

Monday November 11, Session A - 10:15 am - 11:30 am

1. Help! My Child is Out of Control: Strategies on Identifying, Coping, and Calming

Becky Payne, MAT, CCC-SLP, HPCS, Director of Nature's Edge Therapy Center, Inc.; Dr. Brittany Meyers, OTD, OTR, Nature's Edge Therapy Center

Room: Wilderness 4

How do you feel when your child is out of control? Frustrated? Exhausted? Helpless? Pediatric specialists discuss best strategies on supporting an out-of-control child while deterring the recurrence of the behavior, using case studies and clinical expertise to promote ease in application of strategies to your own real life scenarios.

Learning Objectives: Understand behaviors and underlying causes. Learn strategies to prevent/deter behaviors, and strategies to support and de-escalate the child during behaviors. Learn how to promote support and cooperation for increased carry-over using strategies across settings.

2. Hope Squad Suicide Prevention Peer Mentoring

Tanya L. Fredrich, PhD, Director of Student Services, Elmbrook Schools; Aimee Schneidewent, School Psychologist, Brookfield East High School; Jennie Katrichis, School Psychologist, Brookfield Central High School

Room: Tundra C & D

Hope Squad is a school-based, peer-to-peer, evidenced-based curriculum. The goal is to reduce self-destructive behavior and youth suicide by creating change in schools and communities. Hope Squads train students to recognize suicide warning signs and to act upon those warnings to break the code of silence. Hope Squads work to change the school culture by reducing stigma about suicide and mental health.

Learning Objectives: Understand that the Hope Squad Program is an educational, school-based, peer-to-peer curriculum, and is not a therapy model. Able to explain the three parts of the Hope Squad curriculum - prevention, intervention, and post-vention. Reduce self-destructive behavior and youth suicide by training, building, and creating change in schools and communities.

3. Home of Our Own (HOOO): Creating an Integrated Residential Community for Adults with Developmental, Physical or Intellectual Disabilities

Mary Anne Oemichen, Lawyer and Certified Parent Peer Specialist, Wisconsin Family Ties; Susan K. Wallitsch, JD

Room: Tundra A & B

Home of Our Own (HOOO) grew out of a dream of a small group of families who shared a similar need and vision: to find homes for a group of young adults with various disabilities. We envisioned creating a place in the New Glarus area that would allow these young adults to live as independently as possible. Come and hear our story - from the dream to the reality that the shovels will be in the ground very soon.

Learning objectives: Increase awareness of emerging family-led housing initiatives in Wisconsin and nationwide, including how these developments look, what amenities they offer, what populations they serve, and how they are typically financed. Learn how to form an effective grass-roots organization that can help you move your project forward. Other learning objectives include obtaining a high-level understanding of key strategies for group and project success, including forming a non-profit,

developing strategic partnerships with key organizations, group dynamics, developing a vision and mission, and always keeping the needs of the particular population being served at the forefront.

4. Parenting Higher Needs Kids: Understanding the Differing Experiences of Moms & Dads and Finding Ways to Work Together

Heather Boorman, MSW, LCSW; Jonathan Boorman, MA, LMFT

Room: Wilderness 1

Married therapists, Heather and Jonathan Boorman, will take you on an often funny and hopefully insightful whirlwind journey through raising a higher needs child, and talk about how the experience can be drastically different for both moms and dads.

Learning objectives: Learn practical ways to communicate effectively, ways to reduce resentment and how to adopt a team mentality in what is a potentially very isolating and lonely journey.

5. Why Doesn't My Child Want to Go to School? (Or They Go, But It's Not Pretty)

Erika J. Kluge; Director & Assistive Technology Special Education, THINK With Success; Toni Chambers, MS, Educational Consultant, Certified Parent Peer Specialist, Wisconsin Family Ties

Room: Sandstone 3

Why do some kids struggle with academics, and fear or dislike school? Learn from presenters who parents as well as professionals, about parenting children living with unique learning styles and mental health challenges. Discover options for creating an effective, cooperative collaboration within and outside of school to identify root causes of challenges and to map for optimal support.

Learning Objectives: Understand relationship between mental health and the school environment. Expand awareness of tools and/or resources to increase access and reduce anxiety/frustration. Learn to foster cooperation to meet your child's needs.

6. Learning About Emotions Through Children's Literature and Storytelling: A Project in a Community Trauma Center

Angel Mak, MA, Doctoral Student Marquette University

Room: Wilderness 2

Children's literature is a powerful tool. Learn about a project for children, ages 6-8, in a community trauma center. In a group setting, children had the opportunity to identify and share feelings and thoughts about their daily lives in connection with the story heard. Relaxation techniques and coping skills were taught and practiced. This presentation highlights the skills and benefits of using children literature.

Learning Objectives: Increase understanding of the use of children's literature to teach emotions and coping skills. Increase understanding in the use of storytelling as a narrative in group therapy.

8. Seeing the Unseen Child

Deborah-Jean Smith, Parent Educator/External CSEFEL Coach

Room: Sandstone 9

Encouraging, equipping and activating our community to make a difference in the lives of children with trauma-based emotional and behavioral disorders.

Learning Objectives: Participants will learn to look past negative behaviors and see the child instead of

focusing on the behavior. Participants will learn ways to cope with negative behaviors in a positive manner.

9. The Social Engagement System of the Polyvagal Theory

Camille Berger, DC, Early Beginnings Chiropractic

Room: Tundra E & F

The social engagement system is a branch of the polyvagal theory that addresses social interactions that are controlled by the autonomic nervous system and cortex. Dr. Camille Berger will address the challenges to the social engagement system and what we can do about it.

Learning Objectives: Understand the Polyvagal Theory and the social engagement system. Understand how technology impedes development for our youth. Learn ways to improve regulation of the autonomic nervous system and cortex regarding social engagement.

Monday, November 11, Session B - 12:30 pm - 1:45 pm

10. 1 in 100 Students Have Tourette ... 50% Remain Undiagnosed

Kathy Giordano, Tourette Association Education Specialist

Room: Glacier A & B

Tourette syndrome and tic disorders are underdiagnosed and misunderstood. The CDC estimates 86% of students with tic disorders have more than one co-occurring disorder which interferes with education. School psychologists play a critical role in the recognition of Tourette, common related disorders, strategies and symptoms of these complex neurological disorders.

Learning Objectives: Attendees will be prepared to recognize Tourette syndrome and share effective/positive supports to assist students with Tourette and tic disorders to be successful academically and socially in school and as adults. Session includes experiential activities and discussion throughout.

11. It Takes a (Cooperative) Village—Coordination in Communities and Schools

Hollie White, Project Coordinator, Healthier Wisconsin Partnership Program - Improving Children's Mental Health Through School and Community; Latanya Woods; Supervisor of Youth Outreach, PSG

Room: Wilderness 1

Participants will participate in a brief discussion around barriers to creating partnerships within school and/or community settings. Presenters will then include these barriers within a presentation and discussion on cooperation and coordination. Presenters will guide participants through various activities to demonstrate ways to increase collaboration in complex systems.

Learning Objectives: Identify ways to collaborate effectively within and alongside complex systems. Develop an understanding of barriers of coordination through the use of an activity.

12. She Believed She Could So She Did

Sarah Sprenger, Parent; Toni Chambers, MS, Educational Consultant, Certified Parent Peer Specialist, Wisconsin Family Ties

Room: Wilderness 2

This mom, along with a parent peer specialist, will share a brief history about her son and his journey of frequent hospitalizations, to making the decision to home-school. Learn how she advocated (and

continues to advocate) on his behalf, how she cares for herself and how she balances the two. What did cooperation look like through this process?

Learning Objectives: Increase understanding of how to advocate on behalf of your child. Affirm that as the parent, you are the expert on your child. Increase awareness about where to focus energy.

13. E-Cigarettes, Alcohol, and Marijuana Demystified

Samantha Schams, MS, LPC, SAC, Masters in Clinical Mental Health Counseling, Counseling Psychology Doctoral Student, University of Wisconsin-Milwaukee

Room: Tundra C & D

This presentation will emphasize the importance of targeting adolescents and young adults on substance use, and will highlight e-cigarettes, alcohol and marijuana use and concerns. We will outline warning signs and protective factors to be aware of, as well as provide suggestions for caregivers of adolescents and teens.

Learning Objectives: Become aware of the current concerns that adolescents and young adults face related to substance use. Develop a better understanding of e-cigarettes, alcohol, and marijuana. Be able to apply this knowledge to inform parenting.

14. The Mental Health Risks of Human Trafficked-Youth

DeAnna Brown, Rock County Anti-Human Trafficking Task Force; Catherine O’Krafka, MD, family medicine resident physician at Mercyhealth Family Medicine Residency Program in Janesville, WI

Room: Wilderness 4

This session will focus on the trauma of youth and children who are at risk of, or who have been involved, in human trafficking. Attendees will learn what youth are exposed to that lead to their vulnerability for trafficking, and will also learn how youth service organizations work together to help youth.

Learning Objectives: Learn how to work with a youth who has been human trafficked. Learn about the experience of trauma of being trafficked and how to work with those youth to rebuild trust, their self - confidence, address loss of family and friends, and PTSD.

15. Lived Experience Leading Systems Change

Andrea Turtenwald, Family Relations Coordinator, Wisconsin Office of Children's Mental Health; Tracy Loken Weber, Collective Impact, Office of Children's Mental Health

Room: Sandstone 9

The voices of those with lived experience can improve the complex systems that support children with mental health challenges. This session provides an overview of tools and best practices to deepen the level of involvement of individuals with lived experience - whether you are a practitioner, family member, or youth.

Learning Objectives: For organizational leaders, understand best practices and tools for including leaders with lived experience in systems change. For people with lived experience, understand how to get more engaged in systems change.

16. Connection is the Key to Prevention

Deeatra Kajfosz, Suicide Prevention and Mental Wellness Advocate, Life of Hope Project

Room: Sandstone 3

Learn how to help adolescents, teens, and adults understand the unique influences of their psychological pain and how to deescalate the severity, making room for HOPE and healing. Join Deeatra K on a journey of lived experience, story-telling, memorable messaging, and the use of powerful tools and techniques to gain trust, cooperation, and sustainable results for the prevention of suicidal ideation, attempt, and loss through strengthened mental wellness.

Learning Objectives: Understand the specific steps and tools required to gain greater trust, cooperation, and sustainable mental wellness results for the prevention of suicidal ideation, attempt, and loss. Increased confidence in the ability to apply new knowledge in your field by introducing the provided step-by-step process and tools to your established practice.

17. Multi-level Systems of Support: Learner-Led Community Circles

Johnna Noll, Executive Director, Norris Academy; Kristofer Koneazny, Citizenship Specialist, Norris Academy; Kyle Stouff, Community Coach, Norris Academy

Room: Tundra E & F

Norris embraces the idea that well-developed social skills and relationships correlate to happiness and, in turn, increase one's ability to learn. Attendees will participate in a community circle to gain insight into the circle structure and core elements that proactively build relationships, model personal strategies for coping, and build dispositions of successful learners.

Learning Objectives: Understand how each learner is given the opportunity to be heard and has a voice through community circles. Understand how learners reflect on their personal understanding and application of the developed skills. Understand how learning Communities reflect on the application of the developed skills in an authentic context.

18. The Power of Shame

Tim Markle, Senior Outreach Specialist, UW-Madison Waisman Center and Founder of Forgiveness Factor

Room: Tundra A & B

Shame is a powerful emotion. It has the ability to bring us to an emotional full stop and an emotional disconnect. Together we will explore how we feel shamed, how we shame others, what are the effects of shame and how we can get out from under the weight of shame.

Learning objectives: Explore how we feel shame. Identify how we shame others. Understand the effects of shame. Discover tools to help us deal with shame.

Monday, November 11, Session C – 2:00 pm - 3:15 pm

19. Karlee's Story – A Mother and Daughter Share Their Personal Story

Karlee Gross & Tricia Cull

Room: Tundra A & B

We will talk about our journey, starting from the day we almost lost her to today. We'll discuss the struggles from day to day and how we've tried to educate ourselves about mental health.

Understanding the trials and triumphs we have gone through together, from Karlee's view and from her mother's view.

Learning Objectives: Learn how to help reduce the stigma of mental health challenges. Never give up hope. Learn what happens during this process.

20. Helping Youth with Chronic Illness: Cooperation is Key

Jacquelyn Smith, PhD, Psychologist, Children's Hospital Wisconsin; Kristi Cedars, PhD, Psychologist, Children's Hospital Wisconsin

Room: Tundra C & D

Chronic illnesses impact a significant number of youth today. Two pediatric health psychologists will discuss the impact of these illnesses on the psychological health and well-being of youth and their families. Strategies for helping youth cope with chronic illness and medical procedures will also be addressed.

Learning Objectives: Participants will be able to identify common childhood chronic illness and how they impact psychosocial functioning. Participants will describe ways to help kids cope with chronic illnesses and frequent medical treatments.

21. A Valuable Medical Benefit for Children: Introduction to HealthCheck and HealthCheck Other Services

Pam S. Lano, PhD, Department of Health Services Clinical Consultant

Room: Sandstone 9

This important federal benefit covers preventive checkups and medically necessary follow-up services to make sure your child's health and developmental needs are met up to age 21. This valuable benefit can even provide coverage for services not typically covered by Wisconsin Medicaid. Learn more about the program and Department of Health Services efforts to remove barriers and improve access for families.

Learning Objectives: Increased awareness of medical services that are available through HealthCheck. Increased understanding of how to access HealthCheck screenings and follow-up services.

22. Life Tools Group: A Rural After-school Program Enhancing the Well-being of At-risk Youth

Kelsie-Marie Offenwanger, PsyD, Psychologist, Marshfield Clinic; Jennifer Smith, After School Program Manager, Marshfield Clinic

Room: Glacier A & B

This workshop will examine if an after-school group has a significant impact on the social and emotional development of youth. The group teaches emotional regulation and effective coping skills. The outcomes will benefit three primary constituencies: youth and caregivers, teachers and school administrators, and mental health providers and community systems.

Learning Objectives: Participants will be able to identify ways in which school personnel and mental health providers can be better equipped to implement evidence-based interventions that increase the social emotional development of youth and support caregiver engagement. Participants will learn how to implement strategies and techniques that have been found useful for working with children and adolescents involved in an after-school program. Participants will take away ideas for new programs and services to engage social emotional development for the benefit of children, guardians, school districts, and their surrounding communities.

23. Yoga for Healing

Molly Chanson, MA, RYT 200

Room: Tundra E & F

Yoga instructor and educator, Molly Chanson, will demonstrate how to use yoga to heal from trauma,

addiction, and other mental health-related challenges. Molly will share her own recovery journey through addiction and will leave attendees with a transformative practice they can do on their own, regardless of past experience.

Learning Objectives: Understand the connection between mind and body. Understand the power of thoughts and mind in trauma. Learn how to experience awareness through a yoga and meditation practice. Learn several yoga poses and breathing techniques to try at home as part of a regular routine.

24. Relax, Refresh, Recharge - Respite Can Help!

Lisa Schneider, Executive Director, Respite Care WI; Rachel Watkins-Petersen, Project Manager, Respite Care WI

Room: Wilderness 4

Do you know what respite is? Respite is vital to family caregivers and in this workshop you will learn about everything respite. What it is, where to find it, how long can you have it, how to pay for it, and more. It is important that family caregivers, and those who support them, understand the significance of respite.

Learning Objectives: Attendees will learn about respite, what it is, why it is important. Attendees will learn about new resources available to help family caregivers receive respite.

25. Looking Beyond the Surface: Assessing For Needs Not Service

Leanne Delsart, Wraparound Milwaukee Training and Crisis Coordinator; Ann Kelley-Kuehmichel, Wraparound Coach/Consultant

Room: Sandstone 3

Needs-driven planning focuses on root cause and facilitates a process of healing and hope that leads to transformation. Looking beyond the surface helps anyone involved in the treatment or change planning process to distinguish between need-, goal-, and service-driven planning. It demonstrates how to move beyond goal-driven and service-driven behavior management plans.

Learning Objectives: Learn to distinguish between need-, goal-, and service-driven planning. Understand the value of needs-driven planning in support of healing and hope. Develop skills to identify underlying needs.

26. Building Resilience Through the Therapeutic Lifestyle - The PassageWay

Angela Fredrickson, Clinical Director, Northwest Passage; Ian Karl, Experiential Coordinator, Northwest Passage

Room: Wilderness 2

The presenters will identify the factors of resilience that can be strengthened and grown through engaging in what is known as a therapeutic lifestyle. The research behind the idea of therapeutic lifestyle choices mitigating mental health symptoms and bolstering resilience will be briefly reviewed. The application of these concepts across environments within a residential treatment setting will be shared, and examples presented will be relevant across age groups and a variety of living environments.

Learning Objectives: Learn what a therapeutic lifestyle is, the research behind the effectiveness of these choices to mitigate mental health symptoms, and the connection to resilience. Understand the collaborative and comprehensive approach to building a therapeutic lifestyle that can happen in a helping organization or in a family system.

27. Supporting Children Experiencing Community Violence

Courtney Clark, LPC, MS, Penfield Children's Center; Meagan Langfield, LPC, MS, Penfield Children's Center

Room: Wilderness 1

Presenters will address the roles adults can play in supporting preschool- and elementary-age children who have experienced violence in their community. An overview of the impact of community violence on children will be briefly discussed; however, the primary focus will be on active, trauma-informed strategies for responding to this issue.

Learning Objectives: Understand the role that development plays in a child's reaction to community violence. Learn developmentally-appropriate skills for safety planning, supporting, and talking with children about community violence. Understand the importance of cooperation among adults in the child's life to promote healing.

Monday, November 11, Session D – 3:30 pm - 4:45 pm

28. Syncing Together: Using Rhythm as a Tool for Building Regulated and Positive Relationships

Cassie Wilcox, MS, OTR/L, Children's Therapy Network; Jordan Ryan, LCSW, Children's Therapy Network

Room: Sandstone 9

Rhythm is an integral part of our lives. It influences everything from heartbeat, to movement, to healthy relationships. In this presentation, we will discuss the therapeutic application of rhythm to support body-brain regulation and enhance adult-child relationships. Participants will learn strategies that they will immediately be able to implement at home.

Learning Objectives: Learn how rhythm influences us from a social, relational, and nervous system perspective. Be able to identify at least one movement-based rhythmic strategy to support co-regulation. Be able to identify at least one way participant can use themselves, and their relationship with the child, as a rhythmic tool for co-regulation.

29. Accessibility – School-Based Mental Health

Erin Perez, MA, LPC, Ozaukee Community Therapies

Room: Wilderness 4

With the continuing increase in the need for children's mental health services, many schools are turning to the school-based mental health model. This training will cover the ins and outs of a partnership between a school and a school-based mental health provider, from both the school and the provider perspectives.

Learning Objectives: Participants will explore the need for mental health services in schools. Understand the benefits and challenges of having a school based satellite clinic. Learn about the steps involved in starting a partnership between a school and a mental health provider.

30. Gender Identity in Modern Society

James Lammers, MA, LPC, Ozaukee Community Therapies

Room: Tundra E & F

Come join James Lammers (youth gender therapist and non-binary transgender individual) as he explores with you the complex and controversial topic of gender identity and how it applies to today's youth and society.

Learning Objectives: Become more comfortable with the topic of gender identity. Become more aware of societal micro-aggressions and how they affect today's youth. Learn how to best interact and support someone with a non-traditional gender identity.

31. Introduction to the Nurtured Heart Approach

Heather Reader, MSW, Nurtured Heart Approach Advanced Trainer; Chanda Kulow, EdD, Nurtured Heart Approach Advanced Trainer

Room: Wilderness 1

The Nurtured Heart Approach is a relationship-focused methodology founded strategically in "The 3 Stands" for helping children and adults build Inner Wealth and use their intensity in successful ways. It has become a powerful way of awakening the inherent greatness in ALL CHILDREN while facilitating parenting and classroom success.

Learning Objectives: Understand why conventional methods of parenting, therapy, and teaching often fail with intense children, despite the best of intentions. Learn how to shift a challenging child to using his or her intensity in successful ways, even if the child is diagnosed with ADHD, ODD, or exhibits other difficult behavior. Apply the core methodologies of the Nurtured Heart Approach to build Inner Wealth in all children and create a richer social-emotional environment.

32. Calm, Cool & Collected: How Dogs Can Support Mental Health, Part 2 (from last year's presentation) *Pat Ann St. Germain, MA, LPC; Jan Beamer, Therapy Dog Handler; Olivia Gilkey-Meisegeier, MS, LMFT*

Room: Tundra A & B

Is it possible to pet away stress? Families and treatment providers alike realize the potential in improving mental health symptoms with the use of dogs. We will discuss the differences between a therapy dog and an emotional support dog, and discuss the benefits of dog-assisted therapy on mental health. Legalities and guidelines will be covered, and participants will learn how to ethically integrate dogs into their community and/or therapeutic settings.

Learning Objectives: Understand the difference between a therapy dog and an emotional support dog. Learn how a dog can benefit mental health. Learn about recommended and/or required training. Understand the ethics, legalities and liabilities of having in having a therapy/emotional support dog.

34. Adverse Childhood Experiences (ACEs): Understanding the Effects as a Parent and as an Educator *Ashlee Glowacki, CCS Service Facilitator, Green County, Wisconsin Family Ties Board Member, Parent; Amy Thompson, Parent and CST Social Worker, Lafayette County*

Room: Sandstone 3

This workshop will introduce the concept of Adverse Childhood Experiences (ACEs) and how they affect the growth, behavior, and health of the child. We will discuss the correlation between ACEs and the child's overall development. Early intervention activities and tools will be shared, specific to both home and school settings. Presenters will use personal and professional experiences as a source of reference.

Learning Objectives: Understand how to implement the ACEs survey and how to interpret results. Be able to utilize tools and activities to help with early intervention with children.

35. Every Behavior Is a Communication—What Are They Communicating to You?

Janet Duening-Macha, Educational Consultant

Room: Tundra C & D

Children "act out." What can you do to "decode" the behavior and help the child succeed? Become the advocate the child needs by deciphering the communication.

Learning Objectives: Be able to assess the behavior of the child through the communication. Find non-traditional methods to help the child.

36. Working in Partnership with Birth Parents

Peg Cadd, foster/adoptive mom, Coalition for Children Youth and Families

Room: Wilderness 2

Welcome to the world of fostering... and partnering with birth parents. This interactive presentation will look at the barriers and ways to overcome them, through honest communication with birth parents of children in care. This is for foster parents and professionals in the system, including educators.

Learning Objectives: Learn effective ways to communicate with birth families. Have a better understanding of how partnering with parents is a win-win for everyone.

Tuesday, November 12, Session E – 10:15 am - 11:30 am**37. Neurosequential Model of Therapeutics (NMT) - Using Brain Mapping as Clinical Problem Solving**

Ted Stein, MS, LPC, BCC, BCPCC, NCTFCBT, NMT2, Stein Counseling and Consulting Services

Room: Wilderness 1

The Neurosequential Model of Therapeutics (NMT) is a developmentally sensitive, neurobiology-informed approach to clinical problem solving. NMT is not a specific therapeutic technique or intervention. It is an approach that integrates core principles of neurodevelopment and traumatology to collaboratively inform work with children, families and the communities in which they live.

Learning Objectives: Gain an understanding of brain development and functional domains of the brain as related to children with developmental trauma. Gain an understanding of sensitization and tolerance, and how these impact the response to stress. Gain an understanding of heterogeneity of the stress response system. Gain an understanding of the impact of state-based functioning on children's ability to respond to the demands of their environment. Gain an initial understanding of the Brain Map / Metric and its role in the NMT treatment process.

38. Providing Effective Peer Support to Youth Living With Mental Health and Substance Use

Challenges *Katie Sparks, Statewide Coordinator of Peer Run Recovery Centers, Certified Peer Support Specialist; Sara Honadel, Independent Living Specialist, Certified Peer Support Specialist*

Room: Sandstone 9

Hear from two certified peer specialists who have obtained and utilized resources through their own recovery journey as youth, and now empower those living with mental health and substance use challenges. Learn about what a peer specialist does, how peer support can assist youth, and evidence for the benefits of peer support with youth for prevention and recovery.

Learning Objectives: Understand how to build a better connection with youth experiencing mental health and substance use challenges. Learn new activities and coping methods to implement with youth, experiencing mental health and substance use challenges, in order to support youth integrating back into their communities with their natural supports. Understand how peer support practices are

being implemented and proven effective, for prevention and recovery, specifically with the youth population and their families.

39. The Ingredients of Fatigue and a Recipe for a Cooperative Family Culture (Part 1)

Sue McKenzie Dicks, VP Healthy Culture, Rogers InHealth; Terri Ellzey; Megan McLachlan, MEd

Room: Tundra A & B

In part 1 of this 2-part series, parents and caregivers will explore the experience and impact of compassion fatigue on their caregiving and learn strategies to build a healthy family culture in the midst of complex challenges. Come prepared for interaction and introspection.

Learning Objectives: Be able to challenge own biases when role playing the steps to compassionate action. Be able to identify and apply the stages of compassion fatigue to their experience. Be able to name areas of their life where acceptance of the things they cannot control for now would benefit their well-being. Be able to name unrealistic self-expectations that get in the way of their relationships with themselves and their children. Be able to practice setting boundaries in their family with compassion.

40. Addressing Social Emotional Learning Competencies: Practical Methods and Strategies PreK-3

Connie Persike, MS, CCC/SLP, Educational Consultant, CP Consulting

Room: Sandstone 3

Join us for a deep dive into the Social Emotional Competencies! Participants will gain an understanding of what the Social Emotional Competencies are, and how to embed them into the day through language, videos, and literacy activities. Specific examples will be shared so that parents and educators alike can begin implementing strategies immediately.

Learning Objectives: Participants will learn what social emotional health, social emotional learning (SEL), and social emotional competencies are and why they are beneficial. Participants will learn effective SEL implementation strategies. Participants will learn methods and specific activities to embed SEL across the day.

41. Finding the Positives in Smartphone Apps, Video Games, and Chatbots

Kay Jewell, MD

Room: Tundra C & D

Video games and mobile apps do something right to motivate and engage youth. They're fast paced action requiring quick thinking. Finally, researchers are putting them to good use teaching social and coping skills, mood management, suicide prevention, and more. Learn how to find ones that are youth-appropriate, clinically sound and safe.

Learning Objectives: Identify the 2 elements that make a digital intervention (app, video game) clinically sound. Identify key questions to ask about use of data by the developers. Recognize the range of positive apps, video games and other digital interventions to supplement traditional therapy, education and training. Know where to find credible reviews of apps publicly available.

42. Secondary Trauma and How Did This Happen to Me?

Sherry Benson, LCSW, LMSW, CCTP, Certified Family Mediator

Room: Wilderness 4

What is secondary trauma, what are the signs and symptoms, risks factors, how does it affect my life,

and what can I do to prevent it? As caregivers, workers, or parents of children struggling with trauma, we stand a high probability of being afflicted with secondary trauma. This workshop will provide information on how to recognize secondary trauma and what to do so that you can heal from it.

Learning Objectives: Learn to recognize the signs and symptoms of secondary trauma in each area: emotional, mental, behavioral, physical, cognitive, and social areas of life. Learn the ABC's of secondary trauma (Awareness, Balance, and Connections) and can develop a self-care plan for themselves.

43. Skill Development Groups and How They Benefit Youth

Lindsay Sondelski, Mental Health Tech, North Central Health Care; Jessica Northway, Service Facilitator, North Central Health Care

Room: Wilderness 2

We will discuss how creating and implementing youth skill development groups in our county has enhanced our CCS/CST programs and benefited the youth we serve. We will talk about developing group curriculums and go through experiences we've had with facilitating a wide variety of groups (i.e. social skills, DBT/Mindfulness, arts and crafts, etc.). We will also touch on how we plan and bill for these groups, as well as how we measure consumer progress and outcomes.

Learning Objectives: Learn how to create a group curriculum and understand how groups can be an intervention to help consumers meet goals and objectives.

44. Would You Be Saying That About Asthma?

Nicki Van Abel, Parent, Advocate and Friend

Room: Tundra E & F

After numerous negative meetings with professionals, conversations with well meaning "village-people" and even sometimes my own frustration; I decided my daughter's anxiety and depression needed to be viewed from a different perspective. And I wanted to be sure she started thinking of it from this new perspective, too.

Learning Objectives: Learn about a different, constructive approach to use when interacting with and advocating for children struggling with anxiety and depression. Understand how shifting perspective can result in increased self-esteem and opportunity for personal growth for adolescents. Discover how parents and kids that are currently traveling similar paths can connect and collaborate in various scenarios.

45. Providers and Teens Communicating for Health

Erica Koepsel - PATCH Program Manager, Wisconsin Alliance for Women's Health; PATCH Teen Educators

Room: Glacier A & B

Health care professionals (counselors, social workers, nurses, and many more) play a key role in the health and development of youth. However, there are unique challenges youth face in receiving quality, youth-friendly services. PATCH Teen Educators will share their experiences and talk about ways to better connect with teens.

Learning Objectives: Understand adolescents' concerns, preferences, and the realities of young people in health care settings. Explore ways to provide high-quality, youth-friendly health care services. Acquire confidence and skills to build positive relationships and communicate effectively with teens.

Tuesday, November 12, Session F – 12:30 pm - 1:45 pm

46. Cooperating for Calm: Working with Both Children and Parents to Heal

Annelies Hagemester, PhD, MSW, LISW, Certified Parent Coach, Anu Family Services; Ashley Hansen, BA, PACC, Intensive Permanence Specialist, Anu Family Services

Room: Wilderness 4

When children experience trauma and loss, their grief and emotional responses can become overwhelming for them and their caregivers. This workshop will describe one agency's approach to help calm the brain of a traumatized child, while also empowering caregivers by offering practical strategies to aid in the healing process.

Learning Objectives: Learn practical tools to build trust and connection in support of healing for both children and parents. Understand how workers use a parallel process as a lens for cooperation. Recognize the importance of connection, trust, and grief work to transform healing relationships.

47. What Neurobiology Can Tell Us About Student Behaviors and How We Can Support Student Regulation

Julie Scott, LPC-IT, NCC, SaintA; Kristine Bune LPC, NCC, SaintA

Room: Sandstone 3

Experience and research have shown us the link is strong between regulation needs, and a child's ability to learn. As a child develops, stressful events change the child's capacity to manage expectations and stress within the classroom and within their personal relationships. By providing deliberate and proactive strategies, children can increase their capacities and achieve both academic and social growth.

Learning Objectives: Able to describe state-dependent functioning and the impact on student behavior. Identify how student state impacts academics and classroom relationships. Learn regulation strategies to support functional classroom environments.

48. Self-Compassion and Self-Care: The Foundation for Compassionate Parenting (Part 2)

Sue McKenzie Dicks, VP Healthy Culture, Rogers InHealth; Terri Ellzey; Megan McLachlan, MEd

Room: Tundra A & B

In part 2 of this 2-part series we look inward at our perspectives and practices to keep us well as we parent and care for children with complex challenges. Mindful strategies to be present with focus and compassion, self-compassion practices, and other strategies for our heart, mind, spirit and strength will be explored and experienced.

Learning Objectives: Be able to identify areas of wellness practices that would benefit from a boost (through a self-assessment). Be able to practice strategies to support their mind, heart, spirit and strength to decide what ones fit for them. Be able to take a self-compassion assessment and apply what they learn about themselves to plan for ways to increase their self-compassion.

49. Medicaid Made Easy: Understanding Medicaid for Children with Disabilities

Brigit Frank, MA, Community Education Coordinator, Family Voices of Wisconsin

Room: Tundra C & D

Are you confused by Medicaid and what your child's ForwardHealth card can pay for? Be mystified no more! Come to this interactive session, led by a parent who has many years of experience navigating

Medicaid and other important supports for a child with special needs. Learn how to use Medicaid, what it pays for, and how to navigate roadblocks that might come your way.

Learning Objectives: Learn about eligibility doorways into Medicaid (BadgerCare, Katie Beckett, CCS, SSI and more) Learn what Medicaid can pay for including items many families don't know about. Learn how to navigate prior authorizations, denials and appeals.

50. Beloit School District and Wisconsin Family Ties (WFT): Creative Collaboration for High-Need Students

Emma Harrell, Parent Peer Specialist, Wisconsin Family Ties; Robyn Hardt-Schultz, PhD, Program Evaluation Director, Wisconsin Family Ties; Parent from Beloit School District; Emily Pelz, former Director of Special Education, Beloit School District; Melissa Beavers, current Director of Special Education, Beloit School District; Molly Polyock, Therapist, Beloit Memorial Hospital and On-site at Beloit Schools

Room: Wilderness 2

The presentation will highlight the Parent Peer Specialist (PPS) Program in the Beloit Unified School District. Specifics will include an overview of the grant application process conducted by the district, a discussion of the PPS Program specifics by WFT, insight into the parent perspective from a current parent, and the point of view of a teacher about the impact of the PPS program on the teacher's class management, work load, and child performance/interactions.

Learning Objectives: Learn about a specialized program that unites schools, providers and resources from a nonprofit in support of children with social, emotional or behavioral challenges and the people who serve them. Review outcomes associated with the Parent Peer Specialist Program and the implications for staff workload, and family success. Understand strengths and weaknesses of the program through the lens of school, teacher, outside provider and parent. Learn about funding sources for this program.

51. IEP (Individualized Education Plan) 101

Amy Polsin, Supervisor and Certified Parent Peer Specialist, Wisconsin Family Ties; Phyllis Greenberger, Advocacy Specialist, Disability Rights Wisconsin

Room: Wilderness 1

So many questions - What is an IEP? How do I know my child's rights? What is on the IEP? How can they deny services if my child has a disability? What is the difference between an IEP and a 504 Plan? My child has an IEP, am I done? How can I prepare for an IEP meeting? How is behavior addressed in the IEP? You are encouraged to come with your own questions as well.

Learning Objectives: Become informed as to what parent rights are in the IEP process. Understand the IEP process and be empowered to play an active role in the development of the IEP.

52. Catchers in the Rye: How Tele-psychiatric Collaborative Consultation with Primary Care Providers is Helping Wisconsin's Children

Gabriella Hangiandreou, MD, Child/Adolescent Psychiatrist, Children's Hospital Wisconsin

Room: Sandstone 9

With a statewide shortage of Child/Adolescent psychiatrists, the up-to-20% of Wisconsin children struggling with mental health difficulties often seek help through their primary care providers, whose training in this area, unfortunately, does not match the need. The Child Psychiatry Consultation

Program (CPCP) serves to bridge this gap, by furthering the knowledge base and comfort level of primary care providers to treat mild-to-moderate severity mental health difficulties in their pediatric patients.

Learning Objectives: Describe the history and mission of the Child Psychiatry Consultation Program (CPCP). Discuss outcomes to date: Who uses the program, when, and why?

53. Bikers Against Child Abuse (B.A.C.A.)

Eddie and other members

Room: Glacier A & B

Bikers Against Child Abuse, Inc. (B.A.C.A.) exists with the intent to create a safer environment for abused children. We work in conjunction with local and state officials who are already in place to protect children. We desire to send a clear message to all involved with the abused child that this child is part of our organization, and that we are prepared to lend our physical and emotional support to them by affiliation, and our physical presence. We stand at the ready to shield these children from further abuse.

Learning objectives: Learn about B.A.C.A. and how they are a resource to people interested in preventing child abuse.

54. Lakeland STAR Girls' Empowerment Group

Claire Malchow, Special Education Teacher, Lakeland Star School and Academy, Minocqua, WI; Kris Webster, MS/CCC-SLP, Lakeland Star School and Academy, Minocqua, WI

Room: Tundra E & F

We saw that our female population demonstrated a need for greater social and emotional wellbeing, and that this impacted their readiness for learning, ability to successfully communicate in social situations, and their mental health. So we responded with the creation of *Girls' Empowerment Group*, a class dedicated to providing focus & understanding to female students on how to develop educationally, socially, and emotionally into independent, empowered young women. Our class demographic includes neurotypical students, students on the autism spectrum, students with intellectual disabilities, and students impacted by trauma.

Learning objectives: Attendees will learn how to identify the need for this type of programming in their own scope of practice, and first steps for implementation. Attendees will learn how to best structure their programming to meet students' needs.