Presenter Information for CEUs
2020 Evergreen Conference
Hampton Inn Bemidji
March 11 & 12, 2020

Presenter: Tami DeCoteau

Organization: DeCoteau Trauma Informed Care & Practice, PLLC

Bio: Dr. De Coteau is a licensed clinical psychologist with a specialization in the treatment of complex and historical trauma. Dr. De Coteau is appointed by a member of the U.S. congress to serve on the Commission on Native Children to help addresses challenges faced by Native Children. She is an enrolled member of the Mandan, Hidatsa, Arikara tribe and a descendant of the Turtle Mountain Band of Chippewa.

Keynote Presentation: The impact of trauma & Indigenous knowledge and healing
Keynote will describe how trauma impacts the brain and body. Presenter will emphasize indigenous knowledge that is backed up by modern day research.

Learning Objectives:
1. Learn how trauma impacts development.
2. Understand trauma-related behaviors.
3. Realize the healing power of indigenous practices.

Presenter: Judy Breuer

Organization: Wellness Renaissance

Bio: Judy Breuer, CHES Food Allergy Master Trainer
Bachelor of Applied Science in Public Health Education and Promotion
Minors: Psychology, Philosophy and Environmental Science and Sustainability
Judy is a health educator and entrepreneur. She advocates and educates about food allergies and sensitivities and is a Certified Master Trainer with AllerTrain/Ft. Collins, CO, training restaurants, schools and anyone who just wants to learn more or get certified. Judy hosts a weekly podcast with in-depth exploration of health experts and topics, (WellnessRenPodcast.com)

Breakout Session: Food allergies, sensitivities, Celiac, dietary needs and choice. What does it all mean? Why do we need to understand the basics to help the people we serve? Where does fad end and truth begin? How do we know when to treat someone’s need or request seriously? Some misinformation can, and does, challenges the well-being of those in our community. What are the ethics and best practices? How might things like occupation, education or socioeconomic status affect those with dietary needs and other sensitivities? My goal is to discuss and perhaps help us find a broader perspective and understanding for anyone needing or seeking special diets for various reasons. Bring your questions and experiences!

Learning Objectives:
1. Differentiate between food allergies and sensitivities and understand the severity levels and what to do in an emergency.
2. Understand and define the difference between Celiac Disease and Gluten sensitivities and intolerances.
3. Be able to describe theories of why food allergies are on the rise in general and with wheat. Understand how prevalent food allergies, Celiac and food sensitivities are in kids and adults.

**Presenter:** Kathy Magnusson M.Ed.

**Organization:** Peacemaker Resources and Wildewood Learning

**Bio:** Kathy Magnusson, M. Ed., owner of Wildewood Learning, has over 25 years of experience working with adults and youth. She develops tailored made professional development opportunities for teachers and youth professionals that will support them in designing positive learning environments for their students. Kathy also works for Peacemaker Resources as a SEL Specialist.

**Breakout Presentation:** Girls Lead: Leadership from the Inside Out

Girls Lead is a Peacemaker Resources program with the mission to empower and equip young women to have positive relationships with self, others, and the community. The Girls Lead curriculum has two tracks, one for upper elementary girls focused on positive relationships and the other for middle school girls to young adult women focused on leadership. In this interactive workshop participants will be able to experience several activities from the curriculums to use with girls and young women in small groups. Girls Lead has partnered with several organizations in the area to conduct daylong retreats for girls and young women to build the capacity of area women. Girls Lead is funded through a grant from the Women's Foundation of Minnesota.

**Learning Objectives:**
1. Participants will be able to identify three actions to help develop the leadership skills of girls and young women.
2. Participants will be able to carry out two or more activities from the Girls Lead curriculum.
3. Participants will be able to apply and adapt the Girls Lead curriculum to ongoing youth programs.

**Presenters:** Elizabeth Letson, Sarah Cronin, Angela Fournier

**Organization:** Eagle Vista Ranch & Wellness Center

**Bio:** Liz Letson, MS, LPCC is founder and owner of Eagle Vista Ranch & Wellness Center, a private practice in Bemidji which specializes in providing Equine Assisted Psychotherapy & Learning. Liz also teaches as an adjunct in the Psychology Department at Bemidji State University. As an Eagala-Certified mental health professional and equine specialist, Liz applies a strengths-based, trauma-oriented CBT approach in her clinical work and with Dr. Fournier, continues to add to the body of research on Animal-Assisted Interventions.

Sarah Cronin, PhD, LP is an assistant professor of psychology at Bemidji State University. Her PhD is in Counseling Psychology from the University of Minnesota. Her clinical work focuses on interpersonal process in therapy, and her research focuses on factors that promote access to quality mental health services.

Angela Fournier, PhD, LP is a licensed psychologist and a professor in the Department of Psychology at
Bemidji State University. Dr. Fournier is an Eagala-certified mental-health specialist and co-facilitates equine-assisted psychotherapy and learning at Eagle Vista Ranch & Wellness Center in Bemidji, MN. Her research focuses on the processes and psychological outcomes of animal-assisted interventions.

**Breakout Presentation:** Burnt to a Crisp? Equine-Assisted Self-Care for the Resilient Practitioner

Burnout, compassion fatigue, and self-care are all concepts related to helping professional well-being (Skovholt & Trotter-Mathison, 2016). As helping professionals, we experience hazards of practice throughout our career, such as uncertainty, emotional depletion, vicarious trauma, and ambiguous loss (Skovholt & Trotter-Mathison, 2016). Yet we continue to serve others to the best of our ability. This presentation will describe the cycle of caring, hazards of helping professions, and specific strategies for building resilience (Hou & Skovholt, 2019; Skovholt & Trotter-Mathison, 2016). Attendees will be encouraged to identify their own hazards of practice, define resilience, and discuss characteristics of highly resilient helping professionals (Hou & Skovholt, 2019). After reviewing the literature and discussing practical steps for resilience, presenters will introduce equine-assisted psychotherapy and learning (EAP). EAP is a modality for delivering intervention through engagement with horses. Presenters will describe the EAP process in general, discuss self-care and resilience in horses, and explore with attendees ways in which equine work could facilitate practitioner self-care and resilience. Throughout the presentation, topics will be delivered in an interactive way that promotes discussion and self-reflection.

**Learning Objectives:**
1. Participants will learn about self-care and resilience, identifying their own hazards of practice and practical steps for resilience.
2. Attendees will be able to discuss self-care and resilience in horses and describe a specific model of equine-assisted psychotherapy and learning.
3. Participants will be able to discuss delivery of resilient practitioner content through EAP.

**Presenter:** Tami DeCoteau

**Organization:** DeCoteau Trauma Informed Care & Practice, PLLC

**Bio:** Dr. De Coteau is a licensed clinical psychologist with a specialization in the treatment of complex and historical trauma. Dr. De Coteau is appointed by a member of the U.S. congress to serve on the Commission on Native Children to help addresses challenges faced by Native Children. She is an enrolled member of the Mandan, Hidatsa, Arikara tribe and a descendant of the Turtle Mountain Band of Chippewa.

**Breakout Presentation:** Strategies for working with traumatized youth

Breakout session will describe specific strategies for working with traumatized youth. Specific descriptions and illustrations for how to best support the child's body and brain will be provided.

**Learning Objectives:**
1. Learn specific strategies for supporting the child's body and developing a trauma informed environment.
2. Understand mindful connecting strategies that help the child heal from trauma.
3. Learn how to implement the strategies in a school or home setting.
**Presenter:** Bob Kaumans  

**Organization:** Hubbard Co. Social Services  

**Bio:** Children’s Mental Health Case Manager - 10 years.  Pastor - 18 years.  
He and his wife have been Foster Parents for two years.  

**Breakout Session:** Working with Difficult Parents  
We who work with kids know that working with the children is often the easy part.  It is often the case that working with the parents can be the most difficult part.  Kids with serious mental health needs should not miss out on needed services, just because their parents are challenging to work with.  A good children’s service worker just needs to be equipped with some skills and strategies in working with, and sometimes working around, difficult parents.  

**Learning Objectives:**  
1. Accept the fact that some parents are difficult.  
2. Realize that kids in need should not pay the price for having difficult parents.  
3. Learning skills and strategies to provide services to kids with difficult parents.  

**Presenters:** Emily Coler Hansen & Barb Stanton  

**Organization:** Anne Carlsen Center  

**Bios:** Emily Coler Hanson M.S., LMFT, CGP is a licensed marriage and family therapist and an approved supervisor through the American Association of Marriage and Family Therapy.  She has a particular interest in working with children who have experienced trauma, are on the autism spectrum, and prefers a team approach to helping children reach their goals.  Her work often takes a strength-based approach and is influenced by the Nurtured Heart Approach.  
Barb Stanton PhD, LPCC, LMFT’s clinical work at the Anne Carlsen Center is focused on children, adolescents and adults on the autism spectrum or who have related issues.  With over 30 years of experience, Barb has learned to appreciate the infinite skills and talents of these amazing individuals as well as their struggles to navigate their environment.  She believes that behavior is communication and enjoys discovering the why behind the behavior which could be anything from misunderstanding to trauma.  

**Breakout Presentation:** Taking the Sci Fi out of Sex Education: Uncomplicating Sexual Issues in ASD  
Individuals with an autism spectrum disorder tend to have more difficulty fitting in socially and are less influenced by social norms and constraints.  This is particularly apparent in matters related to sexuality and sexual development.  Many are more asexual & aromantic than the general population and have higher rates of representation in the LGBT community as well.  It can be very difficult for individuals with ASD to learn the unwritten rules of dating and romantic relationships, sometimes resulting in precarious situations.  Sensory issues can make physical intimacy with others challenging.  This presentation aims to explore the unique sexual health needs regarding the ASD community and provide professionals and caregivers with tools to educate and support ASD individuals.  Resources for supporting ASD individuals in their romantic relationships will be shared.  Printed handouts will be shared along with resources and tools.
Learning Objectives:
1. Participants will understand how an Autism Spectrum Diagnosis impacts an individual’s perception and understanding related to sexual development and sexual health issues
2. Participants will gain understanding in how to address sexual education with individuals with ASD
3. Participants will learn tools and strategies for addressing sexual health and development concerns with individuals with ASD and related diagnoses

Presenter: Amy Lindahl, Aeron Muckala, Cindy Anderson and Alicia Senenfelder

Organization: Group Trauma intervention strategies

Bios:
Amy Lindahl is a professional who has worked in the community for the last 27 years with most of her experience working with children and families. Amy will be completing her master’s in social work in May 2020 in addition to her alcohol and drug counselor licensure.
Aeron Muckala is a Corrections Agent, with the MN Department of Corrections, in the Bemidji Field Services office. For the past seven years Aeron has co-facilitated one of the Batterer’s Intervention Program (BIP) groups in Bemidji, in addition to his duties as a Corrections Agent.
Cindy Anderson BS LSW has extensive experience with victim advocacy and offender accountability. She currently holds the position of Supportive Services Program Director at Evergreen Youth and Family Services. Through Pepin Consulting LLC, she co-facilitates one of the Batterers’ Intervention Program (BIP) groups in Bemidji.
Alicia Senenfelder has worked in the field of Probation, Pretrial and Case Management for the past 12 years working with juveniles, families, and adults. Alicia works as a Corrections Agent for Department of Corrections, supervising a caseload specific to those convicted of domestic assault related offenses with active engagement in Beltrami County Domestic Violence Court and Batterer’s Intervention Programming.

Breakout Presentation: The presenters recently completed a three part training on the impacts of trauma at Family Peace Initiatives in Topeka, Kansas. This curriculum is a 24 week series that addresses how adverse experiences can affect people long term and how unresolved trauma can perpetuate continued adverse experiences. This is an interactive training that can create some intense emotional responses potentially for participants.

Learning Objectives:
1. Understand how trauma impacts people
2. Understand the importance of connection/acceptance
3. Understand that healing can occur

Presenter: Ashlea McMartin, MS, LPCC

Organization: Sanford Behavioral Health

Bio: Ashlea has her master’s degree in Counseling Psychology and became an LPCC in 2015. She is board certified to provide clinical supervision and is EMDR certified. Ashlea approaches counseling, supervision, and life under the idea: "Do the best that you can until you know better. Then when you know better, do better." Maya Angelou.
**Breakout Presentation:** Who we are based on those who came before us: Using EMDR strategies to explore the wounds and strengths of our lineage.

This presentation will briefly share on the Adaptive Information Processing (AIP) model and use of Eye Movement Desensitization and Reprocessing (EMDR) as a treatment modality for complex trauma. The majority of the presentation will build on an understanding of intergenerational trauma and how Early Trauma Protocol from EMDR is being used to heal that traumas that came before us.

**Learning Objectives:**
1. Describe the basic idea of Adaptive Information Processing (AIP) Theory.
2. Identify the influences of your family on who you are today.
3. Walk away with 3 strategies of working with youth who may have experienced intergenerational trauma in your work setting.

**Presenter:** Kelly Brevig

**Organization:** Evergreen Youth and Family Services

**Bio:** Kelly Brevig is the Suicide Educational Services Coordinator at Evergreen Youth & Family Services. Kelly holds a Masters of Education in School Counseling and has worked as a school guidance counselor, an advocate for survivors of sexual violence and an educator for the prevention of suicide. She has training certification for "Applied Suicide Intervention Skills Training", "Question, Persuade, Refer", "Postvention", "Counseling on Access to Lethal Means" as well as "Myers Briggs Type Indicator."

**Breakout Presentation:** Counseling on Access to Lethal Means- What Providers and Caregivers Need to Know

**Learning Objectives:**
1. Counseling on Access to Lethal Means (CALM) training focuses on how to reduce access to the methods people use to kill themselves.
2. As one part of a comprehensive approach to suicide prevention, CALM explains why means matter and provides the tools to effectively screen for lethality.
3. This training will help providers and caregivers to engage families in developing a safety plan. Hands-on practice and tools will help embed the practice of means reduction for those who may be at risk of dying by suicide.

**Presenter:** Judge Shaun R. Floerke

**Organization:** 6th Judicial District Minnesota

**Bio:** Judge Shaun R. Floerke is a district court judge in Duluth Minnesota. He is passionate about justice that makes a difference. He travels the world teaching judges and others how to do better, but his best moments are always when he can speak with people in the courtroom and offer them voice, respect, dignity, and hope.

**Keynote Presentation:** Trauma Awareness and Resilience Strategies for Work and Life

Our work comes with tremendous stress, trauma and pressure. Each day we serve people who are struggling and are witness to and exposed to tremendous amounts of trauma, sadness and dysfunction. At the same time we are faced with structural and systemic challenges around safety and security,
funding, technological change, and a list that goes on and on.

Do you ever ask yourself whether you are going to survive this work? Do you wonder if you can continue to rise to the challenge, get everything done, stay engaged?

We will delve into the nature of the problem so we can understand: what prolonged stress, exposure and challenge does to us and our teams. But more importantly, we will explore research-based practices and solutions that each and every one of us can implement to meet the challenges for ongoing health, satisfaction and performance.

The answer is that we can survive and even thrive by focusing on and implement mindful resilience strategies.

**Learning Objectives:**
1. We will appreciate and understand the impact that the stress, trauma and constant pressure in our work has on us and the people we work with.
2. We will identify and begin planning how to implement clear strategies and workable solutions for moving toward better health, performance and resilience as people and organizations.
3. We will learn ideas and strategies we can implement to lead our teams to be more mindfully effective, better prepared, and positioned to respond to the changes and challenges that will surely keep coming.

**Presenter:** Amy Lindahl, Aeron Muckala, Cindy Anderson and Alicia Senenfelder

**Organization:** Group Trauma intervention strategies

**Bios:** Amy Lindahl is a professional who has worked in the community for the last 27 years with most of her experience working with children and families. Amy will be completing her master’s in social work in May 2020 in addition to her alcohol and drug counselor licensure.

**Breakout Presentation:** The presenters recently completed a three part training on the impacts of trauma at Family Peace Initiatives in Topeka, Kansas. This curriculum is a 24 week series that addresses how adverse experiences can affect people long term and how unresolved trauma can perpetuate continued adverse experiences. This is an interactive training that can create some intense emotional responses potentially for participants.

**Learning Objectives:**
1. Understand how trauma impacts people
2. Understand the importance of connection/acceptance
3. Understand that healing can occur

**Presenter:** Judy Breuer

**Organization:** Wellness Renaissance

**Bio:** Judy Breuer, CHES
Bachelor of Applied Science in Public Health Education and Promotion
Minors: Psychology, Philosophy and Environmental Science and Sustainability
Judy is a health educator entrepreneur, she hosts a weekly podcast with in-depth exploration of health experts and topics, (WellnessRenPodcast.com). She Co facilitates groups for men who have been arrested for domestic violence, works with pre diabetes prevention and food allergy education. She has lived with a lifelong visual disability both visible and currently, less visible.

**Breakout Presentation:** Creating space to find the similarity of our differences  
Many identify or have attributes that set them apart in a non-dominant group... visible or invisible, by choice or chance, creating a compartmentalized or greater isolation. So often there is more about us and our challenges that makes us similar and could bring us the ability to see each other and our humanity more clearly if we just had a chance to really HEAR each other and be understood. We need to create safe discussion spaces that go well beyond the sound bite culture. We will talk about the how, what that can look like and how it can provide benefits individually, in our respective groups and in our communities.

**Learning Objectives:**
1. Identify and discuss a broader consideration of non-dominant groups or attributes and their intersections, and examine the value of identifying and connecting awareness in the similarities.
2. Methods, approaches, language, etc. to facilitate open and trust building conversation in groups and various situations, types, sizes, etc. in general and of attendees.
3. Assess where these concepts might best be applied to build relationships, respect, communication, efficiency and bridge gaps of understanding in various environments.

**Presenter:** Shauna Feine  
**Organization:** Proof Alliance (formerly MOFAS)

**Bio:** Shauna Feine is the Senior Training Coordinator for Proof Alliance (formerly known as MOFAS). She also serves on the board of directors for the Minnesota Fathers and Families Network (MFFN). Shauna received her bachelor's degree from Minnesota State University - Mankato with a focus on neurodevelopmental disabilities, chemical dependency, and mental health and has more than ten years of experience working with individuals with various types of disabilities.

**Breakout Presentation:** Building an Alliance: Preventing Alcohol Exposed Pregnancies  
Research states that one in nine pregnancies are exposed to alcohol. This can cause fetal alcohol spectrum disorders (FASD) which is a wide range of permanent birth defects including physical, cognitive, and behavioral impairments. The CDC estimates, one in 20 children in the US has an FASD. Prenatal alcohol exposure is often overlooked due to misinformation, unplanned pregnancy, or alcohol use disorder. No person goes into their pregnancy with the intention to harm their child. Attendees will gain knowledge on prevalence, factors of severity, and evidence-based practices to address this complex public health issue using non-shaming approaches.

**Learning Objectives:**
1. Explore reasons why one of the largest underestimated public health issues is alcohol exposed pregnancies.  
2. Discuss common myths surrounding drinking alcohol during pregnancy and factors of severity.  
3. Learn evidence-based prevention strategies and techniques to address this public health issue using non-shaming or blaming approaches.
Presenter: Judge Shaun R. Floerke

Organization: 6th Judicial District Minnesota

Bio: Judge Shaun R. Floerke is a district court judge in Duluth Minnesota. He is passionate about justice that makes a difference. He travels the world teaching judges and others how to do better, but his best moments are always when he can speak with people in the courtroom and offer them voice, respect, dignity, and hope.

Breakout Presentation: Keynote Applied: Conversation, Skills, and Strategies for Resilience
Our work comes with tremendous stress, trauma and pressure. Each day we serve people who are struggling and are witness to and exposed to tremendous amounts of trauma, sadness and dysfunction. At the same time we are faced with structural and systemic challenges around safety and security, funding, technological change, and a list that goes on and on.

Do you ever ask yourself whether you are going to survive this work? Do you wonder if you can continue to rise to the challenge, get everything done, stay engaged?

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The answer is that we can survive and even thrive by focusing on and implement mindful resilience strategies.

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3. We will learn ideas and strategies we can implement to lead our teams to be more mindfully effective, better prepared, and positioned to respond to the changes and challenges that will surely keep coming.

Presenter: Jacqueline White & Kenna

Organization: CloseKnit

Bios: Jacqueline White is the founder and director of CloseKnit (closeknit.us), a research, advocacy and training organization that champions support for the caring connections that youth facing homelessness already have with adults they know. A former host in the Twin Cities GLBT Host Home Program (now ConneQt), Jacqueline formally adopted the young woman she had hosted: Amy and her wife are now foster care parents, making Jacqueline a foster grandma!

Kenna is a 2019 high school graduate and a first year college student. She works for a battered women’s shelter and lives with an informal host. In her free time, she enjoys spending time with her family, friends, and her dog, Maddy.
Breakout Presentation: Who Can I Count On? Supporting Youth Facing Homelessness in Identifying Natural Supports

When a young person, for whatever reason, first can’t live at home, they typically approach people they already know, staying with extended relatives, the families of friends, or neighbors. Although both the young people and their adult hosts often find these informal relationships deeply meaningful, they can easily break down due to financial stress, lack of clarity around house rules, and other issues. Come learn how to stabilize these intergenerational hosting arrangements. Drawing on the perspective of a young person with lived experience of homelessness, we’ll demonstrate how our Universal Needs Cards can help youth articulate their unmet needs and how our Circle Mapping Tool can help youth identify supportive people in their lives.

Learning Objectives:
1. Be able to name the four federal outcomes for ending youth homelessness.
2. Be able to define "natural supports" and recognize that natural supports are the most likely source for "permanent connections".
3. Be able to use the Circle Map to help youth facing homelessness identify natural supports.

Presenters: Gary Russell

Organization: Evergreen Youth & Family Services

Bio: Gary Russell has been the Program Director at the Evergreen Shelter Program for 25 years. Gary has been working with at-risk children for thirty-three years. The Shelter serves youth, ages 9 to 17, who are in crisis, homeless or runaways. Family support and counseling are a major part of the Shelter services. This direct service includes counseling youth in residential treatment and working with emotionally and behaviorally disturbed youth at Cass Lake/Bena School and directing the Shelter.

Breakout Session: Management Models-Investment, Ownership, and Impact.
Gary credits his adherence to a Team Model of management to what success he has enjoyed at Shelter over this quarter of a century in quality programing, achieving impressive outcomes, in promoting staff retention and commitment, and creating a satisfying work environment. Gary also uses the team approach to empower youth and promote youth leadership, particularly in group settings. There will be something for everyone in this presentation.

Learning Objectives:
1. The presentation will contrast the alternative management styles.
2. Review the strengths and weakness of these styles making a compelling case that the Team approach maximizes the employees’ potential to achieve a mission.
3. Review the challenges in maintaining a Team culture

Presenter: Stephanie Downey

Organization: Minnesota Department of Health-Community Partners Preventing Suicide

Bio: Stephanie Downey is the Regional Youth Suicide Prevention Coordinator for the Minnesota Department of Health. Stephanie’s background and knowledge of youth mental health and substance

abuse issues is rooted in a 20 year career at a residential treatment facility delivering assessment, mental health and dual diagnosis services. Stephanie has spent 11 years coordinating suicide prevention at a local, regional and state level. Suicide Prevention Trainer certifications include: Question, Persuade and Refer, safeTALK, Connect Postvention and Counseling on Access to Lethal Means.

**Breakout Presentation:** Communicating about suicide: The importance of safe and successful messaging
Individuals, agencies, schools and communities all play an important role in shaping attitudes and perceptions of suicide. This presentation will cover important components to consider when communicating and messaging about suicide publicly. The presentation will cover how to safely speak publicly about suicide and equip suicide attempt survivors, suicide loss survivors, media partners and everyone with best practice guidelines, tools and resources to create successful suicide prevention language and messages.

**Learning Objectives:**
1. Recognize the impact of language as it relates to suicide prevention and mental health.
2. Learn best practice guidelines and key components for safe messaging when communicating about suicide.
3. Awareness of tools and resources for safe and successful messaging.

**Presenters:** Joanna Wallenberg & Stacy Bender-Fayette

**Organization:** Peacemaker Resources

**Bios:** Joanna Wallenberg MSW, LICSW, SEL Specialist, has ten years of experience providing mental health services in school settings. She has been providing services to kids and families in the Park Rapids area since 2010 and is passionate about using a trauma-focused lens to help clients, families, schools, and communities be the healthiest they can be! Stacy Bender-Fayette M.Ed, SEL Specialist, has been in the field of education for 23 years, primarily focused on teacher professional development. She helps to facilitate the STAR (Students Teaching Attitudes of Respect) program, teaches social emotional learning skills to children, and provides teacher professional development in the areas of resiliency, positive psychology and mindfulness.

**Breakout Presentation:** Social Emotional Learning for Adults
Understanding how the core competencies of social emotional learning apply to ourselves can help us better interact with and help those we serve.

**Learning Objectives:**
1. Understand the implications of our own experiences and how they shape our perception and response to the world around us.
2. Learn strategies for fostering a supportive staff environment that cultivates the social and emotional competence and capacity of the adults.
3. Understand how our own regulation is the intervention needed in challenging situations.

**Presenters:** Sahgahsega Atkinson, MSW, LGSW; Chelsea Brown, BA

**Organization:** Evergreen Youth & Family Services
**Bios:** Sahgahsega Atkinson is a Mental Health Therapist with Evergreen Youth & Family Services. She is a License Graduate Social Worker (LGSW) with the state of Minnesota. She received her Masters of Social Work at the University of Minnesota Duluth in 2018. Prior work experience has been as a Youth Counselor at the Evergreen Youth Shelter and in Duluth at Accend Services Inc. as a psychotherapist/ARMHS (Adult Rehabilitation Mental Health Service) worker.

Chelsea Brown has a Bachelor of Arts in Psychology from Oak Hills Christian College. She has worked as a Youth Counselor at the Evergreen Youth Shelter over 8 years. Chelsea is a dedicated mother of 4 children.

**Breakout Presentation:** Coping Skills For A Chaotic World, Let’s Practice!

“Coping Skills For A Chaotic World, Let’s Practice!” will be a session to learn coping skills from the presenters and then the participants will have the opportunity to practice the coping skill. The coping skills that will be covered are breathing, progressive muscle relaxation, STOPP, TIPP, mindful grounding, unhelpful thinking, I statements.

**Learning Objectives:**

1. Participants will learn various coping skills in regards to self-regulation for anxiety, depression, anger, and effective communication.
2. They will learn how to use the skills for themselves and to be able to teach others. At the end of the session participants will be able to practice calming skills from anxiety by learning breathing skills and mindfulness.
3. Participants will be able to identify unhelpful thinking habits from symptoms of depression and anxiety.
4. Participants will be able to use the CBT skill of STOPP and the DBT skill of TIPP to use for anger management.
5. Participants will be able to demonstrate how to use an I statement for practicing effective communication.