



2026 Minnesota School Behavioral Health Conference Schedule

Wednesday, Nov. 4th

Start Time	End Time	Activity
7:00	9:00	Breakfast
8:00	6:00	Registration
10:30	11:30	Status Update: Students, Technology, and Mental Health <i>Presenter: Erin Walsh</i>
11:30	12:30	Lunch
11:30	6:00	Exhibit Tables
12:30	2:00	Moving Forward Together: Building a System of Care for Minnesota's Children and Families <i>Children's Cabinet: System of Care</i>
2:00	2:15	Break
2:15	5:15 A7 & B7	Cultivating Hope with the Hopeless: A Motivational Interviewing Strategy <i>Presenter: Scott Nyegaard</i>
2:15	3:45	1.5-Hour Sessions
	A1	Culturally Responsive School Behavioral Health for East African Students <i>Presenter: Yussuf Shafie, MSW, LADC, LICSW (Alliance Wellness Center)</i> This session will provide practical strategies for supporting Muslim, Somali, and East African students with behavioral health needs through culturally responsive school and community collaboration. Participants will explore how stigma, language access, trauma, family expectations, faith, migration stress, and mistrust of systems can affect student engagement, caregiver communication, referrals, and treatment follow-through. The session will offer tools for educators, school behavioral health staff, and community providers to strengthen trust, use respectful language, support families, coordinate care, and reduce disparities. Through case examples and interactive discussion, attendees will leave with

		practical engagement strategies, referral considerations, and a school-community coordination framework that supports student well-being, equity, and belonging. Clinical, Educator, Intermediate
	A2	Supervising Through the Generations: Adapting Clinical Supervision for a Multigenerational Mental Health Workforce <i>Presenters: Ana Lewis, MA, LMFT, MN Board Certified Supervisor (Change Inc.) & Karrie Ruedy, MS, LMFT, MN Board Approved Clinical Supervisor (Change Inc.)</i> The mental health workforce increasingly reflects a rich mix of generations (Baby Boomers, Gen X, Millennials, and Gen Z) each shaped by distinct sociocultural, educational, and technological experiences. These generational differences influence communication styles, expectations for feedback, approaches to authority, and learning preferences. The field of clinical supervision has only recently begun to acknowledge generational identity as a meaningful factor in supervisory relationships, leaving many supervisors navigating these dynamics without guidance. This workshop addresses a critical and emerging gap in clinical supervision by equipping mental health supervisors with evidence-informed strategies to effectively engage, supervise, and support clinicians across generations. Grounded in supervision research, developmental models, and workforce literature, this session will explore how generational differences uniquely shape supervisory alliances, learning processes, and professional development in mental health trainees and early-career clinicians. Participants will consider/discuss how unexamined assumptions about age, experience, and professional identity may contribute to miscommunication, disengagement, and missed opportunities for growth within supervision relationships. Equity and cultural responsiveness are central to this session. Generational identity will be framed as one aspect of cultural identity, alongside race, ethnicity, gender, and socioeconomic context. The presentation will emphasize the importance of avoiding deficit-based or stereotypical thinking and instead promote a strength-based, inclusive approach that honors each supervisee's lived experience. Attention will be given to power dynamics, particularly how age, experience, and generational positioning may influence supervisee voice, psychological safety, and disclosure in supervision. Clinical, Basic
	A3	Speeding Our Way Through Life: The Stimulant Drug Epidemic in Minnesota <i>Presenter: Don Marose (cd training consultants, inc)</i> The use of stimulant drugs; classics like methamphetamine and cocaine, readily accessible over-the-counter and prescription medications, and up and coming novel substances has been growing in Minnesota and the U.S. for years. Recognizing individuals under the influence is the first step in maintaining safe and healthy environments. Clinical, Educator, Basic
	A4	School Refusal: Childhood Anxiety <i>Presenter: Alma Marquez, MSW, LICSW (Wilder Foundation)</i> Student isn't attending school. What are the biggest factors that impact student attendance? Review of the research behind the most common reasons students don't attend school. Zero in on what we can do when the primary reason for school refusal is anxiety. Overview of most impactful anxiety treatment options for children and ways our school-based therapists and school support staff can use these tools to support students overcoming fears and obstacles to participating in school. Clinical, Educator, Basic

	A5	Count Them In: Target Strategies for School Attendance Concerns <i>Presenters: Mikala Hora, MSW, LGSW (John Adams Middle School), Robin Saner (John Adams Middle School), Amy Carstensen (John Adams Middle School) & Mary Reiter (John Adams Middle School)</i> Approximately one in four students statewide misses 10% or more of the academic year. As it stands from the 2024-2025 school year, the state of Minnesota sat with a chronic absenteeism rate of roughly 24.5%. The data is clear in showing we have a growing concern with student attendance but what is hidden beneath the data? What if my students are at school but still absent? In this session you will learn about an attendance intervention that works to combat these astonishing numbers and move the needle in a positive direction. We will analyze data sets from an Attendance Lunch intervention piloted in the 2025-2026 school year. This presentation aims to demonstrate the powerful impact intentional intervention can have on student accountability and engagement in school. You will walk away with an introduction into an innovative, high-impact approach: an 8-week, lunch-time intervention designed for small groups. By shifting the narrative from compliance to self-reflection, this session demonstrates how giving students agency over their attendance data empowers them to drive their own success. Participants will learn intervention structure, data collection methods, and strategies for increasing student buy in. Tangible Takeaways -The 8-Week Curriculum Blueprint: A demonstration of weekly reflection prompts, goal-setting templates, and group norms. -The Student Attendance Dashboard: A detailed review of a customizable, student-facing data tracker designed for clear, private visual analysis. -An Implementation Checklist: A detailed demonstration of a practical roadmap covering logistics, student selection criteria, and strategies for securing staff buy-in. Educator, Intermediate
	A6	From Chaos to Connection: Reimagining the Healing Journey in Groups with Kids <i>Presenters: Aisaaca Hammond, MSW, LICSW, IMH-E (Wilder Foundation) & Marie McNamara, MSW, LICSW (Wilder Foundation)</i> 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! Clinical, Educator, Basic
3:45	4:00	Break
4:00	5:00	1-hour sessions
	B1	Social Sports Apps, Streaming and Poker: How are kids gambling and what are the harms? <i>Presenter: Sonja Mertz, MLIS, CPP (Minnesota Alliance on Problem Gambling)</i> Youth are increasingly accessing gambling through activities that are often perceived as harmless entertainment. Social sports and prediction market apps enable young people to make sports-related predictions in ways that closely

		resemble traditional sports betting platforms. Streaming platforms expose viewers to gambling behaviors through online content creators, while some video games and mobile apps incorporate gambling-like features that may contribute to risky behaviors and harmful outcomes. In addition, informal in-person poker games have become increasingly common among high school students. Because of ongoing brain development and other risk factors, youth are particularly vulnerable to developing problematic gambling behaviors and gambling-related addiction. The effects of gambling and gaming can negatively impact adolescents' mental and physical health, academic performance, and relationships with family and peers. Concerns about gaming addiction, and its similarities to gambling addiction, have also grown within many communities. The Minnesota Alliance on Problem Gambling has developed a free educational toolkit for middle and high school students that includes components focused on both gaming and gambling. This presentation will examine current trends in youth gambling and gaming, the impact of these behaviors on young people, the relationship between substance use and gambling, and evidence-informed strategies to prevent or reduce harm, including implementation of the new MNAPG toolkit. Clinical, Educator, Basic
	B2	Restorative Practices: Supporting Neurodivergent and Complex Trauma Students <i>Presenter: Marissa Jensen (LSS of MN)</i> Restorative practices are becoming increasingly more common as an evidence-based practice in schools across all age levels. Part of our role as school-personnel can include being advocates for or supporting the use of restorative practices that impact the students we serve at all education levels. During this presentation, attendees can expect to learn information interventions to support students specific to having a history or current diagnosis of complex trauma , ADHD , and or Autism. Clinical, Educator, Intermediate
	B3	From Mandate to Meaning: Mental Health Education Alignment <i>Presenters: Terri Swartout, M.A. (Minnesota Department of Education) & Brienne LaHaye, MA, LMFT (Minnesota Department of Education)</i> Join this session to explore how required mental health education aligns with the new Minnesota health education standards and supports a comprehensive approach to student mental wellbeing. Through examples and practical resources, participants will discover strategies to integrate mental health concepts into standards-based instruction, strengthen student learning outcomes, and advance whole-child health in their schools and districts. Educator, Intermediate
	B4	Safety with Support: A Student-Centered Approach to Behavioral Threat Assessment <i>Presenters: Megan Lagasse, MSW, LICSW (MDE Healthy & Inclusive Schools Team) Julia Wippler, MSW, LICSW (Anoka Hennepin Schools)</i> What is the role of student support personnel with students who have made threats to others? This session will focus on the role of student support personnel in threat assessment from a student-centered approach with practical tools and considerations for direct practice. Full of examples from districts in Minnesota and nationally, we will discuss best practices in assessment, safety planning, and post-crisis services and supports. Learning Objectives: Establish the importance of incorporating a student support/mental health perspective into the threat assessment process in schools; Strengthen understanding of how to conduct these assessments, plan for safety, and collaborate with school teams as student support personnel; Discuss

		considerations for school discipline and post-crisis wrap-around support and services in instances of threat assessment and related behavioral crises
	B5	Ditching Diet Culture: Improving Our Schools Through Anti-Diet Approaches <i>Presenters: Erin Brault (Bloomington Public Schools (ISD 271) & Shannon Brault (Melrose Center (through HealthPartners))</i> Within school communities and society at large, diet culture is everywhere, and can have lasting negative impacts on students, staff, families, and perceptions of health in K-12 schools and beyond. In this presentation, we'll define diet culture and identify the overt and covert ways it impacts school communities, the risks and lasting impacts of eating disorders over a lifetime, and ways each of us can mitigate the harms of diet culture within our school communities through inclusive, trauma-informed, anti-diet practices. Through sharing their experiences as educators and coaches, as well as their time spent supporting people on their eating disorder recovery journeys at The Emily Program and Melrose Center, the presenters will highlight the important roles each of us play in combatting diet culture and advocating for inclusive, anti-diet practices within our schools. Educator, Basic
	B6	Culturally Centered Care in Schools: Growing, Learning and Laughing Together <i>Presenters: Michelle Long, MS (Bois Forte Reservation Tribal Government) and Susan Thomas (North Woods School)</i> Participants will gain insight into how the partnership between the North Woods Indian Education Department and Bois Forte Behavioral Health School-Linked Services is supporting Native American students through increased engagement, improved access to services, and a stronger focus on overall wellness. Through stories and real-world examples, we'll share our successes, talk honestly about challenges, and highlight lessons learned as we've built a collaborative system rooted in culture, community, and student strengths. Clinical, Educator, Basic
5:00	6:00	Exhibit Tables
6:00	8:00	Heavy Appetizers, Poster Sessions & Networking

Thursday, Nov. 5th

Start Time	End Time	Activity
6:45	8:15	Breakfast
8:00	2:00	Registration

Start Time	End Time	Activity
10:00	4:00	Exhibit Tables
8:45	10:30	Welcome & Keynote Courageous Clarity: For Times Like These <i>Presenter: Seena Hodges</i>
10:30	11:00	Break/Exhibits
11:00	12:00	1-hour sessions
	C1	Utilizing the TRS-IA to Support Systemic Implementation of Trauma-Responsive Practices <i>Presenters: Larsyn Lyman, MSW, LICSW (MDE), Brienne LaHaye (MDE), Sonya Kuznetsov Duffy (MDE) & Megan Perry (Resource Training and Solutions)</i> Discover the Trauma-Responsive Schools Implementation Assessment (TRS-IA), an evidence-informed tool that helps schools quickly identify strengths and growth areas across key trauma-responsive domains. In this session, participants will learn the purpose of the TRS-IA, how to accurately complete the assessment, and how to use the results to inform meaningful, trauma-responsive action planning. The session also provides curated resources to support schools in implementing next steps. Educator, Basic
	C2	Bridging the Gap; Integrating Mental Health Into Everyday School Practice <i>Presenters: Beth Donovan, MSW, LGSW (Zumbro Valley Health Center), Kelsey Kosberg, LICSW (Zumbro Valley Health Center) & Amber Anderson, LICSW (Zumbro Valley Health Center)</i> As student mental health needs continue to grow, schools are seeking practical ways to support students without overburdening staff. This interactive session explores how mental health can be integrated into everyday school practice through an MTSS framework rather than remaining siloed within counseling offices or crisis response systems. Participants will learn strategies to embed emotional regulation supports into classroom routines, strengthen collaboration between educators and school mental health professionals, reduce over-referral patterns, and support staff wellness. Through discussion, reflection, and practical tools, attendees will leave with ready-to-use strategies, a consultation framework, and an action plan for creating a more integrated, prevention-focused approach to student mental health in their own school setting. Clinical, Educator, Intermediate
	C3	MDE's Crisis Management Team and the Regional School Crisis Response Teams <i>Presenter: Ginya Davis (MN Department of Education)</i> MDE's Crisis Management Specialist will engage participants in a discussion about some of the resources and training available to foster school safety, belonging, and wellbeing. Educator, Intermediate
	C4	SEL as a Tier 1 Strategy for School Behavioral Health <i>Presenter: Megen Bodeker (Northwest Service Cooperative and COMPASS)</i> Social and Emotional Learning (SEL) is a foundational Tier 1 strategy within Minnesota's Multi-Tiered System of Supports (MnMTSS) and an essential

Start Time	End Time	Activity
		component of comprehensive school behavioral health. By intentionally cultivating self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, schools can create learning environments that promote belonging, well-being, and academic success for all students. This session will explore the role of SEL within a school behavioral health framework and its alignment with MnMTSS as a universal tier 1 approach. Educator, Basic
	C5	Moving Past Skills Work: Addressing Neurodivergence in Schools <i>Presenters: Cynthia Everling, MSW, LICSW (Washburn Center for Children) and Albert Everling, MA, LPCC, ADHD-CCSP (Washburn Center for Children)</i> This session will explore the topic of neurodivergence and look at ways to support students outside of skills work. It will look at the nervous system and ways to support needs that arise for neurodivergent students. It will examine themes that come up for students including identity work, building confidence and addressing patterns that contribute to shame and disconnection. Information presented will combine current research and practical experience. Participants will develop a more comprehensive and grounded approach to working with neurodivergent students. There will be opportunities for discussion, reflection, and brainstorming ways to provide services that are empowering, respectful, and student-centered. The session will incorporate some experiential segments where attendees will get to use strategies discussed in session. Clinical, Educator, Basic
	C6	School-Based Health Care at a Critical Time for Students, Schools and Communities <i>Presenters: Shawna Hedlund, MPH (MN School-Based Health Alliance) & Connie Sheehan (MN School-Based Health Alliance)</i> 1. Participants will be able to describe the difference between school-based health centers and school-based services, how they are implemented as a response to Community Needs Assessments, and how they are sustained 2. Participants will understand the purpose of SBHCs in addressing historic education disparities 3. Participants will understand that school-based health centers are an evidence-based strategy with core competencies based upon research of what drives quality outcomes for students and sustainable business operations 4. Participants will talk with youth regarding their access to a school-based health center and how they believe it influences them, their peers, and their community. Clinical, Educator, Basic
12:00	1:30	Lunch/Exhibits
1:30	3:00	1.5-hour sessions
	D1	It Starts With Us- Why the Adult Mindset Shift is the Most Important Behavioral Intervention in Schools <i>Presenters: Jennifer LF Modeen, LGSW (Area Special Education Cooperative), Gabby Wavra, LGSW (Area Special Education Cooperative) & Emily Roue (Area Special Education Cooperative)</i> How many times have you thought "if I could just get to the adult mindset, I could really support and empower this student" if you have had that thought this session is for you. Adults drive systems and adults frame the challenges that our student

Start Time	End Time	Activity
		face on a day to day to basis. This session will explore how to understand the adult mindset, how to engage in meaningful dialogue and how to make small shifts that make a big difference. You don't need to wait for big system changes if you can build upon the strengths of adults and confront that issues of mindset and inequality that are pervasive in our schools. This session will be interactive and engaging. (Your lens matters, and your voice matters) Come learn with us! Educator, Intermediate
	D2	Demonstrating What Works: Evidence-Based Interventions in Action <i>Presenters: Megan Lagasse, MSW, LICSW, LSSW (MDE EDI Center) & TBD.</i> With a goal of increasing the use of best practices in social-emotional-behavioral intervention by licensed student support personnel, 7 MN districts received funding for demonstration projects. This presentation will share results of these projects including student outcomes as well as practitioner feedback and reviews of several intervention resources (CBT, ART, HOPS and more) including usability, engagement, and student outcomes. Attendees will also receive access to the full report and other MDE resources for strengthening their own practice. Clinical, Educator, Intermediate
	D3	Building an SEL Ecosystem: Adult Mindset, Co-Regulation, and Systems That Sustain Student Success <i>Presenters: Jen Petersen, MSW LICSW (Intermediate School District 917), Sam Schulz, MSW LICSW (ISD 917), Courtney Robinson, Ed.S., NCSP (ISD 917) & Justin Hoelscher M.S. EBD/SLD (ISD 917)</i> Creating meaningful social-emotional learning outcomes requires more than teaching student skills, it requires an ecosystem that supports adult mindset, regulation, and connection. This interactive session explores how schools can move beyond behavior management and compliance-based practices to build systems that prioritize co-regulation, capacity building, and psychological safety. Participants will examine the role of adult mindset in maintaining calm during challenging situations, responding rather than reacting to behavior, and fostering supportive relationships with students and colleagues. Attendees will explore strategies at the classroom, building, and district levels. Participants will leave with practical tools, reflection opportunities, and actionable next steps for creating sustainable, equitable SEL systems that support both student and adult well-being. Educator, Basic
	D4	ICE and our Neighborhoods <i>Presenters: Alma Marquez, MSW, LICSW (Wilder Foundation), Kimberly Mendez, MSW, LGSW (Wilder Foundation), Tania Acevedo Garcia, MSW, LGSW (Wilder Foundation) & Samantha Lopez Giron, MSW, LGSW (Wilder Foundation)</i> During the ramp up of Metro Surge, Alma's child's preschool closed for a month due to dangers with ICE presence in South Minneapolis. The preschool's teacher asked Alma for a social story and tips to try and talk about these indescribable events with 3-5 year olds. Alma wrote this story and it was shared widely and used in over 20 school districts. This training will explore how we speak with little ones about traumatic and complicated events using tenants from Child Parent Psychotherapy model. We will explore the elements of this social story and another that is geared towards adolescents and teens. The Sembrando team of school

Start Time	End Time	Activity
		based therapists will share examples of how we, our families, neighborhoods, schools and clients are processed experiences from Metro Surge inside and outside the therapy session. Review of the key signs of acute trauma, posttraumatic stress and trauma processing will be included throughout. Clinical, Educator, Basic
	D5	How to use the Minnesota Youth Trafficking and Exploitation Identification Tool and Guide <i>Presenters: Sophia Maceda, B.A (Minnesota Department of Health) & Caitlin Orgon (MDH)</i> This 90-minute, hands-on session will function as the required training professionals must complete to access the Minnesota Youth Trafficking and Exploitation Tool and Guide. Attendees of this session will learn about: exploitation and trafficking of youth in Minnesota and how to recognize potential indicators; available resources in our state and how to refer youth to them; ways to create an identification and response plan and how to properly and safely use the MYTEI tool in a school setting Attendees will walk away with a physical copy of the recently updated tool and guide, as well as other printed materials and resources for youth, caregivers and professionals. This session is for professionals (teachers, social workers, nurses, mentors, etc.) who work or interact with youth and students in a school (or community) setting. Clinical, Educator, Basic
	D6	Wakǵanyeža owáyawa (Teaching the children): Honoring Indigenous Understandings of Childhood in Teaching and Caregiving <i>Presenter: Whitney Johnson MSN, RN, PMHNP-BC (Minnesota Department of Human Services)</i> This session explores how Indigenous communities understand children through relational, cultural, and spiritual frameworks that often differ from mainstream American approaches to childhood, learning, and behavior. Participants will examine how Western educational and caregiving systems may misunderstand Indigenous children and families, contributing to inequities in schools and care settings. Through discussion, reflection, and practical examples, attendees will learn culturally responsive, relationship-based strategies that honor Indigenous ways of knowing and support more equitable interactions with Native children and families. This session is designed for educators, caregivers, social workers, healthcare providers, and others working with children and communities. Clinical, Educator, Basic
3:00	3:30	Break/Exhibits
3:30	4:30	1-hour sessions
	E1	Healthy Technology Use in the Age of Artificial Intelligence: Current Research and Implications for School Counselors <i>Presenters: Makenzie Farmer (School Counseling Department at St Cloud State University) and Bill Lepkowski, PhD (School Counseling Department SCSU)</i> Artificial intelligence (AI) is becoming increasingly integrated into adolescents' educational, social, and emotional experiences. Emerging research suggests that AI

		use may influence academic achievement, executive functioning, social adaptability, and interpersonal relationships. Studies have identified associations between generative AI use for schoolwork and academic outcomes, while increased educational AI use has been linked to reduced social adaptability. Research also highlights adolescents' growing engagement with AI companions and AI-mediated mental health communication, raising questions about emotional attachment, social development, and behavioral outcomes. This presentation reviews current interdisciplinary research on AI and adolescent development across academic, social, and relational domains. Implications for school counselors include promoting digital literacy, supporting healthy technology use, and addressing the developmental impact of AI-mediated interactions in educational settings. Educator, Intermediate
	E2	Responding to Behavior with a Restorative Lens <i>Presenter: Grace Yang (Minnesota Department of Education)</i> Restorative practices go far beyond the familiar practice of circles and repairing harm. At its core, this approach is about recognizing and responding to people's needs through a relational lens. In this session, you will explore the foundational concept of the relationship matrix and how it guides responses rooted in empathy, accountability, and connection. This session will impact how you respond when mistakes happen, centering relationships as the path to meaningful change. Educator, Basic
	E3	Escape the Silo: An Interactive WSCC Approach to Whole-Child Wellness <i>Presenter: Leah Bancroft MSN, RN, LSN, NCSN, PLNC (Minnesota Department of Education)</i> To effectively address youth mental health and well-being, schools must shift from reactive crisis management to proactive, preventative care. The school health office serves as a unique, non-stigmatized sanctuary where students seek refuge not just for illness, but for stress, emotional dysregulation, and the need for connection. In this interactive session, participants will step into an immersive "escape room" challenge. Working in multidisciplinary teams, attendees will apply the CDC's Whole School, Whole Community, Whole Child (WSCC) framework to solve data and communication puzzles centered around a student experiencing escalating somatic, emotional, and behavioral shifts. By decoding physical symptoms of emotional distress, mapping community resources, and utilizing tiered systems of support for intervention, participants will learn to leverage school nurses as pivotal coordinators of student well-being. This session provides a practical blueprint for breaking down organizational silos, aligning school health services with internal school teams, local providers, and building accessible entry points for early behavioral health care. Educator, Basic
	E4	School Mental Health Practices for Student Success in Minnesota <i>Presenters: Meg Olson, MA, NCSP (Center for Applied Research and Educational Improvement (CAREI)), Alyssa Parr, PhD (CAREI) & Mengchen Su, PhD (CAREI)</i> Nearly one-third of Minnesota students report having long-term mental health concerns, and schools are a key place where youth receive support. This interactive session shares results from a community-informed statewide survey of school mental health in Minnesota. Moving beyond deficit-based narratives, the session highlights "bright spots" through stories and perspectives from students, families, educators, and communities. Participants will explore statewide trends, identify strengths and gaps in their own systems, and consider promising practices for improving school mental health supports. We will examine how different groups experience school mental health supports and how collaboration can strengthen

		systems. Attendees will leave a concise summary of statewide research findings, insights into enhancing accessibility and effectiveness of their own school mental health systems, and a list of resources for continued learning and technical assistance opportunities beyond the session. Clinical, Educator, Basic
	E5	Reducing Chronic Absenteeism through Holistic Student and Family Supports <i>Presenters: Jason Keppe, LMFT (Seneca) & Sarah Washington (Parent Advocate)</i> In order for students to benefit from their school's positive culture and valuable supports, they need to be present. Chronic absenteeism continues to be a crisis across our country. In this workshop, participants will explore and practice the mindsets, strategies, and concrete tools that have led to our Compass Care program's success in reducing chronic absenteeism, increasing student belonging, and building true partnerships with parents. Clinical, Educator, Basic
	E6	Building Confidence in School Mental Health Documentation: A Practical Workshop <i>Presenter: Krista Moore MSW, LICSW (DHS Behavioral Health Administration)</i> Accurate and meaningful documentation is a critical component of effective school mental health practice. This interactive workshop is designed to help school-based mental health providers strengthen their documentation skills while balancing clinical, ethical, and legal responsibilities. Through examples, guided activities, and practical tools, attendees will learn strategies to improve the quality, consistency, and efficiency of their documentation. By the end of the workshop, participants will be able to identify key elements of high-quality documentation, apply documentation standards to their daily practice, and develop greater confidence in creating records that are accurate, compliant, and meaningful. Clinical. Basic
6:00	8:00	Dinner - Dining Room Social Events

Friday, Nov. 6th

6:45	8:15	Breakfast
8:30	10:00	1.5-hour sessions
	F1	Brief Intervention Strategy for School Mental Health Clinicians (BRISC) - A Tier 2 Intervention that Empowers Youth. <i>Presenters: Mark Sander (Midwest Center for School Mental Health) & Cheryl Holm-Hansen (Midwest Center for School Mental Health)</i> BRISC is a brief evidenced based 4 session Tier 2 intervention for high school students that has shown effectiveness in improving symptoms of anxiety, depression, and other student identified concerns. BRISC gives school employed mental health professionals (school social workers, school counselors, school psychologists, etc.) a structured approach to engaging, assessing and teaching high school students evidenced based skills to address the student's identified need or concern.
	F2	Better Together: Integrating PBIS and School Mental Health Systems through an Interconnected Systems Framework (ISF) <i>Presenters: Callie Devriendt, MSW, LICSW, LSSW (MN Dept of Education), Angela Scott, Ph.D. (MN Dept of Education), Brienne LaHaye, MA, LMFT (MN Dept. of Education) & Todd McGowan, MSW, LICSW (Duluth Public School District)</i>

		Explore how Bridging Support Systems can strengthen school-based mental health through the intentional integration of the Interconnected Systems Framework (ISF) and Positive Behavioral Interventions and Supports (PBIS). This session will demonstrate how aligning school and community mental health services within a unified, tiered system enhances equity, efficiency and supports students more holistically. Participants will gain practical strategies for using data to drive implementation, embedding mental health supports within the PBIS structure, and fostering collaboration across education and mental health systems. Designed for school and district leaders and mental health providers, this workshop offers actionable guidance for building systems that support the whole child. We will also be discussing the latest guidance and resources from MDE on the Interconnected Systems Framework. Educator, Intermediate
	F3	Clinical Intervention Ideas for School Based Providers <i>Presenters: Meghan Cain-Moss, MSW, LICSW (People Incorporated) & Jenna Seal, MA, LPCC (People Incorporated)</i> Supporting our youth who have mental and behavioral health needs continues to be a consistent focus of school based therapy services. It provides both unique challenges and opportunities in a school setting. In this presentation we will broaden our scope of interventions presented from previous years review the impact of mental and behavioral health on academic and social development. We will primarily focus on specific clinical interventions that can be applied in a school setting with a wide range of ages and families. There will be opportunity to practice in small groups and for participants to share their most used interventions with the group. Clinical, Intermediate
	F4	The Minnesota School-based Model of Diversion for Youth with Mental/Chemical Health Concerns <i>Presenters: Dr. Charlene Myklebust, Psy.D. (EQ Learn, LLC and Stone Arch Learning, LLC) & C. Fausto Cabrera, Co-author of "The Parameters of Our Cage." (Damascus Way)</i> "The Minnesota School-based Model of Diversion for Youth with Mental/Chemical Health Disorders" is a program that developed after Chris and Char met in Stillwater Prison as part of a Restorative Justice program called VOCARÉ. Participants in the program were inmates and community-at-large members who had been harmed. Char's son had drowned in 2014 in a suspicious kayak incident on Medicine Lake - it is still a cold case in Hennepin County. Chris, after causing harm in his local community, had served the bulk of a 20 year sentence in Minnesota Correctional Facilities. He studied Restorative Justice philosophy while incarcerated. Through sharing their mutual stories, Chris and Char came to understand the commonalities in their lives and the value of restorative dialogue. Char applied for and received a DHS school-based diversion grant to help interrupt the school-to-prison pipeline and asked Chris to join the steering committee from prison. The model has been developed, refined, and implemented at six pilot sites. Details of the model will be provided to participants. Clinical, Educator, Intermediate
	F5	Porcupine, Alarm & Staff Shopper: Being curious about student behavior <i>Presenters: Aisaaca Hammond, MSW, LICSW, IMH-E (Wilder Foundation) & Alma Marquez, MSW, LICSW (Wilder Foundation)</i> It feels like the movie Groundhog's Day - where each day you wake up and enter your school building to the same child doing that same challenging thing over and over again. Nothing seems to be helping. Learn how to get on the same page with your team to name challenging behaviors, determine unmet needs, see how those unmet needs are showing up in everyone's relationship with the student in ways that

		perpetuate the cycle. Brainstorm ideas for meeting those needs in a new way in prevention and intervention as a team. Bring your own examples to workshop together. Clinical, Educator, Basic
	F6	Safe(r) Presenters: Marnita Schroedl (Marnita's Table) & Elijah Fortson (Marnita's Table) Minnesota Department of Education (MDE) is partnering with Marnita's Table (MTI) and the nine Minnesota Regional Crisis Response Teams to conduct a statewide engagement series to provide an opportunity for the community to come together, share current and updated policies, programs, practices, tools, and resources for community safety, mental health and wellbeing. We seek to destigmatize having frank conversations about our health needs, highlighting mental health. Each region is bringing their own perspectives and needs to the Table. We want to hear from you! Are there challenges impacting your community? Have solutions been created to address them? Is there anything you wish people knew about your community, district, county or region? Are there relationships you're seeking locally or statewide to support you? Centering your voices as dedicated professionals seeking to make Minnesota safe(r), we'll explore these themes, through authentic connection. Clinical, Educator, Basic
10:00	10:15	Break
10:15	11:15	1-hour sessions
	G1	Including parents in school based therapy sessions <i>Presenter: Keely Heiser, LICSW (Relate Counseling Center)</i> Clinical, Intermediate
	G2	A Collaborative Approach to School Anxiety, Attendance & Re-Engagement <i>Presenters: Deanna Klein, LPCC (Compass Health Center) & Dianne Burd, MSW, LICSW (Compass Health Center)</i> School anxiety and refusal are increasingly common challenges impacting students, families, and schools. This presentation explores the emotional, behavioral, family, and school-based factors that contribute to school avoidance and disengagement. Attendees will gain a deeper understanding of the prevalence and impact of school anxiety, review current research, and learn practical, evidence-based strategies to support students both in and outside the classroom. Through case examples and real-world scenarios, participants will explore interventions that promote emotional regulation, strengthen family-school collaboration, and support successful school re-engagement. This session is designed for educators, school mental health professionals, clinicians, and caregivers seeking actionable tools to help students return to learning and thrive. Clinical, Educator, Basic
	G3	The Courage to Not Know: Embracing Uncertainty in Education <i>Presenter: Mandy Weinkauff, MSW, LICSW, LSSW (Agate Social Works)</i> Schools have become places where uncertainty is constant. Student mental health needs evolve, family expectations shift, education initiatives change, and resources fluctuate. Educators are expected to have immediate answers, solve increasingly complex problems, respond to changing needs and navigate competing priorities, and do it all without showing doubt. The unspoken message that educators receive is that they should know exactly what to do, and do it all without showing doubt. This session offers a different message: What if the path to resilience isn't having all the answers or getting everything right? The goal isn't to eliminate uncertainty or attain perfection. The goal is to develop the courage to tolerate uncertainty, curiosity to embrace our

		humanity, and the ability to navigate connection to self and others, even when we don't know exactly what to do. Clinical, Educator, Basic
	G4	Mental Health Teams: A multi-disciplinary approach to supporting students in St Paul Public Schools <i>Presenters: Andrew Klopp, MSW, LICSW (St Paul Public Schools) & Beth Coleman, EdS, MS, Assistant Director (St Paul Public Schools)</i> This session provides opportunities to network and learn about the latest developments and best practices related to supporting students with behavioral health needs, their families, and the broader school community. The intention of our presentation is to contribute to the existing school behavioral health framework by sharing practices which have positively impacted the SPPS district and community. We hope to inspire conference participants to reflect on ways they may be able to further develop their own working relationships amongst staff to improve outcomes for children and families. Clinical, Educator, Basic
	G5	Bridging Worlds: Building Behavioral Health Supports for Indigenous Students <i>Presenters: Brian Johnson Jr., MBA (Department of Human Services) and TBA</i> Schools play a critical role in supporting Indigenous student mental health, yet many systems struggle to provide supports that feel culturally responsive, relationship-centered, and trusted by students and families. This session explores practical strategies for strengthening behavioral health supports for Indigenous students through culture, connection, and school-community partnerships. Participants will examine barriers to engagement, the role of identity and belonging as protective factors, and approaches for building sustainable supports in tribal, rural, and school settings. Through real-world examples and interactive discussion, attendees will gain actionable ideas for increasing student engagement, strengthening relationships, and creating school environments where Indigenous students feel connected, supported, and empowered to thrive. Suitable for educators, school mental health staff, administrators, tribal partners, and clinicians working alongside schools. Educator, Intermediate
	G6	Q&A: Mental Health Medicaid Reimbursement in Schools <i>Presenters: Krista Moore & Jennifer Butler (Minnesota Department of Human Services) and Hollie Clarke, Laura Seifert-Hertling, Jenny Whitcomb (Minnesota Department of Education)</i> This interactive session provides an opportunity for school district representatives to engage directly with state-level partners to strengthen mental health supports for students. Attendees are encouraged to bring questions, ideas, and suggestions for discussion. Representatives from the Minnesota Department of Human Services' (DHS) Behavioral Health Administration (BHA) and Health Care Administration (HCA) will be present in partnership with the Minnesota Department of Education (MDE). Clinical, Educator, Basic
11:15	11:30	Break
11:30	12:30	1-hour sessions
	H1	Beyond Assumptions: Addressing Implicit Bias While Supporting Youth Affected by Substance Use <i>Presenters: Sehee Snead, MPS, LADC (Natalis Psychology & Solutions) & Alfred Flores-Mendoza, MPS, LADC (Change Inc.)</i> Whether intentional or not, implicit biases and microaggressions can influence how school professionals interpret, respond to, and support youth. These interactions can have lasting effects on a student's sense of belonging, willingness to seek help, and future opportunities. Led by co-occurring therapists and professionals of color, this introductory session invites educators, school staff, and youth-serving professionals

		to engage in honest self-reflection about the assumptions we all carry and how they may impact youth affected by substance use, particularly BIPOC students. Participants will explore the intersection of youth substance use, race, and power dynamics; learn how bias can shape student outcomes; and gain practical strategies for initiating supportive conversations about substance use. Through open dialogue, interactive activities, and reflection, attendees will leave feeling hopeful that small but meaningful changes can foster trust, connection, and positive outcomes for youth. Clinical, Educator, Basic
	H2	Strengthening School Communities Through the Coalescence of Social Emotional Learning and Non-exclusionary Discipline Practices <i>Presenters: Jordan Samejima (MDE: EDI Center) & Kerwin Bell, SEL Specialist (MDE: EDI Center)</i> Local Educational Agencies across Minnesota continue to face challenges in supporting student self-awareness, strengthening adult–student relationships, and creating learning environments where every learner feels seen and included. This interactive session explores how integrating Social Emotional Learning (SEL) with Non-exclusionary Discipline can address these needs. Participants will experience and model the CASEL 3 Signature Practices through pair-shares, small-group discussions, scenario analysis, and reflection routines. They will practice strategies that reduce punitive responses, build student skill development, and align with Minnesota's statewide expectations for equitable discipline. Attendees will leave with practical tools and routines for embedding SEL throughout the day, guidance for improving relationship-based responses to behavior, and approaches that foster belonging and wellbeing for all students. Educator, Basic
	H3	The Students We Misunderstand: Race, Families, Mental Health, and School Systems <i>Presenters: Brandy Fountain, M.A, LPC (People Incorporated) and Sarah Washington (Parent Advocate)</i> The Invisible Weight: Bias, Racism, and Student Mental Health in Schools Students enter school carrying more than academic responsibilities; many also carry the emotional impact of bias, racism, cultural misunderstandings, and trauma. These experiences can influence behavior, emotional regulation, relationships, academic performance, and a student's overall sense of safety and belonging within the school environment. This presentation explores how implicit bias and systemic inequities impact student mental health outcomes, discipline practices, and school experiences, particularly for students from historically marginalized communities. Through a trauma-informed and culturally responsive lens, participants will examine how behaviors are often misunderstood when viewed without consideration of racial stress, cultural identity, lived experiences, and systemic barriers. The session will provide practical strategies for educators, school-based mental health professionals, administrators, and support staff to create emotionally safe, inclusive, and equitable environments where students feel seen, respected, and supported. Attendees will engage in reflective discussions, case-based examples, and interactive activities designed to strengthen awareness, challenge assumptions, and promote restorative and healing-centered practices within schools. Participants will leave with actionable tools to support culturally responsive communication, reduce bias in school-based interactions, and foster stronger relationships that positively impact student wellness and academic success. Clinical, Educator, Basic
	H4	Youth Leadership in Addressing Commercial Tobacco Product Waste <i>Presenter: Jeffrey Palaniappan Ting, MPH (Association for Nonsmokers-Minnesota)</i> Youth empowerment is essential to commercial tobacco prevention because young people are both highly affected by commercial tobacco-related issues and key drivers of lasting change. Peer networks help youth build advocacy skills, while environmental

		issues remain a major concern among younger generations. Commercial tobacco products (CTPs), including cigarettes and vapes, create significant environmental harm through litter, plastic waste, hazardous batteries, nicotine contamination, and toxic metals. This session will explore the intersection of youth leadership and CTP waste, highlighting resources that support youth engagement and environmental education. Participants will learn effective youth advocacy strategies, understand the environmental impacts of CTP waste, and identify ways to engage youth in addressing this emerging public health and environmental challenge. Educator, Basic
	H5	Beyond "Just Say No": Leading Honest, Stigma-Free Conversations on Fentanyl & Substance Use <i>Presenters: Hanna Kazempour, LGSW, LADC (Change the Outcome) & Sydney Hastad (Change the Outcome)</i> In this session, Change the Outcome—a Minnesota non-profit that has delivered youth-led substance use and overdose prevention education to over 130,000 students, community members, and educators across the state since 2017—moves past outdated, fear-based tactics to equip teachers with a modern toolkit. Drawing directly from their extensive work in Minnesota health classrooms, we will provide a critical briefing on the rising threat of fentanyl and counterfeit pressed pills, Minnesota's Steve's Law (Good Samaritan protections), as well as critical information on overdose response. Change the Outcome will teach educators how to implement specific linguistic and structural shifts to dismantle stigma and foster radical honesty in the classroom. Educators will leave this session with the exact skills, terminology, and resources needed to keep students safe, engaged, and supported. Educator, Basic
	H6	Preparing School Communities for Crisis: Best Practices in Behavioral Health Response and Recovery <i>Presenter: Tara Hjelmberg, MA LMFT (MN Department of Human Services)</i> The array of behavioral health interventions and supports provided in schools has greatly expanded in the last decade or more, as has the preparedness planning options available for crisis events in schools. These two specialties and training, however, have not always bridged the day-to-day behavioral health services available and those focused on crisis response, leaving many schools and their staff feeling uncertain or unprepared in response to events. This session aims to inform school staff and the behavioral health providers supporting schools about best practices for behavioral health response to emergency and crisis events, the tools staff need to be prepared and what external supports are available to schools. Through discussion and case examples, we will explore how staff can best utilize the resources available within their district and community to support the needs of students in your community. Clinical, Educator, Intermediate
12:30	1:30	Lunch
	1:30	Depart Cragun's