



Presents the
2011
ADOLESCENT SYMPOSIUM
35th Annual



Thursday, April 21, 2011

8:00 a.m. to 4:30 p.m.

Garland ISD Special Events Center
4999 Naaman Forest Boulevard
Garland, Texas 75040

Co-Hosts

Garland Independent School District
Cal Farley's



ADOLESCENT SYMPOSIUM

*“Strengthening Families
Celebrating the Possibilities”*

FEATURED KEYNOTE PRESENTER

DR. JERRY YAGER

Jerry Yager, Psy.D. is the Director of Training at the Denver Children’s Advocacy Center and a child trauma fellow at the Child Trauma Academy in Houston, Texas since 2006. He is a clinical consultant for Devereux Cleo Wallace and Shiloh House. Dr. Yager received his Doctorate in Clinical Child Psychology from Nova University (1986). He completed his doctoral internship at Child and Family Services in Hartford Connecticut.



Dr. Yager has over 35 years of working experience in the treatment of neglected, abused and traumatized children and their families, as well as risk management, childhood trauma, and assessment and treatment in a developmental-contextual framework. Dr. Yager was the Executive Director of the Denver Children’s Home for nine years. He came to the Children’s Home as a therapist in 1986 and became the Director of the Residential Treatment and Facilities School programs in 1990. He is a Clinical trainer at the Kempe Children’s Center, served as President of the Colorado Association of Families and Children’s Agencies (CAFCA), was a member of the Governors Child Care Licensing Advisory Committee and Colorado’s child and adolescent mental health systems redesign committee.

Dr. Yager has been asked to testify many times in front of Colorado State legislature as an expert and advocate for the treatment, education and care of children and adolescents in the child welfare system. He is a national presenter on the developmental impact of abuse, neglect and exposure to violence on children and adolescents and trauma-informed care.

8:30 a.m. – 10:00 a.m.

MORNING PLENARY SESSION

Keynote Presenter **JERRY YAGER, Psy.D.**, will present

“Neuroscience- The Integration of Knowledge Into Practice.”

Over the past three decades the ability to integrate research from physics, molecular biology, cognitive and social psychology, and neurobiology has allowed us to expand our understanding of the relationship between brain structures and functions. The advancement of technology and our ability to visualize changes in the brain when systems are activated has allowed us to expand our research from a focus on behavioral manifestations to the underlying neurological processes involved with perceptions, emotions and cognitions.

Neuroscience has become influential in mental health, education, child welfare, juvenile justice and substance abuse practices. Like all scientific finding, knowledge precedes application. Awareness of the sequential development of the brain, the impact of abuse, neglect and exposure to violence on the developing child and adolescent brain, and long term consequences, can lead to more effective clinical interventions. What is science telling us and what are the implications?

SCHEDULE FOR THE DAY

7:45 a.m. - 4:00 p.m.	EXHIBITS OPEN
8:00 a.m. - 8:30 a.m.	<i>Check-in / Registration</i>
8:30 a.m. - 10:00 a.m.	MORNING PLENARY SESSION
10:00 a.m. - 10:15 a.m.	<i>Break</i>
10:15 a.m. - 11:45 a.m.	MORNING WORKSHOPS - SESSION I
11:45 a.m. - 1:00 p.m.	<i>Lunch Break (Served in the arena area)</i>
1:00 p.m. - 2:30 p.m.	AFTERNOON WORKSHOPS - SESSION II
2:30 p.m. - 2:45 p.m.	<i>Break</i>
2:45 p.m. - 4:15 p.m.	AFTERNOON WORKSHOPS - SESSION III

Morning Workshops - SESSION I (Choose ONE of the following):

10:15 a.m. – 11:45 a.m.

1. Impact of Trauma on Adolescents

This workshop will look at the developmental impact of exposure to adverse childhood experiences and how they impact cognitive, emotional and social functioning. Adolescence is a time of enormous change in the chemical, hormonal, physical and psychological functioning of an individual. Learn how an understanding of the developmental impact of maltreatment should help guide effective interventions.

Jerry Yager, Psy.D.

2. Sexual Abuse Prevention for Adolescents

This workshop will address a prevention program for adolescents concerning sexual abuse. This education program is based on the belief that effective education is the key to prevention of sexual abuse of adolescents. Education accomplishes the following: it breaks through the denial/silence; it increases access to community resources for treatment and intervention by adolescents; it decreases the level of public acceptance of sexual abuse; and it increases the degree of understanding and awareness by adolescents of the issues related to sexual violence.

Maria T. Molett, M.A., LMFT, LPC, LSOTP, *The Counseling Institute of Texas, Inc.*

3. The Explosive Adolescent

Violent adolescents are often diagnosed as either “Conduct Disorder”, “Bipolar Disorder” or “Intermittent Explosive Disorder”. These latter terms are generally applied to explosive youth who show recurrent outbursts of assault with physical injury. This workshop will describe the “violent few”, and present an update on current research and theory. Participants will also learn which psychosocial interventions, and therapies, are considered to be most effective according to evidence-based practices. Effective psychopharmacological treatments will be outlined as well.

Larry Fisher, Ph.D., ABPN, *Neurobehavioral Systems, a division of Universal Health Services, Inc. (UHS), Austin, Texas*

4. Student Dropout in Dallas County: An Assessment and Intervention Strategies

During the past two years the Dallas Commission on Children and Youth (DCCY) has focused on the issue of student dropout in the Dallas area. This workshop will present the results of the focus group findings, and our recommendations to local school districts and collaborative partners (e.g., elected officials, youth services agencies, service providers, parental support teams, and Chambers of Commerce) for reduction in school dropout and increase in graduation completion rates.

Harriet Boorhem, Ph.D., *Promise House, Inc.*

Michael Lindsey, JD, Ph.D., *Nestor Consultants, Inc.*

5. Childhood Behavioral Disorders and the Use of Medications

The presentation is designed to provide an overview of the more common childhood behavioral disorders and the psychopharmacology used in the treatment of these disorders. The session will include a review of Pervasive Development Disorders, Disruptive Behavior Disorders, Depression, Bipolar Disorder, and Disorder of Relationships. A discussion of more commonly used medications for these disorders, benefits, side effects and concerns for use of medications in children will be conducted.

Dacey Smith, RN, MSN, PMH/CNS/BC, *The Excel Center*

6. Staying Safe Online

The session is designed to address the need for parents and educators to be diligent about educating children of the need to be safe while using the internet. There will be a brief discussion of federal programs designed to combat online predators of children. The presentation will focus on practical tips to educate everyone on internet safety, with a discussion about the dangers of internet predators.

Mandy Griffith, U.S. Attorney's Office – Eastern District of Texas

7. Implementing Mental Health Check-ups in Schools as a Primary Method of Suicide Prevention

The Suicide and Crisis Center of North Texas' (SCC) *Teens Can Survive* Program Director will discuss an evidence-based mental health screening tool, and the various ways that mental health screening has been and can be implemented in diverse school environments across North Texas. Mental health check-ups are dedicated to the early detection of mental illness and suicide risk. SCC operates from a public health model and offers mental health check-ups free of charge to local schools and organizations to identify youth who may be suffering and connect these youth and their families to helpful resources in the community.

Jennifer Mootz, M.A., *Suicide and Crisis Center of North Texas*

8. Jumping the Rope: Acculturation and the Hispanic Family

This workshop will provide information and tools to equip professionals to work more effectively with Hispanic youth and their families. We will explore the challenges of Hispanic youth and families that are between two cultures and how they can adapt, assimilate and grow in the American culture without losing their roots. Various challenges Hispanic families face will be discussed as well as barriers that block change and ways to break through those barriers. Other areas of focus will be: the migration experience, issues that affect acculturation, ways to assess levels of acculturation, stages of acculturation, family functioning, academic challenges, discrimination, values and protective factors in the Hispanic culture, strategies for improving outcomes, importance of cultural sensitivity, ways family members can help their children thrive between two cultures and how professionals can increase cultural sensitivity and improve outcomes in their work with Hispanic families.

Guadalupe Salgado, LMFT, *Nexus Recovery Center*

9. A Broad Look at the Differences and Interrelations of Mental Health and Developmental Disabilities

This workshop will look at the basic differences between mental health illnesses and developmental disabilities/mental retardation. We will also discuss the co-morbidity of mental health challenges associated with developmental disabilities and the associated challenging behaviors. Individuals with mental health disorders and severe developmental disabilities can have very challenging behaviors. This workshop will address some of the clinical strategies that can be used to help reduce these challenging behaviors. The strategies to be addressed will include: Pharmacotherapy, Behavioral Strategies, ABA Therapy and Cognitive-Behavioral Therapy.

Amanda Smith, Ph.D., *Metrocare Services*

Afternoon Workshops - SESSION II (Choose ONE of the following):

1:00 p.m. - 2:30 p.m.

10. Ethical and Legal Complexities Inherent in Professional Roles with Child and Adolescent Clients

Part I (Workshop continues with Part II at 2:45 to 4:15 – Workshop 19)

Participants will explore an overview of ethical and legal issues related to counseling children and adolescents. Specific areas addressed will include conflicting needs between law and ethics, confidentiality, professional responsibility, competence, boundaries and collaborative professional relationships with clients and parents.

Tanisha L. Guy, Ph.D., *Specialized Transformation Consulting*

11. Introduction to *tip* Trauma Informed Prevention: A Holistic, Trauma Informed Approach To Crisis Prevention and Management

Part I (Workshop continues with Part II at 2:45 to 4:15 -Workshop 20)

Trauma Informed Prevention, *tip* is a comprehensive training program based upon trauma informed best practice and emerging research to predict, anticipate, prevent and safely manage risk and crisis situations including escalated behavior. *tip* teaches pragmatic, long range proactive risk management and decision making designed to promote anticipation, prevention and systemic strategies to manage risk and avoid crisis. *tip* emphasizes holistic, no coercive, relationship enhancing discipline and parenting/teaching styles in the family, school and community. *tip* allows caregivers to nurture and empower traumatized children/youth in stable, safe and peaceful living and learning environments. Making use of dialogue, lecture, storytelling, humor, anecdotal cases, discussion, role-play, experiential exercises and arts and crafts we will learn hands on *tip* strategies and interventions to anticipate, plan for, prevent and manage crisis.

Mike Foster, LCPAA, LCCA, *A World for Children*

12. Misuse of Prescription Medications

Children growing up in today's world face more questions than previous generations. They are faced with emotional conundrums which they try to solve with the conflicting lessons they have been taught. Often times they seek escape from their problems through the use of illegal substances or prescription drugs. This presentation will discuss the use of illegal substances and prescription medications and the impact they have on children. The ever changing landscape of drug use from marijuana to K2 and "cheese" heroin will also be explored, followed by a discussion over the immediate, short and long term effects of drug use.

Tae Lee, MD, *University Behavioral Health*

Nishendu Vasavada, MD, *University Behavioral Health*

13. Children's Support Groups: The "New" Research on a Tried and True Prevention Strategy

Karen Williams examines the "rediscovery" of the effectiveness of children's support groups to prevent behavioral health problems and to mitigate the impact of adverse childhood experiences. She will discuss how this research is fueling a major resurgence in schools, after-school programs, alternative schools, and juvenile justice settings - as well as an expansion into youth service and faith-based organizations. The workshop will provide an overview of evidence-based practices cited by the National Center for Mental Health Promotion and Youth Violence Prevention, the Center for Prevention and Early Intervention, and the National Child Traumatic Stress Network, and will provide guidelines for selecting effective programs to address a wide variety of concerns.

Karen Williams, MSSW, *Rainbow Days, Inc.*

14. Combating Compassion Fatigue

Unfortunately, when working in the helping profession, the question is not if you will deal with burnout but when and how you will deal with it. As well as giving you a symptom checklist and ideas for minimizing and overcoming compassion fatigue, this workshop will be uplifting and filled with humor...a great break from typical power point slides and lectures!

Paula Heller-Garland, MS, LCDC

15. Helping Children Get the Most Out of Medicaid

Information will be provided on the application and enrollment process for Children's Medicaid, enrollment in Texas Medicaid Health Maintenance Organizations (HMOs), Texas Health Steps, Medical Transportation Program (MTP), and the behavioral health benefits of Texas Medicaid through NorthSTAR. This seminar will include representatives from the Texas Health and Human Services Commission (HHSC), Maximus, Inc., Texas Department of State Health Services (DSHS), and Value Options.

Courtney Bindel, LMSW, *Texas Department of State Health Services*

Larry Locklear, *Maximus, Inc.*

Martha Rodriguez, *Texas Department of State Health Services*

Sharon LeBlanc, *Value Options*

16. Recognizing & Counteracting the Negative Influence of Narcissistic Celebrity Culture

Increasing media attention has been given to celebrities who have become famous overnight for being rude/nasty reality stars or who are rich but have no talent, act out by hard partying, using drugs/alcohol, embracing extreme dieting, exhibiting sexually reckless behavior and mocking the need for earnest rehabilitation. Teens are most vulnerable to idealize and model these celebrities. Each time these behaviors are mirrored back into the culture by average teens through the internet they become less shocking and more socially acceptable. Parenting styles that have been associated with adolescent copycat behaviors will be discussed along with specific recommendations to counteract this toxic trend.

Susan Istre, Ph.D., LPC-S, *Center for Social Success*

17. Aligning Resistant Caregivers to Become Agents for Behavioral Change

This workshop will explore the key relationship that parents and caregivers play in behavioral success and long term change in deviant and emotionally disturbed children and adolescents. We will explore many of the reasons that parent involvement is vital to success, and will discuss common struggles in engaging caregivers. Finally, we will discuss practical interventions for helping caregivers to see their role and become actively involved in both the treatment process and in becoming action-oriented parents.

Laurie Spivey, MMFT, MAEd., *YV Services*

18. Connecting with the Inside Child

This training is designed to provide participants with an understanding that behavior has meaning and purpose and is an attempt by a child to meet a basic need for Safety, Belonging, Achievement, Power, Purpose or Adventure. They will be information regarding brain development particularly with children subjected to developmental trauma and how to respond effectively utilizing the Conflict Cycle paradigm and a specific verbal technique taken from Satori Alternatives to Managing Aggression.

Jim Taylor, M.S., LCCA, *Cal Farley's*

2:30 p.m. – 2:45 p.m. *Break*

Afternoon Workshops - SESSION III (Choose ONE of the following):

2:45 p.m. – 4:15 p.m.

19. Ethical and Legal Complexities Inherent in Professional Roles with Child and Adolescent Clients

Part II (Workshop continued from Part I at 1:00-2:30 – Workshop 10)

Tanisha L. Guy, Ph.D., *Specialized Transformation Consulting*

20. Introduction to *tip* Trauma Informed Prevention: A Holistic, Trauma Informed Approach To Crisis Prevention and Management

Part II (Workshop continued from Part I at 1:00-2:30 – Workshop 11)

Mike Foster, LCPAA, LCCA, *A World for Children*

21. Weathering the Storm: Advocating & Treating Teens After A Sexual Assault

Being a victim of sexual assault as a teen can only exacerbate an already turbulent time. A sexual assault impacts a teen's basic needs, safety, sense of love and belonging, self-esteem and view of the world. As teen sexual assault statistics continue to rise so do the challenges faced by advocates and counselors who assist them. Learn about how adolescents respond to trauma through actual case studies. Discuss rights granted to adolescent victims. Explore ways to engage reluctant teens and the parents who care for them. Examine clinical interventions to help teens process and heal from the trauma.

Melissa Reilly, LCSW, *VIP Rape Crisis, Parkland Health & Hospital System*

Melissa Finch, *VIP Rape Crisis, Parkland Health & Hospital System*

22. Conflict Resolution through Dramatic Arts

Just like adults, children can have a difficult time communicating with their peers. Through the arts, students can learn to speak up for themselves and to listen to others. Junior Players works with students on conflict resolution through the arts. This session will focus on using drama and role playing in helping students to work out the conflicts in their lives by promoting meaningful and positive interaction among their peers. In this interactive session, learn strategies that will help you implement dramatic play in your program.

Monica Stansberry, M.E., *Junior Players*

Roderick Goudy, *Junior Players*

23. Bullying in the 21st Century: The Power Stampede

Before one can begin addressing the epidemic of bullying, one must come into an understanding of the entire dynamic. This understanding involves defining the problem and exposing the statistics of the effects. This workshop seeks to provide a meaningful and practice understanding of bullying in

the 21st century by providing national statistics and detailed descriptions of the various forms of bullying. It also describes the Cycle of Bullying also known as the Bullying Cycle that creates an interesting and difficult dynamic for children and adolescents involved. The workshop wraps up by providing useful and effective tools for addressing bullying behaviors and bullying responses. Most importantly, the workshop gives real life examples and invites interaction from the audience on how parents and professionals can begin to work within the bullying sphere to eliminate its existence.

Ebony Ladawn Hall, Ph.D., LMSW, Millwood Hospital: Excel Center of Lewisville

24. The Science of Change & The Art of Working with Adolescents

The Stages of Change model is one of the most well known and researched models for conceptualizing the change process. While its roots were in addiction and recovery, the model has been applied and studied in countless human behaviors – from nutrition, to exercise, to safe sex practices. This presentation will explore the pathways to establishing deeply entrenched behaviors, practical ways to determine where adolescents are in the change process, and interventions to use for different levels of motivation.

Kevin Gilliland, Psy.D., Innovation360

Pam Newton, MS, LCDC, Innovation360

25. Clustered Interventions: The Win-Win Approach to Protecting Children’s Mental Health

Two major studies are reframing the dialogue on children’s mental health: 1) the 2009 study by the National Research Council (NRC) and the Institute of Medicine (IOM), which identified the “clustered interventions” most effective in preventing, mental, emotional and behavioral disorders among young people; and 2) the ACE Study, a joint 25-year research project by Kaiser Permanente and the Centers for Disease Control and Prevention, which established a set of causal factors for a range of common, preventable behavioral health problems. Together these studies identify the causes and preventive interventions that form a framework for community action.

Karen Williams, MSSW, Rainbow Days, Inc.

26. Enhancing Emotional & Behavioral Changes through Group Oriented Experiential Learning Activities

This hands-on, interactive approach helps youth learn and practice important life skills like self control, respect, communication and problem solving and then apply these skills at school, with their families and in their relationships with their peers. The format makes learning fun, lively and meaningful for all involved! Not only are kids learning about themselves, but are also learning from one another. Participants will take away both hard (execution) and soft (processing) skills for four specific experiential learning activities to use therapeutically with groups of kids as well as resources to find many more activities. **This workshop is limited to 25 participants.* Please wear comfortable shoes and clothes. This will be a very active and interactive training.*

Fred C. Lines, MS, LPC-S, Salesmanship Club

Jenna Miller, Psy.D., Salesmanship Club

27. Working with the Non-Suicidal Self-Injuring Client

Non-suicidal self-injury (NSSI) has perplexed private practitioners, school counselors and a variety of other professionals for decades. This behavior challenges “common sense” approaches to working with clientele. Consequently, many professionals find the prospect of working with this behavior discouraging. This presentation will introduce a means to conceptualize the self-injuring client. Also, some myths about the behavior will be challenged. Additionally, some techniques for working with self-injuring individual will be introduced.

Chris Simpson Ph.D., LPC, Texas A&M University-Commerce



ADOLESCENT SYMPOSIUM 2011

*“Strengthening Families
Celebrating the Possibilities”*



Our mission is to lead, coordinate and involve the community in improving mental health by advocating for improved care and treatment of people with mental illness by conducting education and prevention programs and raising public awareness

www.mhadallas.org

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University Behavioral Health in Denton

Dolores White
Dallas Challenge, Inc.

The opinions and points of view expressed by faculty members of the symposium do not necessarily reflect that of MHA of Greater Dallas, the Sponsors or Planning Committee.

GENERAL INFORMATION

Registration: Registration is available online at www.mhadallas.org.

Before April 15, 2011 – Individuals/Professional: \$65 (6 CEU's)

Full-Time students: \$40 (no CEU's available)

Agencies: \$60 per person (10-50 attendees) / \$55 per person (50+ attendees)

After April 15, 2011: \$75 (6 CEU's) Registration will only take place at the event. Please do not mail, fax, or e-mail registration after April 15th. They will not be accepted.

Please complete the attached Registration Form (use a separate form for each registrant) and return to MHA as soon as possible. Seating is limited in the workshops. Workshop attendance will be assigned in the order that registrations are received. Registration by FAX will be accepted ONLY with accompanying credit card information.

Food: Registration includes continental breakfast, lunch, and afternoon snack.

Cancellation Policy: If you are unable to attend the conference, you may cancel your registration by submitting your cancellation in writing (fax, postal mail or email) to MHA by April 1, 2011. **Verbal cancellations will not be accepted.** Refunds will be granted, less a \$25 processing fee. Substitutions for registered attendees MUST be made in writing. **No refunds will be made for registrations received after April 1, 2011.**

Exhibit Information: Businesses and organizations are invited to exhibit services, products, and materials at the Adolescent Symposium. For information or to reserve a table, please call 214-871-2420 ext. 119 or e-mail SJoseph@mhadallas.org. Exhibits will be open from 7:45 a.m. – 4:00 p.m. Space is limited.

Continuing Education Credits- Six (6) contact hours or .6 CEUs will be available for LCDC, LPC, LMSW, SW, and LMFT continuing education. CEU certificates will be distributed after each workshop. **SIGN IN AT THE REGISTRATION DESK IN ORDER TO RECEIVE CEU CREDIT FOR THE KEYNOTE SESSION.**

Garland ISD Special Events Center is located at 4999 Naaman Forest Blvd., Garland, Texas 75040.



April 21, 2011 ADOLESCENT SYMPOSIUM REGISTRATION

(Please PRINT one registration form for EACH registrant)

Last _____ First _____ MI _____
 Address _____
 City _____ State _____ Zip _____
 Day Time Phone _____ Employer _____
 Email _____ **(Required)**

Morning Workshop I: 10:15 a.m. – 11:45 a.m.

1st Choice (*Please circle ONE*) 1 2 3 4 5 6 7 8 9
 2nd Choice (*Please circle ONE*) 1 2 3 4 5 6 7 8 9

Afternoon Workshops II: 1 p.m. – 2:30 p.m.

1st Choice (*Please circle ONE*) 10 11 12 13 14 15 16 17 18
 2nd Choice (*Please circle ONE*) 10 11 12 13 14 15 16 17 18

Afternoon Workshops III: 2:45 p.m. – 4:15 p.m.

1st Choice (*Please circle ONE*) 19 20 21 22 23 24 25 26 27
 2nd Choice (*Please circle ONE*) 19 20 21 22 23 24 25 26 27

REGISTRATION FEES:

Postmarked Before April 15, 2011:

Individuals/Professional: **\$65 (6 CEU's)** **\$40 Full-time students – no CEU's**
 Agencies: **\$60 per person (10-50 attendees)** **\$55 per person (50+attendees)**
 Registration includes continental breakfast, lunch, and afternoon snack.
 Agencies sending six or more people should include check(s) and ALL individual Registration Forms in **one envelope**.

Times the number of attendees _____ **TOTAL ENCLOSED:** _____

After April 15, 2011: \$75 per person - On Site Registration only

Please do not mail, fax, or e-mail registrations after April 15th. They will not be accepted.

Make check payable to Mental Health America of Greater Dallas & mail to: 624 N. Good-Latimer, Suite 200, Dallas, Texas, 75204. Purchase Orders will be accepted for groups of 10 or more.

❖ **On-line registration available at www.mhadallas.org.** A confirmation notice will be sent for on-line registrations only.

CREDIT CARD PAYMENTS: Fill out the appropriate information below.

Circle One: VISA Master Card Expiration Date ____ / ____ / ____

Card # ____ - ____ - ____ - ____ - ____ - ____ - ____ - ____ - ____ - ____

Times the number of attendees _____ **TOTAL ENCLOSED:** _____

Name as it appears on Credit Card: _____

[PLEASE PRINT]

Authorized Signature (**required** for ALL credit card orders): _____

<p>Please mail all registration forms to: Adolescent Symposium 2011 Mental Health America of Greater Dallas 624 N. Good-Latimer, Suite 200, Dallas, Tx 75204</p>	<p><u>REGISTRATIONS VIA FAX (Credit Card only)</u> FAX to: Mental Health America of Greater Dallas at 214-954-0611; For more information, please call Mental Health America at 214-871-2420, ext 119</p>
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