



2024 Minnesota

SCHOOL BEHAVIORAL HEALTH CONFERENCE



mi MINNESOTA

SCHOOL BEHAVIORAL HEALTH CONFERENCE

NOVEMBER 6 – 8, 2024

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



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 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

Location: Cedar Ballroom

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

Thursday, November 7, 10:00 a.m. – 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, a link to download the certificate will appear on the

confirmation page. If you have trouble accessing the certificate, please contact Jolene King (jking@lcsc.org) at Lakes Country Service Cooperative.

SESSION HANDOUTS/POWERPOINT SLIDES

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

Meals

Menus are posted in the Guidebook app. If you have indicated a food allergy or dietary restriction; all food on the buffet will be labeled.

If you are unable to eat anything from the buffet, please contact your server (anyone in a black “Cragun’s” staff shirt can assist) as a plate can be made up based on your allergy or dietary restrictions.

SCHEDULE



DAY 1	
Wednesday November 6, 2024	Schedule of Events
7:00 – 9:00 Breakfast	Breakfast (Dining Room)
9:00 – 6:00 Registration	Registration (Lobby)
11:30 – 6:00 Exhibits	Exhibit Tables (Cedar Ballroom)
10:30 – 11:30 Concurrent Sessions A	A1: Meeting the Moment: Equipping Digital Wellbeing Leaders A2: Canine Assisted Behavioral Skills A3: Movements for LGBTQ+ Liberation in the 20 th Century A4: Truth: Students Rationalize, Justify, and Minimize Their Substance Abuse! A5: Legislative Updates Related to School Mental Health A6: Pathway to Benefits: Navigating DHS-State Medical Review Team’s (SMRT) Disability Determination Process with Confidence A7: Be@School: Addressing Barriers to School Attendance for Hennepin County’s K-12 Students and Their Families A8: Kids in Crisis
11:30 – 1:00 Lunch	Lunch (Dining Room) and Exhibits (Cedar Ballroom)
1:00 – 2:30 Concurrent Sessions B	B1: Advocating for Neurodiversity: How Can We Foster Mental Health Equity in Special Education? B2: Substance Use Trends, Interventions, and Education Impacting Youth B3: Implementation of a Comprehensive School Mental Health Systems Framework B4: Staying Energized and Compassionate in the Midst of this Difficult Work That We Do B5: "You're Giving Me Anxiety": Interventions for Anxiety in Schools B6: The Kids Are Not Alright: Trauma-Informed Practices In The Schools B7: How Effective Are You? Using Client Feedback to Improve Your Practice B8: Building a Healthy Masculine Identity Through Clinical Intervention
2:30 – 3:00 Break	Break and Exhibits (Cedar Ballroom)
3:00 – 4:00 Concurrent Sessions C	C1: Supporting Children of Incarcerated Parents: Mitigating the Impact of Justice-Involved Family Members on Children C2: I Am Safe: movemindfully Trauma-Responsive Mind-Body Strategies for Mental Health C3: School Based Health Centers - An Integral Piece to Minnesota's Mental Health Puzzle C4: Mental Health Ambassadors: A Youth-Centered Approach to Support Mental Health C5: Play for all: Building Attachment and Resiliency Through Play C6: Bake It In: Sustainable Improvements That Support All Students' Mental Health C7: What Should we do at Tier 2? BRISC (Brief Intervention Strategy for School Mental Health Clinicians) C8: Cannabis Legalization and Minnesota Schools
4:00 – 6:00 Break	Break and Exhibits (Cedar Ballroom)
6:00 – 8:00 Evening Social	Heavy appetizers, Poster Sessions and Networking (Tamarack Event Centre)

DAY 2	
Thursday November 7, 2024	Schedule of Events
6:45 – 8:15 Breakfast	Breakfast (Dining Room)
8:45 – 2:00 Registration	Registration (Lobby)
10:00 – 4:00 Exhibits	Exhibit Tables (Cedar Ballroom)
8:45 – 10:30 Keynote	<p>Helping Native Students Thrive: Culture, Community, and Connection</p> <p>How can we connect with Native students more effectively and authentically? Navigating cultural difference in the age of racial reckoning can be scary, but there is so much at stake for the kids we serve. The better acquainted we are with tools and strategies that deliver results, the more impactful our efforts become. Join celebrated Ojibwe author, professor, racial equity educator, and cultural practitioner Anton Treuer for a fresh perspective on healing and thriving for Native students.</p>
10:30 – 11:00 Break	Break and Exhibits (Cedar Ballroom)
11:00 – 12:00 Concurrent Sessions D	<p>D1: The Role of the Crisis Management Team in the Comprehensive School Mental Health Model</p> <p>D2: Breathe Well: Enhancing Nervous System Resilience</p> <p>D3: Building Student Resilience through the use of Peer Support and Ingenuity</p> <p>D4: Tiny Humans, Big Questions: Discussing Sex, Sexuality, and Identity with Elementary-Aged Children</p> <p>D5: From Post it Notes & Paper to a Comprehensive Mental Health Software Tool: Improving Student Mental Health Access in Schools</p> <p>D6: What Happens When Someone Connects with the 988 Suicide and Crisis Lifeline?</p> <p>D7: School Linked Substance Use Services</p> <p>D8: Healing Partnerships: Steps for Creating Working Relationships Between Educators and Mental Health Professionals</p>
12:00 – 1:30 Lunch	Lunch (Dining Room) and Exhibits (Cedar Ballroom)
1:30-3:00 Concurrent Sessions E	<p>E1: Lifelines Future Story Experience</p> <p>E2: Therapeutic Teaching Model</p> <p>E3 The Practice of Gender Affirming Mental Health Care</p> <p>E4: The Golden Thread: Identifying</p> <p>E5: Nonexclusionary Discipline and Mental Health</p> <p>E6: Disrupting the School to Prison Pipeline through Community Circles and Restorative Justice</p> <p>E7: Arrested at School: Youth Treated Rather than Defeated</p> <p>E8: Leaning into the Darkness: Essentials for Providing Trauma Therapy</p>
3:00 – 3:30 Break	Break and Exhibits (Cedar Ballroom)
3:30 – 4:30 Concurrent Sessions F	<p>F1: Suicide Postvention for Schools: Proactive Grief and Crisis Management</p> <p>F2: Creative Way to Pull in Client Interests to the Session</p> <p>F3: Building Bridges: Enhancing Student Support through Collaborative Partnerships</p> <p>F4: School Access to Medicaid for Behavioral Health Services and Supports</p> <p>F5: Family Peers (and beyond) What has Happened, What is Happening and What is Hoped for 2025 for Family Peers</p> <p>F6: Depression Education is Suicide Prevention: Tier-1, No-Cost, School Mental Health</p>

	Programming from Erika’s Lighthouse F7: Reducing Chronic Absenteeism with School-Based Wraparound Supports F8: High Stakes: Navigating Cannabis Use and Mental Health
4:30 – 6:00 Break	Break
6:00 – 8:00 Dinner	Dinner (Dining Room)
8:00 Social Events	Bonfire & Karaoke (Canoe & Paddle Pub)
DAY 3	
Friday November 8, 2024	Schedule of Events
6:45 – 8:15 Breakfast	Breakfast (Dining Room)
8:30– 9:30 Concurrent Sessions G	G1: Body Boundaries G2: I Am Safe: movemindfully Trauma-Responsive Mind-Body Strategies for Mental Health G3: Meeting the Moment: Equipping Digital Wellbeing Leaders G4: Mental Health Ambassadors: A Youth-Centered Approach to Support Mental Health G5: Infuse Mental Health Grant: Providing Evidence Based Culturally Responsive Services in Schools G6: Building a Healthy Masculine Identity through Clinical Intervention G7: Addressing the Intersection: School Nurses Bridge Chronic Health Conditions and Mental Health in Students G8: Why Do We Do This Work? The Foundational Importance of Purpose and Meaning in This Work We Do
9:30 – 9:45 Break	Break / Check-Out
9:45 – 10:45 Concurrent Sessions H	H1: It Takes a Village: Free Tools and Resources to Support Student Mental Health H2: Primary Prevention: Uncovering the Good that Exists in Minnesota H3: Sembrando - Planting Seeds of Love, Cultura, & Wellness: A Culturally-Specific Latinx/e School Based Mental Health Program H4: School Based Mental Health Partnerships: Collaboration is Key! H5: Building Student Resilience through the use of Peer Support and Ingenuity H6: Canvas Health Day Treatment Centers within two Different School Districts and Adding Another This Fall. H7: Where Neurodiversity and Anxiety Meet: Tools That Honor Executive Functioning Differences H8: Culturally-Responsive Recruitment and Retention
10:45 – 11:00 Break	Break
11:00 – 12:00 Concurrent Sessions I	I1: What to do When We Can't Suspend? I2: Reducing Chronic Absenteeism with School-Based Wraparound Supports I3: Mindfulness Matters: Reducing Stress in Schools with MBSR I4: Enhancing Student Outcomes: Complex Family Systems I5: Key Considerations for Equity-Driven and Trauma-Informed Social Emotional Behavioral Intervention I6: It Starts With Us: Regulating Ourselves to Regulate Others I7: Building Bridges: Enhancing Student Support through Collaborative Partnerships I8: Moving Forward: Understanding Trauma’s Hidden Role in Students Return to In Person Learning
12:00 – 1:00	Lunch (Dining Room)
1:00	Depart Cragun’s

SPECIAL GUEST



Dr. Anton Treuer | antontreuer.com |

Dr. Anton Treuer (pronounced troy-er) is Professor of Ojibwe at Bemidji State University and author of many books. He has a B.A. from Princeton University and a M.A. and Ph.D. from the University of Minnesota. He is Editor of the Oshkaabewis (pronounced o-shkaah-baywis) Native Journal, the only academic journal of the Ojibwe language. Dr. Treuer has presented all over the U.S. and Canada and in several foreign countries on Everything You Wanted to Know About Indians But Were Afraid to Ask, Cultural Competency, Racial Equity, Strategies for Addressing the “Achievement” Gap, and Tribal Sovereignty, History, Language, and Culture. He has sat on many organizational boards and has received more than 40 prestigious awards and fellowships, including ones from the American Philosophical Society, the National Endowment for the Humanities, the National Science Foundation, the MacArthur Foundation, the Bush Foundation, the First Nations Development Institute, and the John Simon Guggenheim Foundation. His published works include Everything You Wanted to Know About Indians But Were Afraid to Ask, The Language Warrior’s Manifesto: How to Keep Our Languages Alive No Matter the Odds, The Cultural Toolbox: Traditional Ojibwe Living in the Modern World, Warrior Nation: A History of the Red Lake Ojibwe (Winner of Caroline Bancroft History Prize and the American Association of State and Local History Award of Merit), Ojibwe in Minnesota (“Minnesota’s Best Read for 2010” by The Center for the Book in the Library of Congress), The Assassination of Hole in the Day (Award of Merit Winner from the American Association for State and Local History), Atlas of Indian Nations, The Indian Wars: Battles, Bloodshed, and the Fight for Freedom on the American Frontier, Awesiinyensag (“Minnesota’s Best Read for 2011” by The Center for the Book in the Library of Congress) and Where Wolves Don’t Die. Treuer is a member of the governing boards for the Minnesota State Historical Society and Waadookodaading Ojibwe Language Institute. In 2018, he was named Guardian of Culture and Lifeways and recipient of the Pathfinder Award by the Association of Tribal Archives, Libraries, and Museums.

Sessions



WEDNESDAY, NOVEMBER 6

10:30 – 11:30 CONCURRENT SESSIONS A

A1: Meeting the Moment: Equipping Digital Wellbeing Leaders

- Katherine Myers, MEd, Executive Director, LiveMore ScreenLess
- Dr. Charlene Myklebust, Psy.D., Educational Leadership and Mental Health Consultant, EQ Learn, LLC

Audience: Educator, Content Level: Basic

This session explores the crucial role of Digital Wellbeing in today's tech-driven world. Discover our innovative, evidence-based approach that equips youth and professionals with the tools to become Digital Wellbeing Leaders. Engage in interactive discussions and hands-on activities and gain practical strategies for promoting balanced, intentional, and responsible technology use. Learn how to foster collaboration and community support, centering youth voices for sustained, positive change. Leave empowered with actionable insights to enhance Digital Wellbeing in your community.

A2: Canine Assisted Behavioral Skills

- Danielle Graczyk, Founder/Executive Director, Canine Inspired Change

Audience: Clinical & Educator, Content Level: Basic

Canine Inspired Change (CIC) is guided by a simple truth: Connections with others create safety and acceptance, and those connections lead to healthy relationships that, in turn, create stronger communities. CIC provides trauma-informed, therapy dog sessions and trainings that support clients in dealing with mental health and social struggles by sparking meaningful insights through the experience of working with therapy dogs.

CIC's specially designed programs and trainings provide opportunities for youth and adults to learn social-emotional behaviors that can help them not just survive but thrive in school and later in life. This presentation uses CIC methodology, skills, and activities in a practical way to support clinician's canine-assisted therapy sessions.

A3: Movements for LGBTQ+ Liberation in the 20th Century

- Duane Wardally, M.P.A., LGBTQ Specialist, Minnesota Department of Education

In this hour-long session, participants will focus on select 20th Century LGBTQ+ Liberation movements and make intentional connections to different communities in the US. This session will increase each participant's knowledge regarding the connection between LGBTQ+ Liberation and Civil Rights within the 20th Century.

A4: Truth: Students Rationalize, Justify, and Minimize their Substance Abuse!

- Michelle Winter, BA, LADC, Northern Pines Mental Health Center

Audience: Clinical, Content Level: Basic

Substance use information that helps to educate and support adolescents in their prevention for misuse of drugs. Substance use disorders can make it difficult or even impair a student's ability to

complete their schoolwork, interact with peers, interact with family, and fulfill other major life functions. Preventing substance use disorders and related problems is critical to behavioral and physical health for adolescents. Attendees can expect to be engaged in a presentation that will educate them about adolescents and substance use. The presentation will include information about what drug abuse is, the stressors adolescents face when they may be living with active addiction in their homes and ways that you can help to curb their use.

A5: Legislative Updates Related to School Mental Health

- Brienne LaHaye, MA, LMFT, Mental Health Lead, Minnesota Department of Education

This session will review recent legislative updates related to school mental health, including the requirement for school districts and charters to provide mental health instruction for students in grades 4-12 starting in the 2026-2027 school year, legislation allowing schools to provide access to space for mental health care through telehealth, updates to the Medicaid billing of school mental health services, and the requirement for including 988 crisis information on student ID cards and student planners.

A6: Pathway to Benefits: Navigating DHS-State Medical Review Team's (SMRT) Disability Determination Process with Confidence

- Carly Pederson, EDPNA, SMRT Unit Manager, DHS State Medical Review Team (SMRT)
- Nicole Warren, Disability Analyst, Supervisor, State of MN, DHS-State Medical Review Team

Audience: Clinical & Educator, Content Level: Basic

Unlock the essentials of the State Medical Review Team (SMRT) process in this informative workshop! Explore how SMRT determines eligibility for Medicaid benefits and programs with practical insights into documentation, eligibility criteria, and effective advocacy. This session provides actionable strategies to streamline the process and better support individuals in need. Discover how to navigate the SMRT process with confidence and ensure equitable access to crucial services. Perfect for those looking to enhance their skills and impact in the field of disability services and behavioral health.

A7: Be@School: Addressing Barriers to School Attendance for Hennepin County's K-12 Students and Their Families

- Ashley Hightower, Be@School community engagement and strategy manager, Hennepin County Attorney's Office

Audience: Clinical & Educator, Content Level: Basic

The Hennepin County Attorney's Office (HCAO) Be@School program seeks to reduce truancy, address underlying issues, and prevent entry into the juvenile justice system. Be@School's mission is to address barriers to school attendance for Hennepin County's K-12 students and their families through collaborative and family-focused interventions. We hope to offer support to families without them going deeper into the juvenile justice system, including child protection or juvenile court.

A8: Kids in Crisis

- Katie Mac Jurado, LMFT, RPT, CCTP, CATP, School Linked Therapist, Carver County

Audience: Clinical & Educator, Content Level: Advanced

Attendees will explore different ways that crisis shows up in our diverse school system and the response teams present to support those crises. School mental health staff often face challenging behaviors, emotions, and children in crisis. This training will provide school based clinical staff and their mental health teams with a lens to Orientate Navigate and Activate as a solid team when those

crises occur. Founded in a trauma, developmental, culturally diverse perspective - we make a difference in how we respond, not only for the child but for the families and ourselves.

1:00 - 2:30 CONCURRENT SESSIONS B

B1: Advocating for Neurodiversity: How Can We Foster Mental Health Equity in Special Education?

- Elizabeth Duffy, MS, OTR/L, MnNEAT
- Santanna Ficken, MHP, Nystrom and Associates

Audience: Clinical & Educator, Content Level: Basic

Navigating the world of school-based mental health can be a challenge, especially when it comes to supporting neurodivergent and disabled students. We often lack training on how the special education system operates, leaving us unprepared to nurture sustainable change in treatment goals. Too often, IEPs overlook crucial aspects of these students' mental health needs, including the absence of trauma sensitivity in behavior intervention plans, such as the use of restraints. Additionally, many students who could benefit from services go unrecognized because they don't meet an 'academic need' threshold. In this session, we acknowledge the challenges you face and offer practical strategies to address them. We'll explore how to collaborate with special education teams and teachers, optimize plans and goals, and partner with caregivers. Join us for a crash course in advocacy, grounded in neurodiversity. Discover how you can better support the mental health and success of neurodivergent and disabled students, contributing to more equitable and inclusive education one IEP meeting at a time.

B2: Substance Use Trends, Interventions, and Education Impacting Youth

- Sam Vitiello, MA LADC, Treatment Director, Recovery Services, Wilder Foundation

Audience: Clinical & Educator, Content Level: Basic

Participants will understand trends/statistics of youth substance use. We will explore why we're seeing far more overdoses than we've ever seen before and why certain populations are disproportionately being impacted. Participants will undertake how race, sexual orientation, gender, socioeconomic status, and language play into risk factors. Participants will learn strategies on how to work with youth in a nonjudgmental way and implement lifesaving harm reduction interventions. We will explore current barriers to receiving care and where we as a community need to advocate to save our youth.

B3: Implementation of a Comprehensive School Mental Health Systems Framework: Multiple District Perspectives

- Brienne LaHaye, MA, LMFT, Mental Health Lead, Minnesota Department of Education
- Emily Denight Kelly, MPH, CHES, Project AWARE Lead Trainer, Minnesota Department of Education
- Cara McGlynn, MSW, LICSW; Lead School Social Worker & McKinney-Vento, Fostering Connections, and Migrant Student Liaison, Northeast Metro 916 ISD
- Callie DeVriendt, MSW, LICSW; Mental Health & Social, Emotional, Behavioral Multi-Tiered System of Supports Coordinator, Duluth Public School District

- Stephanie Lindekugel, Elementary Ed. 1-6, Ed. Specialist; Project AWARE Grant Manager, ISD 622 North St. Paul, Maplewood, Oakdale

Audience: Educator, Content Level: Intermediate

Project AWARE grantees from across Minnesota will review how a Comprehensive School Mental Health Systems framework was implemented in metro, rural, and intermediate school districts and how it was utilized to advance mental health supports across all tiers of a multi-tiered system of support. Presenters will demonstrate how implementation was tailored to fit the needs of districts with varying geography, population, and resources, and how the SHAPE System was used to guide continuous improvement.

B4: Staying Energized and Compassionate in The Midst of This Difficult Work That We Do

- Alan O'Malley-Laursen, Trainer/Consultant

Audience: Clinical & Educator, Content Level: Basic

Work in behavioral health is often difficult and can take its toll on both a personal and professional level. Reaching beyond traditional "self-care" and delving into the moment-to-moment work that we do, this presentation will examine real time strategies to make your work energizing and fulfilling while guarding against secondary traumatic stress and burnout. Through discussion and live music, we will reflect on the emotional impact of this work and then focus on 6 fundamental skills that can enhance effective and compassionate helping, as well as support a sustained career in the helping profession: meaning and purpose, personal awareness, self-regulation, emotional reflection, radical compassion, and compassion satisfaction. This workshop will provide affirmation, reflection and inspiration and you will leave with the specific strategies to immediately apply to your everyday practice.

B5: "You're Giving Me Anxiety": Interventions for Anxiety in Schools

- Jenna Seal, MA, LPCC, Mental Health Therapist, People Incorporated
- Meghan Cain-Moss, MSW, LICSW Licensed Program Manager, People Incorporated

Audience: Clinical & Educator, Content Level: Intermediate

Working in schools with children of all ages can be a challenge, and at times working in isolation provides little opportunity for communal learning. In this presentation, we will not only focus on interventions, but the importance and benefit of communal learning. We will focus on strategies to address students with a variety of anxiety presentations with a special focus on avoidance anxiety. The presentation will have an opportunity for interaction to practice intervention strategies in groups, as well as share ideas with other participants. Attendees will also receive a PDF handout with interventions shared.

B6: The Kids Are Not Alright: Trauma-Informed Practices in The Schools

- Sarah Najafalipour, MA, LPCC, Associated Clinic of Psychology

Audience: Clinical & Educator, Content Level: Intermediate

Presentation will cover up-to-date information regarding trauma research and current best practices for working with children experiencing trauma. Trauma-informed practices for educators in the classroom and trauma-informed interventions for clinicians in school-based therapy work will also be included.

B7: How Effective Are You? Using Client Feedback to Improve Your Practice

- Jody Nelson, Ed.D., LMFT, Senior Director of Change Institute, Change Inc
- Jennifer Griffin-Wiesner, M.Ed., Director of Community Impact, Change Inc
- Jennifer Garrido Santos, M.A., LMFT, LICSW, Director of Training, Consultation & Supervision, Change Inc

Audience: Clinical, Content Level: Basic

This workshop will present the progress made by a community-based non-profit, Change Inc., to improve therapeutic outcomes in the school-based mental health space. Three main concepts/processes: Feedback Informed Therapy (FIT), Deliberate Practice, and Implementation Science will be presented. Participants will have the opportunity to engage in the FIT tools, reflect on their own practice and how it could become more deliberate and plan for initiating innovation in their work.

B8: Building a Healthy Masculine Identity Through Clinical Intervention

- Max Utterberg, PhD, LPCC, School Based Therapist, Washburn Center for Children

Audience: Clinical, Content Level: Intermediate

Many boys today are in need of guidance - public discourse around masculinity leaves many men and boys wondering what it truly means to be a man in 2024. Building off of last year's session on the same topic, the present session hopes to examine research-informed counseling interventions and strategies for connecting and supporting school-aged boys. Case studies representing the diverse populations we work with will be considered to apply these skills. This hands-on session will feature small and large group discussion to encourage collaborative learning.

3:00 – 4:00 CONCURRENT SESSIONS C**C1: Supporting Children of Incarcerated Parents: Mitigating the Impact of Justice-Involved Family Members on Children**

- John Eshun, Mental Wellbeing Planner, Minnesota Department of Health
- Anna Lynn, MPP Mental Health Promotion Coordinator, Minnesota Department of Health

Audience: Clinical & Educator, Content Level: Basic

On any given day, an estimated 16,000 Minnesota children have a parent in prison; thousands more have a parent incarcerated in a local jail. Parental incarceration is a powerful adverse childhood experience. Evidence suggests that one in six Minnesota youth reports a history of parental incarceration. Parent incarceration dramatically increases risks of poor school attendance, school discipline problems, lower grades, school disconnection, substance use, and mental health problems. Supporting the parent-child relationship is a key strategy for fostering resilience in children affected by parental incarceration. Thanks to the Minnesota Legislature, and continued funding through the Department of Justice, the Minnesota Department of Health (MDH) and the University of Minnesota (UMN) have expanded a pilot program to 14 counties across Minnesota to help children impacted by parent incarceration. The model jail practices learning community brings together local jails and community partners to learn best practices, share resources, and address the negative consequences of parental incarceration on children in their counties. With the support of the Minnesota Sherriff's Association, work continues with county jails in Carlton, Olmsted, Ramsey, Renville, Stearns, and Sherburne, and is now launching in Brown, McLeod, Nicollet, Todd, Hennepin,

St. Louis, Crow Wing, and Scott County facilities. Learn about a range of strategies underway within the model jail practices learning community which are critical for healthy child development, including some zero-cost changes and long-term policy changes such as child-preferred visiting hours that counties can make to help strengthen and maintain the parent-child relationship.

C2: I Am Safe: movemindfully Trauma-Responsive Mind-Body Strategies for Mental Health

- Chrissy Mignogna, E-RYT 200, movemindfully

Audience: Clinical & Educator, Content Level: Basic

We are currently in the midst of a mental health crisis impacting children, youth, parents, educators, and therapists. While many of us understand the "why" behind trauma, there can still be a disconnect when sharing the "now what?" Using key trauma-responsive teaching tips from the recently released guidebook, *I Am Safe: Trauma-Responsive Practices in Crisis Mental Health*, we will explore simple, accessible, and practical mind-body strategies to use with students, families, and for yourself. Based on real-life teaching experiences in schools, hospitals, and juvenile services, leave this session with concrete ways to support public mental health in your community for all ages.

Participants will: 1. Explore the "why" behind how the mind-body connection works to keep us safe at all costs and sometimes can become stuck in an overly protective mode resulting in anxiety and/or depression. 2. Experience mind-body strategies that can ease anxiety, balance energy levels, and improve focus during times of struggle. 3. Build a toolkit of simple practices to begin to use and share right away.

C3: School Based Health Centers - An Integral Piece to Minnesota's Mental Health Puzzle

- Connie Sheehan, Program Director, MNSBHA
- Jennifer Marshall, School Based Health Center Program Manager, Minnesota Department of Health

Audience: Educator, Content Level: Basic

School-Based Health Centers (SBHCs) address barriers to healthcare access as a root cause of disparities in education outcomes. As student health and mental health needs escalate and districts search for resources, this innovative approach will help community leaders such as mental health and school nursing leaders, school teachers and administrators, community and tribal leaders, to assess needs, assets and readiness in any community for a SBHC. This presentation 1. starts with the school based health center model, who is served by SBHCs, and evidence that describes the impact of SBHCs. 2. We will review lessons learned from the six-month Behavioral Health learning collaborative We will then 3. walk through an SBHC readiness assessment process, providing time for listeners to iterate on their own communities and consider significant factors such as coalition building, stakeholders, and potential community partners. Finally, we will 4. discuss the core competencies of SBHCs. Attendees will understand how SBHCs fit into Minnesota's network of mental health supports for students and leave empowered with tools to consider establishing an SBHC in their community.

C4: Mental Health Ambassadors: A Youth-Centered Approach to Support Mental Health

- Eric Pothen, MHFA Instructor, MMEd, Coaching and Learning Associate Director, MENTOR MN
- Cante Nakanishi, LMFT, UMN PhD Student
- Briana Joseph, UMN Student

- Dr. Lindsey Weiler, PhD, UMN Associate Professor

Audience: Clinical & Educator, Content Level: Basic

Join us for a transformative session where MENTOR Minnesota shares invaluable insights from implementing mentoring-based mental health support for youth. Discover the power of mentoring in empowering youth as mental health advocates through our Mental Health Ambassador Program. Learn from our experience in Duluth, MN, and explore the program's adaptability and impact. Gain practical knowledge on cataloging community youth mental health needs, essential mentoring concepts, identifying key stakeholders for systems change, and applying mentoring as a powerful mental health tool in your own community. Don't miss this opportunity to make a meaningful impact!

C5: Play for all: Building Attachment and Resiliency Through Play

- Karrie Ruedy, MS, LMFT, Site Lead Waite Park Elementary, Change Inc
- Annette Hanson-Sias, MA, MHP Site Lead Pillsbury Elementary, Change Inc

Audience: Clinical & Educator, Content Level: Basic

This presentation will show the importance of play in the school setting and how to use it to help children who have experienced difficult life events. It will give information how parents can also help in building attachment and resilience in their children through play. It will give evidence-based information surrounding the importance of play and specific activities and resources for children of various ages. There will be information surrounding materials that can be used in the playroom.

C6: Bake It In: Sustainable Improvements That Support All Students' Mental Health

- Nic van Oss, Ed.S. SEL Services Coordinator, St. Croix River Education District
- Michael Moody, Marketing & Outreach Manager, PrairieCare Fund

Audience: Educator, Content Level: Basic

Since the spring of 2020, the freely available Be Good People SEL curriculum has been making a difference across Minnesota and the world, and its creator/primary author, Nic van Oss, has been tapped by districts across the country to share about this innovative work. You'll leave this session with any question about Be Good People answered, you will hear about Nic and the St. Croix River Education District's partnership with PrairieCare Fund to strengthen extra layers of SEL support, and you will receive a step-by-step tour through SCRED's latest work on classroom management and non-exclusionary discipline practices. The focus is on sharing tools and sustainability: How can you make similar improvements in your districts and have them work the same way in five years that they will next year? "It's not best practice if it's not sustainable."

C7: What Should we do at Tier 2? BRISC (Brief Intervention Strategy for School Mental Health Clinicians)

- Dr. Mark Sander, Midwest Center for School Mental Health
- Dr. Cheryl Holm-Hansen, Midwest Center for School Mental Health

Audience: Clinical, Content Level: Basic

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.

C8: Cannabis Legalization and Minnesota Schools

- Julie Sanem, PhD, University of Minnesota School of Public Health Cannabis Research Center
- Zidane Galant-LaPort, BA, University of Minnesota School of Public Health Cannabis Research Center

The University of Minnesota School of Public Health Cannabis Research Center (CRC), launched in October 2023, strives to understand the public health implications of cannabis legalization and be a trusted source of information to guide policy and practice related to cannabis use in Minnesota. The CRC is currently working with the Minnesota Department of Education to assess what Minnesota school staff are currently doing to address cannabis use/legalization and identify the range of needs of schools to do this work. This session will provide an overview of cannabis legalization in Minnesota and across the U.S., legal requirements for Minnesota schools related to cannabis, types of products that are available in Minnesota, current use of cannabis among students in Minnesota, and an opportunity for school staff to provide input on their needs related to cannabis legalization.



Sessions

THURSDAY, NOVEMBER 7

8:45 – 10:30 WELCOME MESSAGE and KEYNOTE ADDRESS

Helping Native Students Thrive: Culture, Community, and Connection

- Dr. Anton Treuer

11:00 – 12:00 CONCURRENT SESSIONS D

D1: The Role of the Crisis Management Team in the Comprehensive School Mental Health Model

- Gregg Campbell, Safe and Supportive Schools Specialist, Minnesota Department of Education
- Virginia Davis, Crisis Management Specialist, Minnesota Department of Education

Audience: Educator, Content Level: Basic

Members of the Minnesota Department of Education's newly formed Crisis Management Team will share their role in supporting the agency's Comprehensive School Mental Health model.

D2: Breathe Well: Enhancing Nervous System Resilience

- Stephanie Esser, MAEd. & Breathing Coach, Owner of Balancing Elephants and BE Buddy Creator

Audience: Clinical & Educator, Content Level: Basic

Discover the power of breath, our constant companion from birth to end. In today's frantic pace, our breathing often adds to stress. This overlooked element holds immense potential to shape our health. Learn to harness breath to modulate the nervous system, enhance resilience, and teach children lifelong self-regulation skills. Breathing, a natural, drug-free mood modifier, offers real-time shifts from stress to calm. Dive into the science and psychology of breath to cultivate healthy habits. Don't just survive, thrive through breath!

D3: Building Student Resilience through the use of Peer Support and Ingenuity

- Amanda Burget, BSW, Student Resiliency Specialist, Rochester Public Schools, Mayo High School

Audience: Clinical & Educator, Content Level: Basic

Mayo High School has walked through several student deaths by suicide and students chose to do something about it. They created a program called Teens Offering Peer Support (TOPS) as a response to the tragedy of suicide, to reduce the stigma and increase conversations around mental health. In the 5 years since, the program has grown to become an integral part of the school culture and resources available to students. The TOPS program has been shared not only at local middle schools and mental health fairs, but also at trainings, conferences and interested education staff in various states. The program is student led while being moderated by a staff member and has evolved to meet the changing needs of the student body. This presentation will highlight the TOPS program, as well as the SafeSphere app and the RCI mental health database, all student-led initiatives that are using creativity and student voice to bring change to teens, schools and the local community. Attendees will be inspired to envision what peer support could look like in their environment, as well as walk away encouraged about the positive change happening amongst teens who choose to support each other in their mental health journey.

D4: Tiny Humans, Big Questions: Discussing Sex, Sexuality, and Identity with Elementary-Aged Children

- Ana Lewis, MA, LMFT Clinical Supervisor, Change Inc
- Karrie Ruedy, MS, LMFT Clinical Supervisor, Change Inc

Audience: Clinical & Educator, 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.

D5: From Post it Notes & Paper to a Comprehensive Mental Health Software Tool: Improving Student Mental Health Access in Schools

- Stephanie Downey, Suicide Prevention Coordinator, Minnesota Department of Health
- Amy Cook, 6-12 grade Counselor, Luverne Public Schools
- Stacey Schepel, MSW, LICSW, CSW-PIP, School Social Worker, Luverne Public Schools

Audience: Clinical & Educator, Content Level: Basic

Hear how the Minnesota Department of Health Suicide Prevention Unit is using youth suicide prevention grant dollars to support schools to create mental health referral pathways to care for students at potential risk for suicide using a mental health software platform for schools. Come and learn from school mental health champions at the Luverne Public Schools share about their experience participating in the pilot project, their implementation and results.

D6: What Happens When Someone Connects with the 988 Suicide and Crisis Lifeline?

- Kelsey Scott, 988 Project Coordinator, Minnesota Department of Health
- Verna Mikkelson, 988 Tribal Suicide Prevention Coordinator, Minnesota Department of Health

Audience: Educator, Content Level: Basic

Have you heard of the 988 Suicide and Crisis Lifeline? Are you curious about how the Lifeline could help support you, your loved ones, or your students? Join the Minnesota Department of Health for an introductory presentation on the Lifeline and how it operates in Minnesota. We will cover how to connect with 988, why people may connect with 988, and what happens when someone connects with 988.

D7: School Linked Substance Use Services

- Jayne Conley Braun, LICSW, Director, Canvas Health
- Tiffany White, Youth Peer Support Specialist, MN Prevention & Recovery Alliance
- Mike Mader, Licensed Alcohol and Drug Counselor, Canvas Health

Audience: Clinical & Educator, Content Level: Intermediate

Canvas Health is one of several organizations who received a multi-year DHS grant in 2023 to provide school-linked substance use services directly to two school districts, Hastings, and Forest Lake. Many schools in Minnesota offer substance use supports and assessments. Our project builds on those needs, concepts, and provides important insights into how interventions for substance use concerns can be effectively provided in a school environment. We will share our successes and challenges in hopes that attention to substance use concerns increases. We will share the philosophy and mission of our work. This will include a description of and information about best practices for adolescents with substance use concerns, and how adolescent treatment differs from adult SUD treatment.

D8: Healing Partnerships: Steps for Creating Working Relationships Between Educators and Mental Health Professionals

- Bethany Cleary, MA, LPCC, School Linked Behavioral Health Therapist, Therapeutic Services Agency
- Alicia Nelson, Elementary School Principal, Jacobson Elementary, Rush City

Audience: Clinical & Educator, Content Level: Intermediate

Education and mental health staff are both invested in positive outcomes for students. However, this does not always lead to positive or functional working partnerships. This presentation will outline ways to intentionally build positive healing partnerships. It will focus on exploring ways to improve communication, create shared language and increase understanding of the roles of educators and mental health staff.

1:30 – 3:00 CONCURRENT SESSIONS E

E1: Lifelines Future Story Experience

- Shawn Schuette, LMFT, Senior Clinical Supervisor, School Based Mental Health, Wilder Foundation
- Mary Her, LICSW, Senior Clinical Supervisor, School Based Mental Health, Wilder Foundation
- Evette Farley, LPCC, Clinical Supervisor, School Based Mental Health, Wilder Foundation

Audience: Clinical, Content Level: Intermediate

Lifelines Future Story Experience is a way to help individuals and families see and celebrate their

positive family stories, while appreciating their challenging stories as opportunities to learn and grow and change, even within a complex world. It is also offered as a professional development tool, based on the premise that in order to put your best self forward and in order to impact systems of change, there is inner work that needs to be done. We must know our strengths, weaknesses, triggers, and prejudices in order to work effectively with others. Lifelines uses your own history as a guide to understand all of this.

E2: Therapeutic Teaching Model

- Alma Marquez, MSW, LICSW, Senior Clinical Supervisor, Therapeutic Teaching Model, Wilder Foundation
- Ashley Gramling, MA, ED, Special Education Teacher, Behavior Specialist, Interdistrict #287
- Aisaaca Hammond, MSW, LICSW, Individual and Family Therapist, Wilder Foundation

Audience: Clinical & Educator, Content Level: Intermediate

This training will cover Trauma-Informed Teaching and Behavior Management Strategies and how the two are embedded in the Therapeutic Teaching Model, a collaboration between Intermediate District 287 and The Amherst Wilder Foundation. Programs like the Therapeutic Teaching Model are critical for our young people, as over the past several years, schools have seen an increase in the number of students who have experienced significant trauma. Individuals working in the Therapeutic Teaching Model are working with students to meet academic, behavioral and mental health needs of students so they can learn, succeed and overcome their trauma through resiliency. Presenters will offer an overview of the Therapeutic Teaching Model and its four core principles, discuss therapeutic language that can be used in the classroom or treatment setting, as well as behavior management strategies that can be used with students and clients alike. Attendees will have the opportunity to work in small groups with other professionals to practice using therapeutic language, strategize how to increase classroom management, and also be able to reflect on how one or more of the core principles of the Therapeutic Teaching Model could be embedded into their current work.

E3: The Practice of Gender Affirming Mental Health Care

- Caitlin Baldwin, MSW, MBA, LICSW, Clinical Director, RECLAIM
- Ryan Fouts, LGSW, Executive Director, 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've been to a training about LGBTQ+ youth and 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 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.

E4: The Golden Thread: Identifying Medical Necessity

- Jennifer Butler, MS, MSW, LICSW, Supervisor, MN DHS Behavioral Health Division

- Krista Moore, LICSW, School CTSS Policy Lead, MN DHS Behavioral Health Division

Audience: Clinical & Educator, Content Level: Intermediate

This presentation explores the process of determining medically necessary mental health services within special education through a clinical lens. Attendees will gain an understanding of the clinical criteria and assessment tools used to establish medical necessity for mental health interventions, with a focus on how these align with regulatory requirements in special education. The session will address the integration of diagnostic assessments, functional behavior analysis, and evidence-based treatment planning into the development of Individualized Education Plans (IEPs). Emphasis will be placed on ensuring that mental health services are appropriately tailored to meet the individualized clinical needs of students, enhancing both educational and therapeutic outcomes.

E5: Nonexclusionary Discipline and Mental Health

- Sonya Kuznetsov Duffy, Ed.S, NCSP, Minnesota Department of Education
- Jordan Samejima, Non-exclusionary Discipline Specialist, Minnesota Department of Education
- Brienne LaHaye, MA, LMFT, Mental Health Lead, Minnesota Department of Education

Non-exclusionary Discipline and Mental Health: A Two-Way Street: Practitioners and school administrators will learn how to integrate mental health supports into discipline systems by using the SHAPE System.

E6: Disrupting the School to Prison Pipeline through Community Circles and Restorative Justice

- Mikala Hora, Mental Health Practitioner Coach/Clinical Social Work Intern, Rochester Public Schools
- Amy Petersilie, Teacher/Clinical Social Work Intern, Rochester Public Schools

Audience: Clinical & Educator, Content Level: Basic

Each individual brings their own set of lived experiences and potential trauma histories which can lead to a difference in perspective and engagement within lived communities. During this session we will invite participants to explore their own lived experience and hold space for others to share through innovative approaches. We will engage in discussion of how innovative approaches such as restorative practices and Community Circles in schools can be used to dismantle the school to prison pipeline. Participants will learn about systemic disparities contributing to the pipeline, the benefits of Community Circles and Restorative Justice, and strategies for implementing these approaches to create inclusive and supportive school communities.

E7: Arrested at School: Youth Treated Rather than Defeated

- Dr. Charlene Myklebust, Psy.D., Educational Leadership and Mental Health Consultant, EQ Learn, LLC
- C. Fausto Cabrera (Chris), Consultant, C. Fausto Cabrera Consulting, LLC

Audience: Clinical & Educator, Content Level: Basic

Local police should rarely be called to intervene with a school behavioral situation. Unsafe circumstances at school may be readily resolved with a Restorative Practices intervention, or other responses outlined in a triage response model. The MN School-based Diversion Model for Youth promotes a triage system where most disciplinary decisions are made with a multidisciplinary leadership team weighing in prior to implementing restrictive practices such as suspension. Our topic relates to the conference theme in that cultural considerations are paramount in any discussion about youth arrests and subsequent incarceration. Young Black males are significantly

overrepresented in juvenile arrest statistics and receive longer sentences than do their White peers. The United States has become known as "The Incarceration Nation" in justice and equity circles of influence. This trajectory is launched in school. Participants will learn about the startling arrest and incarceration disparities revealed via youth voices, statistics from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), and research about the multi-generational impact that occurs within the community context and epigenetic influence.

E8: Leaning into the Darkness: Essentials for Providing Trauma Therapy

- Steven Lutes, MSW, LICSW, MPP, Manager of School Based Services, Northeast Youth & Family Services

Audience: Clinical, Content Level: Intermediate

All of us work with children who have experienced trauma every day. We want to support them the best we can and help them heal. However, sometimes we get stuck in the complexity of their story and symptoms. This causes us to forget the basics of trauma treatment. Using Herman's stages of trauma treatment, we will look at what all trauma treatment has in common, what our role as therapist is in each stage, how to help clients move from one stage to the next, and how to prevent ourselves from getting in the way of a client's healing. Though this is a return to the basics it is a valuable chance to slow down, remind ourselves of what is important in supporting children who have experienced trauma and reground ourselves in the foundation of what we do.

3:30 – 4:30 CONCURRENT SESSIONS F

F1: Suicide Postvention for Schools: Proactive Grief and Crisis Management

- Brina Ellison, Suicide Prevention Regional Coordinator, Stellher Human Services
- Tim Denney, Suicide Prevention Regional Coordinator, Level 5 Services
- Grace Mullenbach, Suicide Prevention Regional Coordinator, Counseling Services of Southern Minnesota

Audience: Educator, Content Level: Basic

This session will cover the basics of a suicide postvention response as well as suicide postvention as prevention. Included will be a tangible example using job action sheets in an Incident Command System (ICS) structure that are modifiable for schools, communities and other partners. Additional postvention-specific resources will be shared as well as information about the Suicide Prevention Regional Coordinators who are available to provide technical assistance regarding policy or systems development for suicide prevention, intervention and postvention to community partners across Minnesota's 87 counties.

F2: Creative Ways to Pull in Client Interests to the Session

- Carolyn Felty, MA, LP, Manager School Based Mental Health, Canvas Health
- Rachel Goossens, MA, LPCC, School Based Mental Health Therapist, Canvas Health

Audience: Clinical, Content Level: Basic

This session will provide you with creative ways to incorporate your client's interests into the therapy session. Learn how to further your clients' understanding of themselves, their mental health, and their ability to cope with their symptoms using cars/monster trucks/dirt bikes, Pokémon, video games, and other possible client interests.

F3: Building Bridges: Enhancing Student Support through Collaborative Partnerships

- Emily M Anderson, MS, BCBA, Manager, Solutions Behavioral Health Professionals

Audience: Clinical & Educator, Content Level: Intermediate

In this presentation, we delve into the indispensable partnership between schools and behavioral health centers, highlighting its pivotal role in promoting student success and fostering staff training. Collaborative efforts between these entities offer a wealth of knowledge and diverse professional experiences, enriching the support provided to students facing behavioral challenges. By harnessing the expertise of behavioral health professionals, schools can effectively address intense behaviors while keeping students engaged in their educational journey. The opportunity for one-on-one support enables tailored interventions, catering to the unique needs of each student. Moreover, staff training becomes more targeted and student-specific, empowering educators with the tools to implement effective behavior intervention plans. However, this collaboration faces its share of challenges. Limited district funds may hinder the implementation of comprehensive support programs. Additionally, there may be hesitancy among school professionals to involve external partners in student care. Moreover, teachers may encounter difficulties in faithfully executing behavior intervention plans while managing the demands of a classroom. Despite these barriers, the benefits of collaboration far outweigh the challenges. Together, schools and behavioral health centers form a formidable alliance, dedicated to nurturing the academic, emotional, and social well-being of every student. This presentation offers insights into overcoming obstacles and maximizing the potential of collaborative efforts, ultimately unlocking the path to student success.

F4: School Access to Medicaid for Behavioral Health Services and Supports

- Julie Neururer, MSW, LICSW, Minnesota Department of Education

Audience: Educator, Content Level: Basic

This new Medicaid reimbursement benefit is designed to offer enhanced support to schools, with the goal of improving student mental health. It aims to assist schools in establishing comprehensive school-based social work services and connecting students with additional resources to address their behavioral health needs. By expanding access to these funds, schools can receive reimbursement for services such as crisis intervention, psychotherapy, psychoeducation, and clinical care consultation. These expanded benefits seek to provide schools with the resources needed to reduce stigma, expand school services, and enhance overall student well-being.

F5: Family Peers (and beyond) What has Happened, What is Happening and What is Hoped for 2025 for Family Peers

- Shelley White, Integrated Peer Policy Lead, Minnesota Department of Human Services

Audience: Clinical & Educator, Content Level: Basic

A brief history of the peer evolution will be discussed. Family peers who are working in the field will share their experiences and there will be an opportunity to learn what the state sees as possibilities for family peers and to offer input on design.

F6: Depression Education is Suicide Prevention: Tier-1, No-Cost, School Mental Health

Programming from Erika's Lighthouse

- Ilana Sherman, MPH, Director of Education, Erika's Lighthouse

Audience: Educator, Content Level: Basic

Students are experiencing poor mental health and schools have a vital role in supporting their well-being. This session offers attendees a full suite of skills-based mental health literacy, depression education and suicide prevention programs encompassing classroom education, staff development, student empowerment and family engagement resources. This session will review the latest data behind youth mental health as well as provide guidance into how to enhance your building's tier 1 intervention strategies around mental health education. The aim is to reduce stigma, promote help-seeking, and ultimately improve student well-being. Through interactive discussions, attendees will gain strategies, access to resources, and learn how to strengthen mental health education in their schools.

F7: Reducing Chronic Absenteeism with School-Based Wraparound Supports

- Jason Keppe, LMFT, Director of School Partnership, Seneca Family of Agencies
- Ms. Sarah Washington, Parent Advocate

Audience: Clinical & Educator, Content Level: Basic

Attendees of this presentation will learn how to apply principles and tools from our family-focused school-based wraparound model. These tools improve student attendance, build family engagement, support families' holistic needs, and lead to sustainable progress. Participants will learn how concrete tools like the Why Wheel and the Collaborative Helping Map enable family teams to collectively understand challenges and find solutions. Participants will learn adaptive ways in which schools, districts, and networks can utilize elements of this model either with dedicated staff or with existing teams focused on attendance and family engagement in their systems.

F8: High Stakes: Navigating Cannabis Use and Mental Health

- Cindy Doth, MA, LPCC, LADC, Hazelden Betty Ford

Join this dynamic speaking event focused on the escalating concerns surrounding marijuana use among students. This program will delve into the increased accessibility of high potency THC products, the alarming trend of cannabis related emergencies in schools, and the connection between cannabis misuse and mental health issues, including psychosis. You will also hear stories about individuals who have wrestled and recovered from the pain of substance use. Finally, will discuss ways to help students and families that struggle with substance use and mental health and provide resources for referrals and treatment options for all.

Sessions



FRIDAY, NOVEMBER 8

8:30 – 9:30 CONCURRENT SESSIONS G

G1: Body Boundaries

- Robyn Hjorth-Martin, MSW/LICSW, Anoka-Hennepin Schools

Audience: Educator, Content Level: Basic

In this presentation we will dive into information on Erin's law in MN (MN state statute), statistics around sexual abuse, the importance of sexual abuse prevention work in schools, and what body boundaries are. Information on current body boundaries lessons at Anoka Hennepin School District will be shared and will talk about how we deliver the lessons. Would also discuss additional tools we use: social narrative, books etc. to help educate on body boundaries.

G2: I Am Safe: movemindfully Trauma-Responsive Mind-Body Strategies for Mental Health

- Chrissy Mignogna, E-RYT 200, movemindfully

Audience: Clinical & Educator, Content Level: Basic

We are currently in the midst of a mental health crisis impacting children, youth, parents, educators, and therapists. While many of us understand the "why" behind trauma, there can still be a disconnect when sharing the "now what?" Using key trauma-responsive teaching tips from the recently released guidebook, I Am Safe: Trauma-Responsive Practices in Crisis Mental Health, we will explore simple, accessible, and practical mind-body strategies to use with students, families, and for yourself. Based on real-life teaching experiences in schools, hospitals, and juvenile services, leave this session with concrete ways to support public mental health in your community for all ages. Participants will: 1. Explore the "why" behind how the mind-body connection works to keep us safe at all costs and sometimes can become stuck in an overly protective mode resulting in anxiety and/or depression. 2. Experience mind-body strategies that can ease anxiety, balance energy levels, and improve focus during times of struggle. 3. Build a toolkit of simple practices to begin to use and share right away.

G3: Meeting the Moment: Equipping Digital Wellbeing Leaders

- Dr. Charlene Myklebust, Psy.D., Educational Leadership and Mental Health Consultant, EQ Learn, LLC

Audience: Educator, Content Level: Basic

Join us for "Meeting the Moment: Empowering Youth and Communities as Digital Wellbeing Champions for Leading and Thriving." This session explores the crucial role of Digital Wellbeing in today's tech-driven world. Discover our innovative, evidence-based approach that equips youth and professionals with the tools to become Digital Wellbeing Leaders. Engage in interactive discussions and hands-on activities and gain practical strategies for promoting balanced, intentional, and responsible technology use. Learn how to foster collaboration and community support, centering

youth voices for sustained, positive change. Leave empowered with actionable insights to enhance Digital Wellbeing in your community.

G4: Mental Health Ambassadors: A Youth-Centered Approach to Support Mental Health

- Eric Pothen, MHFA Instructor, MMEd, Coaching and Learning Associate Director, MENTOR MN
- Cante Nakanishi, LMFT, UMN PhD Student
- Briana Joseph, UMN Student
- Dr. Lindsey Weiler, PhD, UMN Associate Professor

Audience: Clinical & Educator, Content Level: Basic

Join us for a transformative session where MENTOR Minnesota shares invaluable insights from implementing mentoring-based mental health support for youth. Discover the power of mentoring in empowering youth as mental health advocates through our Mental Health Ambassador Program. Learn from our experience in Duluth, MN, and explore the program's adaptability and impact. Gain practical knowledge on cataloging community youth mental health needs, essential mentoring concepts, identifying key stakeholders for systems change, and applying mentoring as a powerful mental health tool in your own community. Don't miss this opportunity to make a meaningful impact!

G5: Infuse Mental Health Grant: Providing Evidence Based Culturally Responsive Services in Schools

- Jessie Brown, Ph.D., LAC/LADC/LPC, Assistant Professor, Minnesota State University Moorhead
- Taryn Akgul, Assistant Professor, Minnesota State University Moorhead
- Lisa Stewart, Professor, Minnesota State University Moorhead

Audience: Clinical, Content Level: Basic

The presenters will provide an overview of the \$6.7 million Minnesota State University Moorhead Infuse Mental Health Grant project awarded through the US Department of Education. The presenters will discuss the overarching aim of the grant for school counseling and school psychology master's students to provide evidence-based and culturally responsive mental health services in high needs schools as well as innovative ways to engage with the community. The impact of the interventions will be discussed including an overview of the assessment process and reviewing initial data that has been collected.

G6: Building a Healthy Masculine Identity through Clinical Intervention

- Max Utterberg, PhD, LPCC, School Based Therapist, Washburn Center for Children

Audience: Clinical, Content Level: Intermediate

Many boys today are in need of guidance - public discourse around masculinity leaves many men and boys wondering what it truly means to be a man in 2024. Building off of last year's session on the same topic, the present session hopes to examine research-informed counseling interventions and strategies for connecting and supporting school-aged boys. Case studies representing the diverse populations we work with will be considered to apply these skills. This hands-on session will feature small and large group discussion to encourage collaborative learning.

G7: Addressing the Intersection: School Nurses Bridge Chronic Health Conditions and Mental Health in Students

- Leah Bancroft, MSN RN LSN NCSN, State School Nurse Consultant, Minnesota Department of Education
- Denise Herrmann, RN DNP FNASN, Minnesota Department of Education
- Heather Hedin, MSN RN LSN NCSN, Minnesota Department of Education

Audience: Clinical & Educator, Content Level: Basic

This presentation highlights the evolving role of school nurses in addressing students' mental health alongside physical health concerns. It emphasizes the importance of recognizing the intersection between chronic health conditions and mental health issues in school-aged children. The session aims to broaden participant's perspectives by showcasing how school nurses can play an integral role in supporting students' mental well-being within the framework of a comprehensive school mental health team. The presentation will be interactive, with opportunities for audience discussions and share of experiences and strategies. Real-life case studies will be used to illustrate the importance of including school nurses in the coordinated plans of care for students' mental health. Additionally, the presentation will incorporate equity considerations by emphasizing the importance of equitable access to healthcare and recognizing the increased prevalence of poor mental health in certain student populations.

G8: Why Do We Do This Work? The Foundational Importance of Purpose and Meaning in This Work We Do

- Alan O'Malley-Laursen, Trainer/Consultant

Audience: Clinical & Educator, Content Level: Basic

Grounding our work in the "why" is essential to the effectiveness of that work and to one's personal and professional well-being. Further, it is a critical element in sustaining a career in the helping professions. We are typically clear on what we do and how we do the work that we do. While we probably have a sense of the meaning and purpose of our work and of why we got into this work, in the first place, perhaps it has become a bit hazy or maybe we have even gotten somewhat disconnected from the "why". This workshop explores the importance of meaning and purpose as foundational to the work and proposes to enhance, re-discover or uncover one's personal/professional "why" and to offer strategies for enhancing personal and professional satisfaction and a sense of personal/professional fulfillment.

9:45 - 10:45 CONCURRENT SESSIONS H

H1: It Takes a Village: Free Tools and Resources to Support Student Mental Health

- Shannah Mulvihill, MA, CFRE, Executive Director/CEO, Mental Health Minnesota

Audience: Clinical & Educator, Content Level: Basic

We all recognize the importance of supporting student mental health, but identifying the best approaches can be overwhelming. There is also often concern about the cost of providing resources and support for students for school districts, as well as a need to evaluate the best and most appropriate resources, education and support for students based on cultural considerations and geographic areas served. Mental Health Minnesota provides mental health screenings, peer support, tools, trainings, mental health toolkits and campaign materials, mental health/wellness/social emotional learning curriculum, and resources for students, family and school

personnel. All services and resources are free of charge or low-cost, so are widely accessible to schools, counselors and educators. Attendees will learn about available resources to help recognize when a student is struggling, provide students with information and education about mental health, support student mental health and prevent suicide.

H2: Primary Prevention: Uncovering the Good that Exists in Minnesota

- Nicki Linsten-Lodge, Regional Prevention Coordinator-ATOD, Regional Prevention Coordinator

Audience: Clinical & Educator, Content Level: Basic

There are great things happening around our State in the area of primary prevention. This presentation will: * Highlight the MN Primary Prevention System that is available across the State. How it can support your work and how you can access it. *Celebrate the good that already exists and look at ways to continue to grow that good. *Review shared risk and protective factors that impact our youth's mental health and substance use. *Identify ways to minimize risk factors and grow protective factors that impact youth in our schools and communities. Join us in discussing primary prevention and celebrating our Minnesota youth!

H3: Sembrando - Planting Seeds of Love, Cultura, & Wellness: A Culturally-Specific Latinx/e School Based Mental Health Program

- Maria Rios, LICSW, Amherst H. Wilder Foundation
- Matt Sebold, LICSW, Amherst H. Wilder Foundation
- Anna Kay, LICSW, Amherst H. Wilder Foundation

Audience: Clinical, Content Level: Basic

This presentation will encompass aspects of History, cross-cultural explorations, and celebrations of the diverse Latine experiences in America and Minnesota. Presentation will also include an overview of Sembrando, a culturally specific mental health program emphasizing creative ways of meeting the Latino community's specific mental health needs.

H4: School Based Mental Health Partnerships: Collaboration is Key!

- Andrew Klopp, MSW, LICSW, Mental Health Coordinator, St. Paul Public Schools
- Stephanie Nelson, M.A., LMFT, MN Board Approved Clinical Supervisor Manager, School-Linked Mental Health Programs in Ramsey County, DHS Funded

Audience: Clinical & Educator, Content Level: Basic

What have we learned over the years about school-based mental health? It's complicated! But collaboration between the school district and mental health agency can help streamline and simplify the partnership. SPPS and Change Inc. have developed a model for partnering in this work that builds on a foundation of working together to improve long term outcomes for MN children and families.

H5: Building Student Resilience through the use of Peer Support and Ingenuity

- Amanda Burget, BSW, Student Resiliency Specialist, Rochester Public Schools, Mayo High School

Audience: Clinical & Educator, Content Level: Basic

Mayo High School has walked through several student deaths by suicide and students chose to do something about it. They created a program called Teens Offering Peer Support (TOPS) as a response to the tragedy of suicide, to reduce the stigma and increase conversations around mental health. In the 5 years since, the program has grown to become an integral part of the school culture

and resources available to students. The TOPS program has been shared not only at local middle schools and mental health fairs, but also at trainings, conferences and interested education staff in various states. The program is student led while being moderated by a staff member and has evolved to meet the changing needs of the student body. This presentation will highlight the TOPS program, as well as the SafeSphere app and the RCI mental health database, all student-led initiatives that are using creativity and student voice to bring change to teens, schools and the local community. Attendees will be inspired to envision what peer support could look like in their environment, as well as walk away encouraged about the positive change happening amongst teens who choose to support each other in their mental health journey.

H6: Canvas Health Day Treatment Centers within Two Different School Districts and Adding Another This Fall

- Jennifer O'Connor, Manager Child Day Treatment Services, Canvas Health
- Mollie Raab, Principal, ISD 622 Harmony Learning Center, Care and Treatment

Audience: Clinical & Educator, Content Level: Basic

Canvas Health has 2 day treatment centers with in 2 different school districts and will be adding another one this fall. This is a presentation on how this is accomplished from a mental health and educational perspective.

H7: Where Neurodiversity and Anxiety Meet: Tools That Honor Executive Functioning Differences

- Jamie-Sue Peterson, MSW, LICSW, School Social Worker, Buffalo Hanover Montrose Schools
- Marah Walker, MSW, LICSW School-Based Therapist, Central Minnesota Mental Health Center

Audience: Clinical & Educator, Content Level: Basic

This session will provide participants with a brief overview of neurodiversity and the conditions generally included under this broad category. We will then explore the intersectionality of neurodiversity and anxiety in individuals and families, as well as the varying challenges this can present when also complicated by environmental factors, sensory needs, trauma, cultural factors, and healthy or unhealthy coping skills. We will discuss the gap that currently exists between neurotypical and neurodiverse ways of thinking about, speaking about, and coping with anxiety, and identify the ways in which executive functioning challenges in particular may influence this gap, including processing speed differences, time blindness, dichotomous thinking, and other factors. Building off of this information, we will give participants interactive, hands-on opportunities to explore structured and scaffolded visual tools such as maps, diagrams, and timelines they can use to help neurodiverse students, clients, and consumers to identify, express, and cope with anxiety in an inclusive manner respectful of their unique executive functioning needs. Participants will leave the session with resource templates that can be used within the context of their particular setting and adapted to the particular needs of individuals and families.

H8: Culturally-Responsive Recruitment and Retention

- Megan Lagasse, MSW, LICSW, Student Support Personnel Specialist, Minnesota Department of Education

Audience: Educator, Content Level: Basic

Culturally-responsive recruitment and retention is vital for the diverse mental health and educator workforces needed to best serve our students. Attendees will increase their understanding of

cultural-responsiveness and will gain strategies to enhance the recruitment and retention efforts in their organizations.

11:00 - 12:00 CONCURRENT SESSIONS I

I1: What to do When We Can't Suspend?

- Robyn Hjorth-Martin, LICSW, District Intervention Social Worker with the Office of Conduct and Discipline, Anoka Hennepin School District ISD 11
- Mary Kling, Principal of Elementary Student Conduct, Anoka Hennepin School District

Audience: Educator, Content Level: Intermediate

This presentation will talk in depth about the importance of co-regulation with dysregulated students. We will explore what co-regulation is, how it benefits students and staff and ways to co-regulate with students. We will also be addressing the negative impact of rewards- tangible, food and technology on our students and what we can do instead. We will talk in depth about ways to help students that are dysregulated.

I2: Reducing Chronic Absenteeism with School-Based Wraparound Supports

- Jason Keppe, LMFT, Director of School Partnership, Seneca Family of Agencies
- Ms. Sarah Washington, Parent Advocate

Audience: Clinical & Educator, Content Level: Basic

Attendees of this presentation will learn how to apply principles and tools from our family-focused school-based wraparound model. These tools improve student attendance, build family engagement, support families' holistic needs, and lead to sustainable progress. Participants will learn how concrete tools like the Why Wheel and the Collaborative Helping Map enable family teams to collectively understand challenges and find solutions. Participants will learn adaptive ways in which schools, districts, and networks can utilize elements of this model either with dedicated staff or with existing teams focused on attendance and family engagement in their systems.

I3: Mindfulness Matters: Reducing Stress in Schools with MBSR

- Rachel A. Engstrom, Ed.D., RED Rachel Engstrom Development

Audience: Educator, Content Level: Basic

Unlock the innovative potential of Mindfulness-Based Stress Reduction (MBSR) to revolutionize stress management and mental well-being in school communities. This cutting-edge session introduces evidence-based mindfulness techniques tailored for students, educators, and families. Engage in live mindfulness exercises, dynamic group discussions, and practical implementation strategies that make the session both interactive and transformative. We will also address cultural sensitivity and equity, ensuring these practices are inclusive and adaptable. Attendees will leave the session with groundbreaking tools and resources to create a supportive, calmer school environment. Join us to empower your school community with advanced mindfulness practices and foster a healthier, more resilient educational setting.

14: Enhancing Student Outcomes: Complex Family Systems

- Gregory Milbrath, LPCC, Associated Clinic of Psychology
- Emily Adrian, LICSW, School Based Therapist

Audience: Clinical, Content Level: Intermediate

Do you have a diverse population of students? Are their families complex? Are you lost and don't know how to help? Then attend this presentation! We will teach you about the importance of family involvement, consider the many cultural considerations, and learn many interventions and strategies to enhance the outlook of your students.

15: Key Considerations for Equity-Driven and Trauma-informed Social Emotional Behavioral Intervention

- Megan Lagasse, MSW, LICSW, Student Support Personnel Specialist, Minnesota Department of Education

Audience: Educator, Content Level: Intermediate

Reflect on current SEB intervention practices and take away strategies for more culturally responsive and trauma-informed interventions and a more equitable and data-driven MTSS framework.

16: It Starts With Us: Regulating Ourselves to Regulate Others

- Steven Lutes, MSW, LICSW, MPP, Manager of School Based Services, Northeast Youth & Family Services
- Lauren Kelzenberg, MSW, LGSW, School-based Therapist, Northeast Youth & Family Services

Audience: Clinical & Educator, Content Level: Basic

As behavioral health leaders in our school communities we recognize the importance of adult regulation on students; when adults aren't regulated, they can't help students regulate. However, many of the adults in schools have very limited information and training on self- and co-regulation practices. This session will help you explore ways to bring best practices in self- and co-regulation strategies into your schools in ways that they become a part of the school culture, benefiting both staff and students.

17: Building Bridges: Enhancing Student Support through Collaborative Partnerships

- Emily M Anderson, MS, BCBA, Manager, Solutions Behavioral Health Professionals

Audience: Clinical & Educator, Content Level: Intermediate

In this presentation, we delve into the indispensable partnership between schools and behavioral health centers, highlighting its pivotal role in promoting student success and fostering staff training. Collaborative efforts between these entities offer a wealth of knowledge and diverse professional experiences, enriching the support provided to students facing behavioral challenges. By harnessing the expertise of behavioral health professionals, schools can effectively address intense behaviors while keeping students engaged in their educational journey. The opportunity for one-on-one support enables tailored interventions, catering to the unique needs of each student. Moreover, staff training becomes more targeted and student-specific, empowering educators with the tools to implement effective behavior intervention plans. However, this collaboration faces its share of challenges. Limited district funds may hinder the implementation of comprehensive support programs. Additionally, there may be hesitancy among school professionals to involve external

partners in student care. Moreover, teachers may encounter difficulties in faithfully executing behavior intervention plans while managing the demands of a classroom. Despite these barriers, the benefits of collaboration far outweigh the challenges. Together, schools and behavioral health centers form a formidable alliance, dedicated to nurturing the academic, emotional, and social well-being of every student. This presentation offers insights into overcoming obstacles and maximizing the potential of collaborative efforts, ultimately unlocking the path to student success.

I8: Moving Forward: Understanding Trauma’s Hidden Role in Students Return to In Person Learning

- Raleigh Heath, MSW LGSW, School Based Therapist, Canvas Health

Audience: Clinical & Educator, Content Level: Intermediate

The Covid-19 pandemic and shift to online learning was a communal trauma that arrested student development in myriad ways. Now after we have returned to in person learning, reports of increased dependency on phones, lack of attention, increased anxiety and depression, and developmentally delayed social skills are pervasive. Beyond these student concerns, staff compassion fatigue and emotion burnout from continued above and beyond support for student needs creates an environment where staff are sacrificing their own mental health in order to just get students to the end of the year. This presentation will provide an understanding for trauma's role in these issues and strategies for incorporating it into the solution.

Thank you for joining us!

Notes

Notes

AT A GLANCE



WEDNESDAY, NOVEMBER 6

7:00 – 9:00	Breakfast
10:30 – 11:30	Concurrent Sessions A
11:30 – 1:00	Lunch / Exhibits
1:00 – 2:30	Concurrent Sessions B
2:30 – 3:00	Break / Exhibits
3:00 – 4:00	Concurrent Sessions C
4:00 – 6:00	Exhibits
6:00 – 8:00	Networking / Poster Sessions / Appetizers

THURSDAY, NOVEMBER 7

6:45 – 8:15	Breakfast
8:45 – 10:30	Welcome & Keynote: Dr. Anton Treuer
10:30 – 11:00	Break / Exhibits
11:00 – 12:00	Concurrent Sessions D
12:00 – 1:30	Lunch / Exhibits
1:30 – 3:00	Concurrent Sessions E
3:00 – 3:30	Break / Exhibits
3:30 – 4:30	Concurrent Sessions F
6:00 – 8:00	Dinner
8:00	Social Events: Bonfire & Karaoke starting at 8:00

FRIDAY, NOVEMBER 8

6:45 – 8:15	Breakfast
8:30 – 9:30	Concurrent Sessions G
9:30 – 9:45	Break
9:45 – 10:45	Concurrent Sessions H
10:45 – 11:00	Break
11:00 – 12:00	Concurrent Sessions I
12:00 – 1:00	Lunch