate

Audience: All, Content Level: Basic

This will be a lively presentation full of examples and real life experiences from a caregiver who has partnered with the mental health profession.

B7: What are Teens Using and Why?

- Colleen O'Neil, LADC, CPP, Mounds View School District
- Jennifer Funk, LADC, White Bear Lake School District

Audience: All, Content Level: Basic

Teens that struggle with emotional problems often turn to alcohol or drug use to help them manage painful or difficult feelings. This form of "self-medication" can be problematic and lead to serious consequences if left untreated. Join us as we take a deeper look into teen brain development and learn more about the substances that teens are using.

B8: Beyond Band-Aids: Student Mental Health Care by School Nurses

- Denise Herrmann, RN, DNP, CPNP, FNASN, Minnesota Department of Health
- Leah Bancroft, MSN, RN, LSN, NCSN, Rochester Public Schools
- Tracy Princivalli, BSN, RN, LSN, NCSN, Pequot Lakes District and Sourcewell Services Cooperative
- Megan Borkenhagen, BSN, RN, LSN, South Central Services Cooperative

Audience: All, Content Level: Basic

In this presentation we will share and discuss state survey results from school nurses about the mental health conditions being seen in health offices including types of presenting symptoms, diagnosed conditions, current interventions and challenges. The framework of school nursing practice and MTSS are closely aligned and work together to support students. We will provide some basic understanding of the role of school nurses in mental health, acknowledge how school nurses are under recognized as part of the school mental health team and identify the strengths that nursing can bring to the school mental health team. The members of our panel will share examples of school nursing interventions and evidence-based practices that can and are being implemented in school health offices to support student mental health.

Sessions



THURSDAY NOVEMBER 2

8:45 – 9:00 WELCOME MESSAGE from DHS, MDE, MDH

DHS Assistant Commissioner Eric Grumdahl
MDE Assistant Commissioner Macarre Traynham
MDH Assistant Commissioner Maria Sarabia

9:00 – 10:00 KEYNOTE ADDRESS

Introduction and Keynote: *The Centre*

The intersection of DEI and mental health as it relates to holistic mental wellness for educators centering Oppressive Trauma-Informed Care

- Jamil Stamschror-Lott, MA, LICSW

11:00 – 12:00 CONCURRENT SESSIONS C

C1: Support over suspension: Approaches to commercial tobacco and vaping prevention and education in the school setting

- Molly Schmidtke, CHES, Association for Nonsmokers-Minnesota
- Katie Engman, MCHES, Association for Nonsmokers-Minnesota
- Nicki Linsten-Lodge, Pine River-Backus Family Center

Audience: Community and Educator, Content Level: Basic

What do I mean by Support Over Suspension? Support Over Suspension refers to policy and systems change that addresses commercial tobacco use, by removing punitive measures and replacing them with programs that are designed to, instead, focus on programs that offer education and treatment in the school setting. School policies should attempt to address the underlying causes of addiction to tobacco instead of punitive measures, which may exacerbate the problem and not deter future use. While schools have an interest in prohibiting behavior that is disruptive and harmful to health, schools may consider weighing the severity of the infraction with the consequences and effectiveness of the punishment. According to the CDC, the most effective approaches to helping youth quit tobacco use are through counseling and education not fines and suspension. Suspensions are counterproductive and research shows students who receive one or more suspensions a year are more likely to experience mental health issues, use drugs and alcohol, and exhibit antisocial behavior. The most effective approaches to helping youth quit tobacco use are through counseling and education. Once addicted, it may be incredibly difficult for youth to quit. This often explains why addicted students continue to use these products in school despite policies prohibiting their use and possession. Working on school policy helps provide immediate solutions, resources and connections which can lead to building policy momentum, ownership and community engagement for other policy solutions such as local or state level commercial tobacco prevention strategies.

C2: Gambling and Gaming: What are the harms?

- Sonja Mertz, MLIS, CPP, Minnesota Alliance on Problem Gambling

Audience: Community & Educator, Content Level: Basic

As access to gambling and gaming increases, adolescents are faced with making choices about activities that are often illegal and/or unhealthy. In 2022, 6-9% of Minnesota youth hid their gambling behavior from others. 5-8% of those youth have felt that they might have a problem with gambling. Gambling and gaming can impact an adolescent's mental and physical health, their education goals, and relationships with friends and family. Cultural communities, family history of mental illness or substance use, and personal history of substance use are just a few of the risk factors that can influence how exposure to gambling can impact youth. This presentation will cover the current trends in gambling and gaming, the impacts of gambling and gaming on youth, the link between substance use and gambling, and ways to prevent or reduce harm. Participants will be able to answer: What are the signs and symptoms of problem gambling? What are the key talking points to help prevent unhealthy behavior? How can we prepare our students to handle the normalization of gambling behavior in our community and online?

C3: Substance Use Disorder and Stigma

- Allie Carey, Steve Rummler HOPE Network

Audience: Community, Content Level: Basic

Stigma continues to be a barrier for people with substance use disorder. Join us as we understand what stigma is, examples of where we can commonly experience stigma and their effects and most importantly, how to combat it.

C4: The Use of Origami in School-Based Therapy

- Philip McDonald, MA, Associated Clinic of Psychology

Audience: Clinical, Content Level: Basic

Origami has a rich history of application in science, engineering, education, and therapy. The purpose of this presentation is to explore the use and application of origami in a school based therapeutic setting. Origami has the potential to be used as a successful tool in providing therapeutic observation and intervention. Successful application of therapeutic observation and intervention allows for an innovative approach to promote engagement, empower the student, and build toward a positive relationship.

C5: Suicide Assessment in Schools using the CSSRS

- Denise Moody, LICSW, Resilience Impact LLC

Audience: All - Includes Clinical Content, Content Level: Intermediate

According to the 2022 Minnesota Student Survey, 26.4% of MN 11th graders have seriously considered suicide and 8.8% have attempted suicide. Suicide is an ever-present issue in the lives of students and we all can benefit from increased confidence in discussing this important topic. This session will cover the use of the Columbia Suicide Severity Rating Scale Screener version for assessing suicidality in a school setting. We will also explore the value of all providers, school hospital/clinic and community-based, adopting a standard tool for assessing suicidality.

C6: Integrating Mental Health, Transitions, and Employment services in schools to support student success achieving competitive employment.

- Austin DeCock, LPCC, Stellher Human Services

Audience: All, Content Level: Basic

What happens after school? It is a question I often wonder about the children I've worked with, and far too often I feel my students are unprepared for the expectations of adult life. Further, the years of support, and the support systems themselves, often evaporate just as life expects the most out of these young adults. How can you or your school, community, or agency address these changes?

C7: Working together on Teen Mental Health: The School-Based Health Center Team Approach

- Shawna Hedlund, MPH, Minnesota School-Based Health Alliance
- Connie Sheehan, Minnesota School-Based Health Alliance

Audience: All, Content Level: Basic

Attendees will: 1. Understand school-based health center development and purpose in Minnesota from inception to current landscape. 2. Understand vital relationships between school nurses, school mental health team members, and school-based health center providers. 3. Understand how a multidisciplinary model of care that includes mental health care, health education and medical care addresses social determinants of health for students and how this improves both health and education outcomes. 4. Discuss multiple models of school-based care and replicability in different communities and settings.

C8: The boys are not alright: research and application in working with school-age boys

- Max Utterberg, MA, LPCC, Washburn Center for Children

Audience: All, Content Level: Basic

Have you ever heard "I don't know" for the umpteenth time from one of your male clients? Tired of blank stares and asking in supervision "What do I do about this one?". Sometimes, it feels like male paradigm of non-expression of emotion is directly at odds with clinical work. In this session, participants will have the opportunity to explore masculinity as it presents across intersectional identities within the school setting. including definitions of masculinity, methods to connect with male-identifying students, and how to deal with the common inability to express emotion known as Normative Male Alexithymia.

1:30 – 3:30 CONCURRENT SESSIONS D

D1: Supporting Staff Wellbeing Panel Discussion: Solutions and Strategies from the Field

- Meagen Bodeker, *Moderator*, Northern Sky Regional Center of Excellence
- Joe Jezierski, *Co-Moderator*, SE/Metro Regional Center of Excellence
- Kathryn Lewandowski, ISD 622
- Pam Ryan Mejia, M.Ed, CDTLF, Better Together Cubed
- Sara Daniel, MSW, LCSW, Daniel Educational Services
- Nathan Eklund, Vital Network
- Bruce Cross, LMFT, People Incorporated
- Aubrie Hoover, Northeast Service Cooperative
- Cheryl Holm-Hansen, PhD, Midwest Center for School Mental Health

Audience: Educator, Content Level: Basic

How do we support staff wellbeing and why is it critical to the survival and ultimately the thriving of our school communities? In this panel discussion, hear from experts across the state as they share

examples from the field for supporting staff wellbeing. Recommended solutions and strategies will be shared to aid school staff and leaders to promote individual, collective, and organizational wellbeing in our schools.

D2: The Practice of Gender Affirming Mental Health Care

- Caitlin Baldwin, MSW, MBA, LICSW, RECLAIM
- Ryan Fouts, RECLAIM

Audience: Clinical, Content Level: Intermediate

Do you have students who talk with you about feeling isolated, who are bullied and misunderstood? Are nonbinary and trans students out to you and no one else knows? Do you struggle with knowing what to say and where to get safe consultation for the student or for you? If you have been to a training about LGBTQ+ youth and you understand sexual orientation and gender identity, yet you don't feel confident working with a youth who is queer or trans, this training is for you! This presentation will review the diagnostic criteria of Gender Dysphoria and will focus on key components of identity development for queer and trans youth. We will uncover the impact of programming and socialization on identity and expectations in relationship to family, friends, and community, as well as ways to challenge it when it reinforces oppression. We will review specific emotion regulation and interpersonal effectiveness skills to increase social connectedness and reduce suicidal ideation, depression, and anxiety.

D3: Assessing Risk and Planning for Safety in Schools

- Julia Messenger, MSW, LICSW, Anoka-Hennepin Schools
- Megan Lagasse, MSW, LICSW, Anoka-Hennepin Schools

Audience: Clinical & Educator, Content Level: Intermediate

With rapidly increasing mental health needs of students and safety concerns in schools, it is essential schools are using best practices in risk assessment and school safety. We will share how the Anoka-Hennepin district is working to implement best practices in suicide risk and threat assessment, and to integrate the roles of administrators and those of licensed support staff in school and student safety to maximize the benefits of multidisciplinary teaming.

D4 Working With Youth About Dating/Domestic Violence

- Brad Hanson, LICSW, Loring Nicollet/MERC

Audience: All, Content Level: Intermediate - Includes Clinical Content

This presentation will provide specific methods for dealing with the on-going issue of dating and domestic violence (intimate partner violence). Some attention will be given to discussing specific information about domestic violence and focusing on specific educational and group activities for preteen and adolescents to tackle this topic. This modality of approaching students minimizes defenses, creates a sense of empowerment and encourages participants to work together to create a peaceful and egalitarian community. This will be a fun skill building time for all.

D5: The Minnesota School-based Diversion Model for Youth with Co-occurring Disorders

- Dr. Charlene Myklebust, Psy.D, EQ Learn, LLC and Stone Arch Learning, LLC

Audience: All - Includes Clinical Content, Content Level: Intermediate

This session will include current information about juvenile arrests in schools, subsequent incarceration and the lifelong impact of arrests during the teen years. Our school systems contribute

to this phenomenon, largely due to a lack of options for response to behavior perceived as being "threatening" and a paucity of information about what students experience during and after their first arrest at school. A laser focus on this phenomenon will be offered, as well as data about the racist and archaic roots of the "criminal justice" system. A proven triage method will be examined, in which students are referred to mental health resources, chemical health interventions, or Restorative Practices. Attendees will receive a copy of the MN Model and may access ongoing consultation services if there is an interest in implementing the model in your region.

D6: Sensory Processing and Mental Health: A Trauma Informed Approach

- Jess Villery, OTD, OTR/L, PrairieCare

Audience: All - Includes Clinical Content, Content Level: Intermediate

With updated and expanded information from the 2022 School Behavioral Health Conference, Sensory Processing and Mental Health: A Trauma Informed Approach will teach participants the basics of sensory processing differences and how they impact daily functioning. These concepts will be related back to a variety of common mental health diagnoses, life circumstances, and impact on behavior. This presentation will promote understanding of preventative strategies as well as optimize function for children with sensory processing differences and mental health challenges to create a positive and predictable environment. Participants increase their understanding of Winnie Dunn's theory on sensory processing including eight sensory systems, realistic interventions to promote improvement in daily functioning, and the connection between sensory processing challenges and common mental health disorders. The information in this presentation aims to assist educators in reducing behavioral challenges rooted in sensory processing differences, improving their ability to anticipate the needs of students before behaviors become disruptive to classroom functioning, and build confidence in addressing sensory need of all students.

D7: Promoting and Affirming Autistic Identity

- Eric Ringgenberg, MA, Autism Society of Minnesota

Audience: All, Content Level: Basic

Understanding autism spectrum disorder (ASD) as a form of neurodiversity helps shift your mind to think of ASD as a difference, rather than a disorder. Autism is a spectrum, and every individual has their own strengths and identities you can embrace and celebrate. This session will help you to understand the experience of autistic individuals and expand your idea of what ASD is. Being aware of what autistic youth experience, you can be a trusted and caring adult in their lives and help to foster their autistic identity, promote a positive sense of self, and build self-advocacy skills.

D8: Trauma-Informed Education: Shifting the Lens from Behaviorism to Relational Intervention

- Elizabeth Szybatka, MA, LPCC, RPT-S™, Lighthouse Child & Family Services, Inc.

Audience: Educator, Content Level: Intermediate

This session will guide educators through what it means to be trauma-informed. Participants will learn about brain and nervous system development and how life experiences shape our behaviors across childhood and adolescence. Participants will gain clarity on what "trauma-informed" really means, and how to embody being a trauma-informed educator in the daily work. Participants will leave feeling more confident in how to support their students, and themselves, during our current educational and mental health crises.

4:00 – 5:00 CONCURRENT SESSIONS E

E1: Naloxone Training

- Alicia House, Steve Rummler HOPE Network

Audience: Community, Content Level: Basic

Learn about what naloxone is, why it is important to have in your school, how to recognize signs and symptoms of an opioid overdose and how to administer naloxone.

E2: Substance Use Support and Prevention in the School Setting

- Colleen O'Neil, LADC, CPP, Mounds View School District
- Mallory Fuchs, LADC, Mounds View School District
- Jennifer Funk, LADC, Mounds View School District

Audience: Educator, Content Level: Basic

Drug use at an early age is an important predictor of the development of a substance use disorder later in life. To combat this problem and to help students avoid the negative outcomes of substance use, many school districts have a licensed alcohol and drug counselor (LADC) that can provide school-based chemical health support to students, families and staff, ensuring that all students have the opportunity to be educated around the negative effects of substance use and to help students make better informed decisions when it comes to their overall wellbeing. Prevention is key to helping students learn about the negative effects of substance use, while helping students increase their protective factors and decreasing their risk factors. Addressing both mental health and chemical health is key to helping students navigate_ the challenges that co-occurring disorders can often present. Join us as we hear how some school districts are answering the need for this type of support. There will be a short presentation with an open panel discussion to further the conversation around what you can do to help address substance use issues in your district.

E3: Minnesota Suicide Prevention Regional Coordination.

- Meghann Levitt, Carlton County Public Health and Human Services
- Stephanie Hamlin, MPH, Canvas Health

Audience: Community & Educator, Content Level: Basic

Suicide Prevention Regional Coordinators cover all Minnesota's 87 counties. Come learn about the ways they can assist communities, schools, worksites, and other community partners in implementing suicide preventions strategies across the spectrum of prevention, intervention and postvention. Regional Coordinators aim to coordinate local suicide prevention efforts and work with partners to implement strategies, both evidence-based/informed as well as innovative to reduce the prevalence of suicide and related behavior. There is not a "one size fits all" approach to suicide prevention, however, with a basic framework to guide partners, equity considerations can easily be integrated to fit the needs of an identified population. The audience will be encouraged by the presenters to think in new ways to approach suicide prevention while also considering ways to align with a community/school approach to the implementation of Minnesota's updated Suicide Prevention Plan. Participants will: 1) Learn about the offerings and support available by the Suicide Prevention Regional Coordinators; 2) Explore opportunities for policy, systems and environmental changes across the spectrum of suicide prevention; and 3) Consider collaboration opportunities across partners for implementation of the State Suicide Prevention Plan. In this session, participants will have the opportunity to give anonymous feedback via interactive technologies, and time for questions will be given at the end.

E4: Interactive Data: ACEs prevalence with protective and risk factors for school districts

- Rachel Weber, MPH, Minnesota Department of Health

Audience: Community & Educator, Content Level: Intermediate

The Minnesota Department of Health will present their newly developed Preventing Adverse Childhood Experiences Data Dashboard available with open access online. This provides school-district level data summarizing ACE prevalence, community protective factors and community stories of addressing ACEs and promoting resilience created in partnership with the Wilder Foundation.

E5: School Refusal and Avoidance

- Kelly Johnson, LMFT, Associated Clinic of Psychology

Audience: Clinical, Content Level: Intermediate

School refusal and avoidance is an issue that impacts students, families and the larger school community. Contributing factors may include physical and/or mental health issues, family dynamics, or social struggles. The goal of this presentation would be to help clinicians recognize and address school refusal with evidence-based interventions...and ultimately to help students confidently return to school!

E6: Clinician and Educator Collaboration During TF-CBT Implementation in a School Setting

- Tawnya Ward, PsyD, LP, Scott County Mental Health Center

Audience: Clinical & Educator, Content Level: Basic

An overview of the TF-CBT model will be provided in a manner in which both educators and clinicians gain understanding of a student's journey during treatment, as well as be provided specific ideas for how to collaborate during the student's treatment. After each phase of the model reviewed, audience members will learn considerations and advantages of implementation in a school setting. These will include collaboration during the course of treatment with teachers, clinical considerations for therapists, and specific school-based strategies to support a child during trauma treatment.

E7: Marijuana is legal - Two case examples of interventions for teens

- Judson Bemis, Gobi Support, Inc.
- Dr. Ken Winters, PhD, Gobi Support, Inc.

Audience: All - Includes Clinical Content, Content Level: Basic

Since the legislature legalized cannabis access will increase, especially for teens. This session will focus on the value of early intervention for youth who have already begun to use substances but do not have signs of addiction. Our presentation will look at the history of early interventions including What is an early intervention and its elements Why this approach is a valuable tool for service providers Who should be referred for an early intervention We will also talk about our two different methods for addressing interventions.

E8: Connecting Students to (Free and Anonymous) Online Resources and Support

- Shannah Mulvihill, MA, CFRE, Mental Health Minnesota

Audience: All, Content Level: Basic

Students are struggling, and many are looking online for help. The vast majority of students (around

95%) have smartphones, and many report spending significant time online. Mental Health Minnesota is working to reach students experiencing mental health concerns with online mental health screenings, peer support available via text and chat, interactive safety planning tools, and online resources specific to mental health. All anonymous, confidential and free of charge. Participants in this session will learn about free and anonymous resources offered by Mental Health Minnesota (including online tools for safety and wellness planning, that are available for them), opportunities for use of Mental Health Minnesota's online screening tools in their school, a service where students can seek peer support statewide through text or chat via We Can RELATE, a Mental Health Minnesota peer support service that is staffed by young adults who have also struggled with their mental health, and how Mental Health Minnesota is using social media to connects students to resources and support. Participants will also receive a set of materials for use in their school or community, including Mental Health Minnesota's "Here to Listen" stickers and posters to encourage students to connect with teachers, counselors and other school personnel.

Sessions



FRIDAY NOVEMBER 3

8:15 – 9:45 CONCURRENT SESSIONS F

F1: Mandated Reporting: Using an ethical decision-making tool to assess risk and responsibility to report abuse or neglect

- Jennifer Bertram, MSW, LISW, Jennifer Bertram Consulting

Audience: Community & Educator, Content Level: Basic

Educators and other professionals are required to report suspected abuse or neglect of children or vulnerable adults, but we have had little guidance on how to make a decision on when a suspicion should be reported to child or adult protection services. We will walk through an ethical decision-making tool to help determine whether, where, and how to make a report while reflecting on how to practice informed decision-making using a racial impact equity lens.

F2: Child Trafficking and Exploitation Prevention Curriculum: Not A Number by Love146

- Kate LePage, Lutheran Social Service

Audience: All, Content Level: Basic

The presenter will share Minnesota's Safe Harbor response to trafficking and exploitation, and how the state has embedded various prevention methods into various systems that interact with at-risk, exploited, and trafficked youth. These prevention methods include a statewide coordinated launch of the prevention curriculum Not A Number in a variety of settings, as well as a culturally specific curriculum developed by one of the presenters with a team across the state. The presenter will also talk about prevention education they bring to schools and campuses to better inform youth about what puts them at risk for trafficking, how to identify grooming and recruitment, and how to access available resources and services. The presenter will share tips and tools for working around a variety of issues that come with youth education, including presenting materials to rural and conservative school districts as well as communities that do not believe that exploitation or trafficking occur within them.

F3: Implicit Bias and You

- Joe Jezierski, SE/Metro Regional Center of Excellence

Audience: All, Content Level: Intermediate

What is implicit bias and how does it impact your work? This session will support participants in defining implicit bias, examining their personal history and role and how implicit bias can show up in their work. Resources as well as best practices will be shared to support how to create welcoming and inclusive spaces for all.

F4: Breathwork as a Proactive Approach to Youth Mental Health

- Stephanie Esser, MAEd, RYT200, Certified Breathing Coach, Balancing Elephants, Inc.

Audience: All - Includes Clinical Content, Content Level: Basic

The breath. It is the first and last thing we do in this world, and it never leaves our side. It's also either hurting or helping us at all times. In our fast-paced world, many people are over-breathing, mouth breathing, breathing too fast, and sometimes flat-out just breathing wrong. Research is evident on the importance of breath and its impact on physiology and biochemistry. Yet the breath is so often overlooked when it comes to our health. We breathe over 20,000 times a day, but most of us breathe in a way that increases stress and anxiety. Our nervous system hasn't caught up to the modern world and is working overtime to protect us. The ability to influence your nervous system response is the root of breathwork. This presentation will first show you how to use the breath to modulate the nervous system, boost self-regulation and resilience, and then confidently teach it to children so that they cultivate lifelong skills to self-regulate and feel calm and safe anytime and anywhere. Breathing is an evidence-based, natural, cost-effective, and drug-free alternative to modifying mood and emotional state — the only proven real-time tool to shift from stress to calm in minutes. The breathing and stress connection is why we need to start paying attention to HOW we breathe. We breathe automatically, but we also can breathe on purpose to reduce stress and anxiety, improve focus, strengthen lungs, enhance sleep quality, and boost immunity. In this workshop, participants will discover the power of the breath and why breathing is the cornerstone of stress management and self-regulation. We will explore the science of breathing (the what), the psychology of breathing (the why), and cultivating healthy breathing habits (the how). Don't just breathe to survive; learn how to breathe to thrive!

F5: Decolonizing Mental Health Care: The Journey of Personal Reflections for Inclusive Care

- Henrietta Couillard, MSW, LICSW, City of Minneapolis: School Based Clinic
- Cecilia Hardacker, MA, City of Minneapolis: School Based Clinic

Audience: All - Includes Clinical Content, Content Level: Intermediate

This workshop acknowledges that in order to lead others towards growth and healing it is essential to prioritize our own individual growth and healing through learning, reflection, accountability, and action. Educating our workforce on outdated, rigid, and at times harmful approaches to providing care to our youth is the first step. Expanding these approaches with frameworks that promote inclusive, culturally affirming care while keeping ourselves and our professional community accountable is the goal. A goal we take ownership of as ongoing with no endpoint. Together our advancement will lead to actions that honor the diversity of identity, diversity of mental health experience, and multiple pathways to healing.

F6: More Than Emotions: Identifying Root Causes to Address Substance Abuse Disorder

- Dr. Nakumbe, PhD, LPCC, LADC, 779 Riverside Recovery & Counseling Services

Audience: All - Includes Clinical Content, Content Level: Intermediate

This interactive workshop will explore strategies for school counselors, community service providers, and caregivers of teens and young adults ages 14-25. Participants of this workshop will examine symptoms of emotional instability and impulsivity for teens and young adults experiencing distressing situations and learn solutions to get to the root causes of internal conflict so the problem solving can happen at a faster rate. The workshop will be presented with humor and compassion through impactful storytelling and interactive role-play.

F7: Where Have the Workers Gone?! Leading Them Back to School Behavioral Health

- Steven Lutes, MSW, LICSW, MPP, Northeast Youth and Family Services

Audience: All, Content Level: Intermediate

With major staffing shake-ups across all sectors, schools have been hit even harder. Hiring and retaining staff can feel impossible as they exit the field due to emotional depletion and exhaustion. Through presentation and facilitated discussion participants will develop concrete strategies and a powerful story for work in schools, drawing workers back to this crucial field.

F8: What You Need to Know About the State Medical Review Team (SMRT)

- Carly Pederson, EDPNA, Minnesota Department of Human Services
- Nicole Warren, Minnesota Department of Human Services

Audience: All, Content Level: Basic

The State Medical Review Team (SMRT) evaluates disability for individuals who have not been certified disabled by the Social Security Administration but who need a disability certification to access programs and services that require a disability certification. SMRT received nearly 7,200 referrals for a disability determination from county and tribal agencies in State Fiscal Year 2022. In this session, staff from SMRT will discuss many of the programs for which a disability certification is needed, the process through which SMRT evaluates disability and how this process compares to the Social Security Disability process, and what those who work with individuals who encounter the disability determination process can do to support their clients, patients, friends, and family through the process.

10:00 - 12:00 CONCURRENT SESSIONS G

G1: School-Based Play Therapy: Navigating Play Therapy Approaches in a Variety of School Settings

- Elizabeth Szybatka, MA, LPCC, RPT-S™, Lighthouse Child & Family Services, Inc.

Audience: Clinical, Content Level: Intermediate

This session will guide participants through learning about providing Play Therapy in a variety of school settings, identifying, and overcoming various challenges that play therapy in schools may pose, and how to confidently and competently explain Play Therapy to caregivers, school administration, and education staff. This is an Intermediate Level presentation for those who have basic understanding of Play Therapy.

G2: Using an Applied Neuroscience Approach at the micro, mezzo, and macro level

- Alicia L. Dick, LICSW, St. Louis County School District

Audience: All - Includes Clinical Content, Content Level: Basic

This session is an introduction to Dr. Bruce Perry's Neurosequential Model in Education and how it is being implemented into the school district.

G3: Escitalo-what? A Medication Review for the Non-Prescriber

- Joshua Stein, MD, PrairieCare

Audience: All - Includes Clinical Content, Content Level: Basic

Psychiatric medications are being prescribed at an increasing rate to the school age population. Many primary care providers are being tasked with prescribing psychiatric medications and seek

consultation from a child and adolescent psychiatrist due to the complexity of the field. Non-prescribers often have less knowledge and understating of psychiatric medications and their implications for their clients. Using the lens of a holistic biopsychosocial treatment model, non-prescribers will be provided a framework for understanding psychiatric medications.

G4: Online Blackmail – Sextortion, Online Enticement, and Internet Safety

- Taylor Lambrecht, Educational Coordinator, Minnesota Bureau of Criminal Apprehension.

Audience: All, Content Level: Basic

Sextortion and online enticement are increasingly prevalent forms of cybercrime that exploit individuals, particularly children and vulnerable adults, through the use of digital communication and manipulation. This course is designed to provide participants with a comprehensive understanding of sextortion and online enticement, their underlying dynamics, and effective prevention and response strategies. Participants will gain insights into psychological and technological aspects of these crimes and learn how to safeguard themselves and others from falling victim to such threats.

G5: Safe(r): Healing from Trauma & Building Engaged School-Community Ecosystems

- Lauren Williams, Training Director, Marnita's Table, MTI
- Sammie Ardito Rivera, Senior Project Director, Marnita's Table, MTI
- Elijah Fortson, Facilitation Lead & Social Media/Content Coordinator

Audience: All, Content Level: Basic

In this interactive workshop session, we will present key findings and lessons learned from community-engaged research projects with Duluth Public Schools and Saint Paul Public Schools over the course of the last three years. During the pandemic, the needs of students, families and educators were particularly acute, making participatory structures for learning, advocating for under-resourced students and community members, and healing from trauma especially critical. Our ongoing work developing deeply participatory processes for effecting local and regional grassroots change in the areas of school safety, trauma responsive healing and learning environments, and engaged strategy-to-action efforts continues to inform the work we do as a nonprofit and the relationship building processes we have been and are now supporting across the state of Minnesota. This practicum session draws upon the tips and techniques we have developed in this work to support innovative participatory approaches to improving behavioral health, community engagement and student-family connectedness in rural, urban, and suburban school environs of great cultural and linguistic diversity, incorporating both in-person and virtual tools and insights deployed during the ongoing crisis of the COVID-19 pandemic.

G6: Redefining Inclusion: A Disabled-Led Approach to Accessibility

- Elizabeth Duffy, MS, OTR/L, Minnesota Neurodivergent Education Advocacy and Therapy Services
- Santanna Ficken, MHP, Minnesota Neurodivergent Education Advocacy and Therapy Services

Audience: All, Content Level: Basic

This educational workshop offers a fresh perspective that empowers professionals, caregivers, and students. It is unique because it has been developed by disabled individuals, with valuable input from the disability community. By exploring topics such as ableism, recognizing barriers, and fostering collaboration with disabled students, this presentation aims to broaden our understanding

and provide effective supports, accommodations, and modifications. Disabled individuals often face challenges in a world that does not always cater to their needs. Engaging in the activities they desire or are required of them can be hindered by various barriers. In order to foster inclusion and accessibility in educational settings, it is important to explore a framework that focuses on supporting, modifying, and adapting four key areas. As professionals, we will discuss different strategies and supports that have proven effective for both ourselves and the children we work with within each of these categories. Through this discussion, we will learn how to apply this framework to ensure education is accessible for all students.

G7: Healing Centered Engagement: Building Resiliency and Empowerment.

- Allan Bakke, MDiv, CCAP, Southwest Crisis Center
- Andrea White, Olmstead County Victim Services
- Anishaa Kamesh, YMCA

Audience: All, Content Level: Intermediate

Note: This is a 90-minute session

Through a statewide effort, several Minnesota Safe Harbor funded programs were trained to implement Healing Centered Engagement, a youthwork model that transforms individual practices, advances healthy interpersonal connections, and improves institutional culture in order to create healthy outcomes for youth and the adults who serve them. This session will orient attendees to the tenets of Healing Centered Engagement and how Safe Harbor programs are implementing them into the work they do with youth. As a result of attending this session, participants will: gain understanding of the concepts and principles of Healing Centered Engagement and how it is implemented in transformative youth work; learn how to apply aspects of Healing Centered Engagement into their responses to youth; & learn how to youth with Healing Centered Engagement groups and programming across the state.

****Combination Session****

G8: The Irreducible Grace Foundation presents IGF Kids and VYB. (10:00-11:00)

- Natalia Gaston-Davis, Irreducible Grace Foundation

Audience: Educator & Community, Content Level: Basic

IGF Kids are mindfulness, music, and breathing tool videos for kids by kids. Each video teaches children in grades K - 5 how to use breathing as a way to calm themselves during times of anxiety or stress. Using real-life scenarios, such as friendship, bullying, and racism our young people show how breathing, mindfulness, movement, and music can be used to calm the body, recenter and refocus. VYB (Value Your Breath) is a series of 14 videos led by young people of color who share their lived experiences and how mindfulness, wellness, and breathing tools help them to heal from trauma and calm their nervous systems.

G8: Dean of Students: Impact & Purpose. (11:00-12:00)

- Karla Beck, MAT, Redwood Area School District
- Kristina Bucholz, Redwood Area School District

Audience: Educator, Content Level: Basic

Note: This breakout consists of two 60-minute sessions

Redwood Area School District added a Dean of Students in both its Elementary (ECSE-4) and middle

school/high school (5-12). The addition of this position at each site was in response to two main concerns: having a frontline person to address behaviors and giving more time for staff to access their principal who was busy with responding to behaviors. Come see what these new positions have added to our schools & how this could be replicated in other districts.

Notes

AT A GLANCE



WEDNESDAY NOVEMBER 1

7:00 – 9:00	Breakfast
9:30 – 10:30	Coffee & Conversation
10:30 – 11:30	Plenary Session
11:30 – 1:00	Lunch / Exhibits
1:00 – 2:30	Concurrent Sessions A
2:30 – 3:00	Break / Exhibits
3:00 – 4:00	Concurrent Sessions B
4:00 – 6:00	Exhibits
6:00 – 8:00	Networking / Appetizers

THURSDAY NOVEMBER 2

6:45 – 8:15	Breakfast
8:45 – 9:00	Welcome
9:00 – 10:00	Keynote: Jamil Stamschror-Lott, MA, LICSW
10:00 – 11:00	Break / Exhibits
11:00 – 12:00	Concurrent Sessions C
12:00 – 1:30	Lunch / Exhibits
1:30 – 3:30	Concurrent Sessions D
3:30 – 4:00	Break / Exhibits
4:00 – 5:00	Concurrent Sessions E
6:00 – 8:00	Dinner

FRIDAY NOVEMBER 3

6:45 – 8:15	Breakfast
8:15 – 9:45	Concurrent Sessions F
9:45 – 10:00	Break
10:00 – 12:00	Concurrent Sessions G
12:00 – 1:30	Lunch