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We are learning that trauma is much more pervasive than we may have earlier thought. Data from the Adverse Childhood Experiences (ACEs) study conducted in 1997 shows us that 65% of the sample of over 17,000 participants had at least 1 ACE. Additionally, the data showed the if you have one ACE often you have more than one with the study showing over 80% of the people who had 1 ACE and more than 1. The research also shows a very strong positive correlation between ACEs and mental health and substance abuse – meaning at ACE scores go up so does the prevalence of mental health and substance abuse issues. Recently, MN has conducted its own ACE study and found very similar findings. Additionally, during this the past 10 years, there has been an explosion of research related to brain development in children and the effect of toxic stress. We have learned that impact of toxic stress can have longer term effects on neural connections and physiological responses in our central nervous system.

These two significant developments in our understanding of children have important implications for mental health providers and schools. Children’s mental health providers, especially school based mental health providers, have an amazing opportunity to help schools and school districts learning about “trauma”, ACEs, and the effects of toxic stress on the physiological, social and emotional development of children. Across the country, several states and school districts have been working on creating trauma sensitive schools.

In this keynote, Dr. Sander will review the new information we have on the impact of adverse experiences and toxic stress on brain development and behavior. He also will cover the Adverse Childhood Experiences (ACEs) research findings and discuss their implications for how we understand students, their parents and ourselves. He will provide information about how ACEs impact brain development and function as an adaptive response to environmental circumstances and toxic stress. He will highlight ways that staff can interact and support students that have experienced adverse childhood experiences to build and strengthen their resiliency.

Dr. Sander will present the findings from the current brain research on the impact of toxic stress and trauma on brain development as well as findings from the ACEs study. Information and recommendations from “The Heart of Learning: Compassion, Resiliency, and Academic Success” will be discussed as well as present information and resources from “Creating Trauma Sensitive Schools: A Response to Information Approach” development by the Wisconsin Department of Education. Next the presenters will outline opportunities in MN to beginning this work building on existing initiatives such as Positive Behavior Interventions and Supports (PBIS), Response to Intervention (RtI) and School Linked Mental Health (SLMH).

**Learning Targets:**
- I can name the effect of toxic stress and adverse experiences on brain and nervous system development.
- I can describe a student’s adaptive response to environmental circumstances and toxic stress.
- I can make modifications to my work with students to incorporate an understanding of ACEs and a student’s adaptive response to environmental circumstances and toxic stress.

**Mark Sander** earned his doctorate from the Minnesota School of Professional Psychology in 2000. Dr. Sander is a Senior Clinical Psychologist for Hennepin County and the Director of School Mental Health for Hennepin County and the Minneapolis Public Schools. In that role, he coordinates the Minneapolis Expanded School Mental Health Program and conducts research and evaluation on the program and provides technical assistance to the Hennepin County School Mental Health Initiative. In addition, Dr. Sander is a Visiting Scholar at Wilder Research and is a member of the Advisory Board for the Center for School Mental Health at the University of Maryland School of Medicine. Previously he was an Assistant Professor of Pediatrics at the University of Maryland School of Medicine. Dr. Sander is a certified Master Trainer in the Adverse Childhood Experiences Study and for the past three years has been providing training and consultation on develop trauma informed organizations and trauma sensitive schools. Dr. Sander has published several journal articles and book chapters on school mental health and has presented extensively on school mental health at local, state and national conference. Dr. Sander also has a private practice in Minnetonka, MN and lives in Minneapolis with his wife, Sarah and their 3 daughters.

**Session 1**

**Identifying Students with Culturally Influenced Academic Delays: Best Practices in Serving the Underserved EL Student**

English Learners who have academic difficulties are often viewed as struggling because of their limited language proficiency. This misconception can create a lack of understanding about how we perceive these students' needs resulting in either a circumvention of the intervention process or the use of ineffective interventions altogether.
Ultimately, this may lead to hastily done special education evaluations and incorrect placements. We will address this issue and introduce a different perspective on identifying English Learners who are experiencing a Culturally Influenced Academic Delay (CIAD), specifically defined as an academic difficulty or difficulties attributed to the cultural patterns of living and learning that do not predicate the educational system by which they are academically taught and measured. Join us to explore the CIAD student profile and learn about the linguistic and cultural factors impacting them. We will also explore the concept of informal learner profiles vs. traditional formalized learning profiles common in the U.S., and look at new methods of intervention building and service delivery for these students.

Carl Romstad attended the University of Minnesota-Duluth and received a bachelor's degree in Secondary Education teaching Social Studies. He attended the University of Wisconsin-Stout and received his Masters and Educational Specialist Degrees in School Psychology and is currently in his internship for obtaining his Director of Special Education licensure at the University of Minnesota Twin Cities. He began working as a long-term School Psychologist sub in Robbinsdale. Currently, he is a school psychologist for a small private company, Designs for Learning, based out of St. Paul which serves schools in Minnesota, Colorado, and Arizona. Mr. Romstad lives with his wife and three daughters in Roseville MN. He has a passion for EL learners and works primarily in Somali and Hmong charter schools in the Twin Cities and Rochester MN. Nicole (Nikki) Trinh is a Nationally Certified School Psychologist living in Roseville, MN with her husband. She graduated from the University of Wisconsin-Stout and obtained her Masters and Educational Specialist degrees in the field of School Psychology. She received her Bachelor of Arts in psychology from the University of Minnesota. Ms. Trinh have worked with at-risk high school students in District 287 and spent two years working with elementary students at Centennial School District 12. She joined Designs for Learning in 2015, a small private company based out of St. Paul, serving schools in Minnesota, Colorado, and Arizona. She currently works with four charter schools around the Twin cities. Ms. Trinh has expertise working with EL students, is trained in PBIS, and has a special interest in Social-Emotional Learning and social skills curriculum.

### Effective Intervention with Anxious Youth Using CBT, Acceptance, and Mindfulness-based Techniques

Dr. Layne will be reviewing the most important components of a cognitive-behavioral intervention for children with anxiety disorders.

- Participants will learn about the most effective cognitive modification techniques.
- Participants will learn strategies for maximizing the use of graded exposure, desensitization and habituation techniques.
- Participants will learn ways to incorporate mindfulness-based meditation and acceptance-based techniques into the traditional CBT treatment model.

### Using Assessment and Evidence-based Strategies to Craft Interventions for Students Experiencing Difficulties with Whole Number Knowledge

Session Description coming

Robin Codding BIO coming

### Exploring the Role of School Psychologists and School Staff in Enhancing Resiliency and Improving Lagging Emotional Social Skills in Youth

This session will be an interactive follow-up to the keynote presentation. During this session, Dr. Sander will share additional building-wide and classroom approaches to developing more trauma sensitive schools. Then he will have an interactive discussion with participants what schools can do to help create more trauma sensitive environments that promote students’ and staffs’ self-regulation and address student’s lagging social/emotional skills.

**Learning Targets:**

- I can name some school wide and classroom approaches to improve students’ self-regulation and address student’s lagging social/emotional skills.
- I can bring a more trauma sensitive lens to my work with students and staff
- I understand some of the resources available to help me bring a more trauma sensitive lens to my work.

Mark Sander earned his doctorate from the Minnesota School of Professional Psychology in 2000. Dr. Sander is a Senior Clinical Psychologist for Hennepin County and the Director of School Mental Health for Hennepin County and the Minneapolis Public Schools. In that role, he coordinates the Minneapolis Expanded School Mental Health Program and conducts research and evaluation on the program and provides technical assistance to the Hennepin County...
School Mental Health Initiative. In addition, Dr. Sander is a Visiting Scholar at Wilder Research and is a member of the Advisory Board for the Center for School Mental Health at the University of Maryland School of Medicine. Previously he was an Assistant Professor of Pediatrics at the University of Maryland School of Medicine. Dr. Sander is a certified Master Trainer in the Adverse Childhood Experiences Study and for the past three years has been providing training and consultation on develop trauma informed organizations and trauma sensitive schools. Dr. Sander has published several journal articles and book chapters on school mental health and has presented extensively on school mental health at local, state and national conference. Dr. Sander also has a private practice in Minnetonka, MN and lives in Minneapolis with his wife, Sarah and their 3 daughters.

**Supporting and Responding to Behavior: Evidence-Based Classroom Strategies**

Session Description coming

Mary Hunt BIO coming

Session 2

**Literacy Strategies for High School: Embedded Instruction to Improve Students’ Skills**

Supporting improvements in Tier I instruction is one role school psychologist play as part of a school problem solving team. In this session we will explore researched methods for improving literacy skills, especially vocabulary, in the middle and high school classrooms. Literacy strategies often aren’t thought to be part of all content area instruction. This may lead to students not gaining content knowledge and disengaging in instruction. Embedded literacy instruction allows teachers to use time more efficiently; less need to reteach. Students are able to gain content knowledge more effectively thereby increasing academic achievements.

Session goals:
1. Participants will have strategies that may be used in various instructional settings.

Participants will have tips for garnering buy-in for use of the strategies from general and special education teachers.

Amy York has worked in various capacities of Special Education for many years. She is licensed in the areas of SLD and MMMI and taught for several years prior to beginning to work for Hiawatha Valley Education District (HVED) first as an Instructional Consultant/Coach, then Special Education Coordinator ad currently as a Director of Special Education. Amy has provided professional development to general and special education teachers in the areas of program planning, curriculum development and interventions for students especially in the area of reading. She has been a certified SIM (Strategic Instruction Model) trainer for both the Learning Strategies and Content Enhancement Routines for over 15 years. Amy helped HVED create awareness and begin to implement choice in determining eligibility under the SLD criteria. Amy York received her Ph.D. in Educational Psychology/Special Education at the University of MN. She has been trained by Anita Archer as a Trainer for the book *Explicit Instruction*. Amy has also worked extensively with the MN Department of Education on the SLD Leadership Team, the RTI Task Force and the SLD Criteria Committee. Amy is Co-author of the current state SLD Manual and is a state level trainer and primary Trainer of Trainers for the manual.

**Executive Functions Assessment and Interventions**

This presentation proposes an in-depth assessment of executive functions that differentiates between executive functions and executive skills. Based on the model that is operationalized in the new McCloskey Executive Functions Scale (MEFS), self-regulation executive functions important for successful academic functioning are distinguished from those that involve self/social functioning. The higher level metacognitive functions of self-realization and self-determination are also considered. This in-depth identification of executive strengths and weaknesses is especially applicable to individuals with autism and other debilitating disorders. The workshop includes suggestions for interventions that address specific executive weaknesses.

Milton Dehn is a nationally recognized expert on psychological processing assessment, working memory, and children’s long-term memory problems. Dr. Dehn is the author of *Essentials of Processing Assessment, 2nd Edition* and *The Psychological Processing Analyzer*, as well as books on working memory, a major executive functions component. After working as a school psychologist and training school psychology graduate students for many years, Dr. Dehn is now a private practice school psychologist and the program director for Schoolhouse Educational Services.

**Effective Consultation & Coaching with Teachers, Staff and Parents: Solution-Focused Strategies for Success**

Solution-Focused Consultation and Coaching is an empirically effective, efficient and easy to understand approach to consultation and coaching. Solution-Focused Consultation & Coaching quickly and effectively engages the client, clarifies their goals and moves into practical and effective solutions while diffusing anger or resistance. This approach emphasizes strengths and exceptions to the problem instead of deficits. Solution-Focused Consultation and Coaching is time-efficient and supports what the client is already doing that works. Specific Solution-Focused Consultation and Coaching strategies will be taught via training, case examples and experiential activities. School psychologists utilizing Solution-Focused Consultation and Coaching frequently see significant changes in client engagement, motivation and follow through and decreased anger and resistance in consultation or...
coaching. Participants will develop specific consultation and coaching skills to improve success in working with parents, teachers and professionals.

**Doug Anderson** is an engaging and dynamic trainer, consultant, coach, licensed psychologist and practicing school psychologist. Doug provides training in schools and organizations in Solution-Focused and Strength-Based approaches, PBIS, and strategies for improving behavior, relationships and motivation. Doug also provides professional coaching for school administrators to increase their effectiveness and decrease stress. In addition, Dr. Anderson is a parenting and professional coach for executives and professionals with children with behavioral, learning, mental health or medical concerns; he provides working parents with the knowledge, skills and support to increase their effectiveness, fulfillment and happiness at work, home and life. Doug can be contacted at 612.702.9238 or DougAnderson@SolutionsAndStrengths.com or www.SolutionsAndStrengths.com

## Recognizing and Supporting Victims of Sex Trafficking

Although youth who are being sexually exploited regularly interact with numerous education professionals, their experiences are often overlooked or misidentified. MN Safe Harbor creates a trauma-informed, victim-centered system of response to reach out to these youth and move them towards recovery and healing. School psychologists and social workers are in a unique position to identify and support youth who are at-risk for sexual exploitation and youth who are being exploited. Learn how you can play an important role in the Safe Harbor system of care in your school and community.

**Paula Schaefer** is the Safe Harbor Training Coordinator with the Injury and Violence Prevention Unit at the Minnesota Department of Health. She provides training and technical assistance to agencies who provide services for sexually exploited/sex trafficked children and youth. Paula was a consultant for a number of years for the child welfare and juvenile justice systems providing consultation for agencies throughout the U.S and Canada. Paula has worked as a practitioner with children and adolescents for many years in community and residential based services.

**Jason Matlock** is the Director of Operational & Security Services for the Minneapolis Public Schools. He is responsible for the critical incident planning, response, and recovery. Jason previously as a police officer spending time as both a School Resource Officer and member if the Internet Crimes Against Children Task Force. He currently serves on the steering committee for the Minnesota Human Trafficking Task Force.

### Student Session

Sally Baas and Annie Hanson-Burke BIOS

### Session 3

### Navigating Day-To-Day Legal Issues Confronting School Psychologists

A day in the life of a school psychologist is often full of events that require a basic understanding of the law. The correct legal and ethical response to an event is not always obvious and applying the law to a particular situation can be complicated. Topics to be addressed in this session include the following common issues:

- When parents disagree: working through disputes between parents about student services, data sharing, and parental access to the child.
- Subpoenas 101: what to do when you receive a subpoena for records or testimony.
- Abuse and neglect reports: steps to follow when a student confides abuse by a caregiver, a sibling, another student or a staff member.
- Student discipline: current trends in student discipline with an emphasis on disciplinary options for students with disabilities, including a brief look at the problem of disproportionality.
- Data Privacy 101: A quick review of the basics of the Family Educational Rights and Privacy Act (FERPA) and the Minnesota Data Practices Act (MGDPA).
- Discrimination, bullying & harassment: the legal basics of discrimination law, how to respond when a student or parent alleges discrimination, bullying or harassment, and a look at the current state of the law governing the rights of transgender and gender diverse students.
- Common special education legal disputes: how to respond to implementation errors, parental resistance to more restrictive settings, IEE requests, and more.
- Participants in this session will gain a deeper understanding of legal basics, while also having an opportunity to share solutions to complicated problems with colleagues.

**Jill Coyle** is the general counsel for Independent School District 196, Rosemount – Apple Valley – Eagan. She has held that position for the past 16 years. In her capacity as a school district attorney, Jill handles matters including employment disputes, special education issues, student discipline, data privacy questions, contracting and policy review. Prior to joining District 196, Jill was in private practice, representing numerous Minnesota school districts, cities and counties. She is a 1992 graduate of the University of Minnesota, Twin Cities and a 1995 graduate of the University of Minnesota Law School. Jill lives in South Minneapolis with her husband and children.
Increasing the Effectiveness of School-Wide & Classroom Behavior Management and Discipline

Participants will develop a detailed understanding of critical, research supported components of effective behavior management and discipline at the school-wide and classroom level. More importantly, strategies to increase the effectiveness of behavior management and discipline at your current schools will be shared. Specifically, steps for effectively training staff about the importance of staff/student relationships, consistency and preventative strategies will be outlined. In addition, simple and effective strategies will be taught to improve the behavior and success of regular and special education students in the classroom and entire school. Doug has extensive training and experience working with schools and teachers in dramatically increasing the effectiveness of behavior management and discipline in schools and treatment settings.

**Doug Anderson** is an engaging and dynamic trainer, consultant, coach, licensed psychologist and practicing school psychologist. Doug provides training in schools and organizations in Solution-Focused and Strength-Based approaches, PBIS, and strategies for improving behavior, relationships and motivation. Doug also provides professional coaching for school administrators to increase their effectiveness and decrease stress. In addition, Dr. Anderson is a parenting and professional coach for executives and professionals with children with behavioral, learning, mental health or medical concerns; he provides working parents with the knowledge, skills and support to increase their effectiveness, fulfillment and happiness at work, home and life. Doug can be contacted at 612.702.9238 or DougAnderson@SolutionsAndStrengths.com or www.SolutionsAndStrengths.com.

An Introduction to the WJIV Early Cognitive and Academic Development (ECAD) test

Session Description coming

Joseph Claey BIO coming

Fairness and Justice for All: Best Practices for Working With Marginalized Youth and Families

Session Description coming

Alaa Houri, Aria Fiat, Laurie Grad, and Alyssa Schardt BIOS coming