

# 2010

Co-sponsored by

**MCCCA**

MnJDA



## Youth Worker Conference

**October 4 - 5, 2010**

Holiday Inn  
75 37<sup>th</sup> Ave. S.  
St. Cloud, MN

# Workshops & Agenda

## Monday, October 4

10:00 – 12:00 pm

12:00 – 1:00 pm

1:00 – 2:30 pm

Keynote Presentation – Kit R. Welchlin

Lunch/MNJDA Award Presentations/Door Prizes

### Breakout Workshops I:

- A) Sexting, Texting and Cyberbullying in the Age of Technology
- B) Kids in Conflict: Managing the “Tough” Ones
- C) Strategies to Deal with Change in an Uncertain World
- D) Anger! Where it comes from...Where it goes (Part 1)
- E) Autism Spectrum Disorders: What you need to know to structure effective corrections-based interventions (Part 1)

2:45 – 4:15 pm

### Breakout Workshops II:

- F) How to Take Care of Yourself in a Fast-paced Work Environment: Self Care for Youth Workers
- G) Minimizing the Risk and Impact of Suicide in a Residential Program
- H) Emotional /Social Intelligence
- I) Anger! Where it comes from...Where it goes (Part 2)
- J) Autism Spectrum Disorders: What you need to know to structure effective corrections-based interventions (Part 2)

## Tuesday, October 5

8:00 – 9:00 am

9:00 – 10:30 am

Continental Breakfast

### Breakout Workshops III:

- K) Working with Somali Youth and Families
- L) Oppositional Defiant Disorder (Part 1)
- M) GLBTQI 201: Providing Competent Services to Gay, Lesbian, Bisexual, Transgender, Queer/Questioning and Intersex (GLBTQI) Youth (Part 1)
- N) FASD and the Justice System: Modify your Approach for Improved Outcomes
- O) Building Cultural Competency through Experiential Group Initiatives

10:45 am - 12:15 pm

### Breakout Workshops IV:

- P) Yoga Calm: An Integrated Approach to Wellness
- Q) Oppositional Defiant Disorder (Part 2)
- R) GLBTQI 201: Providing Competent Services to Gay, Lesbian, Bisexual, Transgender, Queer/Questioning and Intersex (GLBTQI) Youth (Part 2)
- S) Introduction of Truthought Corrective Thinking LSS, a Cognitive Skills Thinking Program: How It Works in a Correctional Facility
- T) Whose Needs are Being Met Here? Navigating Boundaries in Professional Staff/Client Relationships

12:15 – 1:00 pm

1:00 – 3:00 pm

Lunch, Door Prizes

### Breakout Workshops V:

- U) Professional Ethics and Boundaries
- V) Sexting, Texting and Cyberbullying in the Age of Technology (repeat)
- W) The Treatment of Conduct Disorder
- X) Confused about accountability and the use of restrictive procedures?
- Y) Vicarious Trauma: This Job Changes You

# Session Descriptions

**Monday, October 4**

## **Keynote Presentation** **10:00 am - 12:00 pm**

### **Handling Difficult People** **Dealing with People You Can't Stand**

*Kit R. Welchlin*

It is estimated that 20 -21% of our population can be classified as difficult people. No matter where you go there will be at least one to deal with. Difficult people look for your buttons. They don't push your buttons; they punch them! Learn: the ten different types of difficult people; the five action steps to respond rather than react the five stages in controlling your emotions and responding appropriately; how to differentiate yourself from everyone else; the fifty strategies to deal with the truly ruthless.

Identify the "nasty people" and learn how to stop being hurt by them without becoming one of them!

## **Breakout Workshops I** **1:00 - 2:30 pm**

### **A Sexting, Texting and Cyberbullying in the Age of Technology**

*Brian Stoll, Wright County Probation*

In the changing world of technology, several unintended consequences have impacted students, schools and the community. Technological advances in cell phones have led to the development of new methods of creating and sharing child pornography as well as other sexually predatory behaviors. While sexting and cyberbullying have grown in popularity, children and adults are often unaware of the possible consequences. Statistics, videos, stories and other valuable insights will be presented. Objectives: 1) Understand the consequences of sexting and different strategies that can be used when dealing with youth who have committed this crime, 2) Learn about cyberbullying and how technology has increased the danger of traditional bullying.

### **B Kids in Conflict: Managing the "Tough" Ones**

*Kevin Fawcett, Program Coordinator, Woodland Hills*

Do you work with kids that get under your skin? Push your buttons? Troubled youth can be masters at creating conflict and evoking aggression in adults. Objectives: This workshop will share strategies to effectively work with youth in crisis and teach alternative solutions to aggression. This strength-based approach will highlight how to teach insight into problem behaviors rather than

relying on punishment for behavior management. Components of Life Space Crisis Intervention (LSCI) will be shared.

### **C Strategies to Deal with Change in an Uncertain World**

*Mike Kutzke, Professional Training Services*

Are you ready for the changes the future holds for you? Are you prepared to identify and take advantage of the opportunities that change will present? Are your personal and professional priorities clear? In a fun and fast-paced learning environment this training addresses practical strategies designed to help increase your effectiveness in adapting to personal and professional change. This training focuses on providing techniques and ideas to assist you in effectively dealing with the impact of constant change and assisting in the identification of positive opportunities and possibilities present in both personal and professional change. Objectives: 1) Identify a minimum of three sources of stress / strain, 2) Explain the impact of continuous change on their personal and professional interactions, 3) Describe a minimum of three strategies to deal with change in an uncertain world

### **D Anger! Where it Comes From...Where it Goes (Part 1)**

*Jon Brandt, Director, Mapletree Group Home*

People who lack emotional regulation undermine themselves, damage relationships, and need to be rescued from chronic "emotional hijacking" This workshop will look at the Anger Pathway, presenting a useful paradigm for understanding how anger is the counterproductive outcome of mismanaged emotions and introduce the concept of Functional Continuity, a new theory suggesting a relationship between the collapse of time and dysfunctional lives. Objectives: 1) Learn more about the "emotional brain" and how living in the moment contributes to emotional and behavioral dysfunction, 2) Recognize the sources of emotions and how to reduce the frequency and intensity of anger, 3) Learn ways to teach these skills to others.

### **E Autism Spectrum Disorders: What you need to know to structure effective corrections-based interventions (Part 1)**

*Saprina Matheny, Human Development Center*

This workshop will discuss the diagnostic category of Autism Spectrum Disorders and, using case examples, discuss the common legal difficulties faced by individuals with these diagnoses and the considerations for working with these youth within a residential or detention setting. Objectives: 1) Learn about the difficulties/challenges faced by individuals who have Autism Spectrum Disorders, 2) Identify common legal issues that youth with ASD face and how they differ from other youth in the juvenile justice system, 3) Develop practical, effective interventions for youth with ASD within a detention or residential setting.

## Breakout Workshops II 2:45 - 4:15 pm

### **F** How to Take Care of Yourself in a Fast-paced Work Environment: Self Care for Youth Workers

*Jen Ranallo, Volunteers of America, Omegon*

Working with youth in residential treatment is very difficult and challenging work. It is essential that staff take care of their own needs. However, it is not uncommon that staff place their own needs on the back burner to clients' needs. This presentation allows youth workers to stop and take time to examine their self care strategies and learn new ideas to incorporate to ensure balance and wellness in their own lives; in order to better meet clients' needs. Objectives: 1) Gain a better understanding about why self care techniques are important, 2) Examine current personal wellness need, 3) Learn new ways to find balance at work and at home, 4) Take time to re-evaluate personal and professional goals.

### **G** Minimizing the Risk and Impact of Suicide in a Residential Program

*Renee Fasteen, Director, Catholic Charities ITU*

Youth served in a residential setting can be at high risk for suicide. It is essential that staff working within a residential setting have specific skills to assess and monitor this risk. If our best efforts fail and a suicide does occur, the impact on the program, staff and residents can be profound and must be addressed. This presentation will look at preventing suicide from the unique perspective of the residential setting. Objectives: 1) Understand the five steps of SAFE-T (risk, protective, inquiry, intervention, document) with an emphasis on the suicide inquiry by youth counselors, 2) Identify the impact of suicide on the agency, staff and residents.

### **H** Emotional / Social Intelligence

*Mike Kutzke, Professional Training Services*

Using a fast-paced blend of information, strategies and humor this presentation is designed to increase your understanding and awareness of emotional/social intelligence. This presentation will focus on providing a better realization of the impact of emotional/social intelligence, along with identifying strategies to effectively improve your communications, interactions, and the quality of your personal and professional relationships. This training will also help you identify and understand the impact of your client's emotional/social intelligence in day-to-day interactions. Please come prepared to smile, laugh and enjoy the experience. Objectives: 1) Explain the concept of emotional/social intelligence, 2) Describe the impact of emotional/social intelligence on both personal and professional interactions, 3) Describe a minimum of two strategies to improve personal and professional interactions based on emotional intelligence.

### **I** Anger! Where it Comes From...Where it Goes (Part 2)

*Jon Brandt, Director, Mapletree Group Home*

This session is a continuation of session D. please see page three for a complete description.

### **J** Autism Spectrum Disorders: What you need to know to structure effective corrections-based interventions (Part 2)

*Saprina Matheny, Human Development Center*

This session is a continuation of session E. please see page three for a complete description.

## Tuesday, October 5

## Breakout Workshops III 9:00 - 10:30 am

### **K** Working with Somali Youth and Families

*David Schuchman, Director of Immigrant and Refugee Behavioral Health*

This presentation will provide a brief overview of Somali culture and a comparison of Somali and western concepts of mental health and mental illness. Special problems of youth and families will also be discussed. There will be ample time for questions and answers. Objectives: 1) Participants will gain an understanding of Somali culture and Somali vs. western concepts of mental health and mental illness, 2) Participants will gain an understanding of relationships and dynamics within Somali families in Minnesota, 3) Participants will gain an understanding of interventions for Somali youth and families with behavioral and/or mental health problems.

### **L** Oppositional Defiant Disorder (Part 1)

*Dean Grace, Director, North Shore Collaborative*

The workshop will describe the etiology, impact, and treatment of Oppositional Defiant Disorder. The focus will be on teaching adults to understand the emotional needs as well as the temperamental and perceptual differences underlying oppositional behavior, to learn to respond differently to the child's provocations, and to help the oppositional child deal with his/her emotional burden. Objectives: 1) Be aware of the impact of oppositional behavior on children and families, 2) Understand the dynamics between adults and oppositional children, 3) Recognize the process orientation of oppositional children in confrontations, 4) Learn a model for intervention which reframes oppositional behavior, empowers oppositional children, empowers parents to show love to their children, and enables kids to be kids.

**M** **GLBTQI 201: Providing Competent Services to Gay, Lesbian, Bisexual, Transgender, Queer/ Questioning and Intersex (GLBTQI) Youth (Part 1)**

*Alex Jackson Nelson*

This workshop focuses on improving services for GLBTQI youth. GLBTQI youth are over-represented in out-of-home care and juvenile justice facilities and are particularly vulnerable to physical or emotional abuse, depression, substance abuse and suicide. Through interactive activities and conversations, practitioners will gain a better understanding of gender identity and sexual orientation. Participants will be trained to best serve and support GLBTQI youth and families. Objectives: 1) Participants will gain an understanding of GLBTQI identities, language and cultures, 2) Participants will recognize struggles faced by GLBTQI youth and will gain access to understanding the importance of providing culturally competent services, 3) Participants will practice conversations addressing gender identity and sexual orientation with youth and families.

**N** **FASD and the Justice System: Modify your Approach for Improved Outcomes**

*Meghan Louis, MOFAS Speaker's Bureau*

This workshop will explain basic brain functioning in relation to FASD brain damage. Participants will learn about the relationship between secondary disabilities and primary brain damage, identify the association between affected individuals and the justice system, and gain knowledge about strategies and resources. Discover how to modify your approach for improved outcomes! Objectives: 1) Define FASD, 2) Describe basic brain functioning in relation to FASD brain damage, 3) Identify the association between affected individuals and the justice system.

**O** **Building Cultural Competency through Experiential Group Initiatives**

*Danny Frank, Woodland Hills*

Group initiative games provide exceptional opportunities for building cultural competency among clients and employees alike. By engaging participants in reflective experiential learning processes, youth workers can cultivate authentic and relevant dialogues about diversity and inclusivity. This interactive and collaborative session will address ways in which youth serving agencies can utilize experiential activities in programming and in-service trainings in order to help participants clarify personal values, understand cultural paradigms, and build empathy toward others. Objectives: Workshop attendees will receive a collection of activities, processing tools, and implementation strategies for facilitating group initiatives within their own agencies.

**Breakout Workshops IV**  
**10:45 am - 12:15 pm**

**P** **Yoga Calm: An Integrated Approach to Wellness**  
*Jennifer C. Sheppard, & Kathy Flaminio*

Learn how to successfully bring the benefits of yoga and mindfulness activities to clients in your home-based, therapeutic or educational setting. As part of the presentation, participants will further their knowledge of best practices involving behavioral organization, development of community, and adaptations for specific populations. To recognize, support, and deepen healthy emotional expression, participants are involved in the inquiry process through experiential learning. Yoga and mindfulness techniques are based on the belief that all individuals want to do well and can when in a safe and supportive community of learners that engage in integrated lessons – ones that include reflection. Yoga based techniques allow youth and families of all ages to develop a greater awareness of themselves and teach that there is a fundamental connection between intention, action and consequence. Individuals that are given a route to stillness are able to develop strength in mental, social, emotional and physical areas. This allows individual and whole programs to realize their full potential both in the program and in the larger communities to which they belong.

Objectives: 1) Educate participants on the effect of mindfulness and yoga based principles on the development of individual youth growth as well as the program community. Participants will be introduced to ways of how to bring these principles to youth of all ages, 2) Participants will further learn how to recognize, support and deepen healthy emotional expression, 3) Provide practitioners working with youth and students and families of all ages an introduction into the use of physical, mental and social/emotional activities. Additional emphasis will be on ways to develop a united group of learners while honoring the youth and teacher within each of us.

**Q** **Oppositional Defiant Disorder (Part 2)**  
*Dean Grace, Director, North Shore Collaborative*

This session is a continuation of session L. please see page four for a complete description.

**R** **GLBTQI 201: Providing Competent Services to Gay, Lesbian, Bisexual, Transgender, Queer/ Questioning and Intersex (GLBTQI) Youth (Part 2)**

*Alex Jackson Nelson*

This session is a continuation of session M. please see above for a complete description.

**S Introduction of Truthought© Corrective Thinking LSS, a Cognitive Skills Thinking Program: How It Works in a Correctional Facility**

*Steve Toledo, Prairie Lakes Youth Programs*

The Truthought Corrective Thinking curriculum explores the thought process that individuals use. Its aim is to teach individuals to recognize that their behaviors are a result of the choices they make. No one else is to blame for those choices. They must take responsibility for who they are and the choices they make. Our goal is to teach individuals to think responsibly guiding them to prosocial responsible thinking by using the tools of Truthought. Individuals can learn new thinking patterns that affect the choices they make. Objectives: Provide an introduction to this cognitive skills program and the tools and skills necessary to help individuals learn new thinking patterns.

**T Whose Needs are Being Met Here? Navigating Boundaries in Professional Staff/Client Relationships**

*Andrea Hendel, Clinical Director, Volunteers of America, Omegon*

Working in the intensity of residential treatment or with severely emotionally disturbed youth and their families can bring up a lot of personal emotions and boundary issues. Objectives: 1) Learn the clear guidelines of ethical and legal expectations that all service providers must follow, 2) Learn clear strategies on setting and maintaining professional boundaries with youth and their families, 3) Learn how to build positive relationships with youth and their families while balancing all of those aspects of professionalism.

**Breakout Workshops V  
1:00 - 2:30 pm**

**U Professional Ethics and Boundaries**

*Todd Benjamin and Shelly Hanson, Anoka County*

The intent of this workshop is for staff to have a solid understanding of their role, how to establish boundaries with peers/residents, and clearly understand expectations, definitions, rules, and regulations around boundaries. Objectives: 1) Understand the "Code of Ethics", 2) Identify appropriate staff roles, 3) Learn about checks and balances, 4) Techniques for creating a therapeutic relationship.

**V Sexting, Texting and Cyberbullying in the Age of Technology**

*Brian Stoll, Wright County Probation*

This session is a repeat of session A. please see page three for a complete description.

**W The Treatment of Conduct Disorder**

*Tom Lutz, Treatment Director, Boys Totem Town*

Conduct Disorder is the main diagnosis of adolescent males who are sent to correctional facilities. It has been well established in research that punishment and incarceration only increases recidivism. Over the past 20 years researchers have developed practices that decrease recidivism in this adolescent group. Objectives: 1) Identification of Conduct Disorder using the DSM and other identifiers, 2) How to use the YLSI in assessment and treatment planning, 3) Learn treatment modes and options for this population.

**X Confused about accountability and the use of restrictive procedures? Seclusion? Disciplinary room time?**

*Julie Snyder, Lisa Cain, MN Department of Corrections* In *The* Come to our breakout session where we will define and clarify what the circumstances are for restrictive procedure use and when licensing rules allow you to use each restrictive procedure.

**Y Vicarious Trauma: This Job Changes You**

*Denise Dallas and Michelle Kimman, Mille Lacs Academy*

Through this workshop you will learn about vicarious trauma and how it affects the individual, the team and the treatment milieu. It is important to understand the different ways males and females deal with and are affected by vicarious trauma, and be able to recognize the signs and effects of such traumas. We will discuss the importance of self-care while working on the unit as well as outside of work and the value of team building and developing positive attitudes among the staff. Discover the importance of debriefing situations of vicarious trauma with a focus on how a negative work environment directly affects the milieu and how the residents respond to treatment. Learn to recognize how the milieu mirrors the health or the dysfunction of the team and new and fresh ideas on how to build a healthy team.

Objectives: 1) Participants will be able to identify the experience of vicarious trauma in both themselves and co-workers, 2) The participants will be exposed to self-care techniques that will help them deal with day to day stress and build team unity, 3) Participants will learn the importance of processing incidents that can lead to vicarious trauma and understand how these incidents affect therapeutic relationships and the culture of the milieu.

# About the Presenters

## **Keynote: Kit R. Welchlin**

Kit R. Welchlin is a high-energy speaker who utilizes a variety of proven approaches and techniques that truly motivate listeners. Kit teaches audiences how to apply practical strategies to enhance their personal and professional lives. Kit draws from his years of management experience and communication expertise, and shares sensible strategies that address the issues we all face at work. Participants enjoy Kit's sense of humor, speaking competence, and the powerful and positive message he delivers.

## **Todd Benjamin**

Todd Benjamin is the Superintendent of the Anoka County Juvenile Center and a member of the Anoka County Human Services Supervisor training committee.

## **Jon Brandt, MSW**

Jon Brandt has more than 30 years of experience in social services and juvenile corrections, including child protection, domestic abuse, individual, group and family therapy with sex offenders, training foster parents, supervising foster kids and 20 years as the director of Mapletree, a group home for adolescent offenders. The Anger Pathway has been presented at several local, state and national conferences, since 1985.

## **Lisa Cain**

Lisa Cain is a Juvenile Licensor for the Minnesota Department of Corrections. Lisa was a Corrections Major at Mankato State and has worked in Juvenile and Adult probation. She also has been a foster parent.

## **Denise Dallas, BSW**

Denise Dallas has been working at Mille Lacs Academy for more than ten years in various positions and is currently the training coordinator working with training staff on how to work clinically with juvenile males who have sexually offended. She has developed an interest in vicarious trauma after she was severely attacked by a resident. It was then she realized that supervisors, as well as co-workers, needed to be trained in how to process and support staff who have experienced traumas at work and wanted to be a part of the development of that training.

## **Renee Fasteen, MSW, LICSW**

Renee Fasteen, MSW, LICSW, has fifteen years of experience in the mental health field working with children and their families. She has nine years of experience in residential treatment, both open and secure. She has been a therapist and is currently the

Unit Manager at Catholic Charities Intensive Treatment Unit in Fergus Falls.

## **Kevin Fawcett**

Kevin Fawcett, BA, is a Program Coordinator at Woodland Hills. He has a B.A. in Criminology from the University of Minnesota and 21 years of experience working with youth. He is a certified Cultural Diversity Trainer and a Senior Trainer in Life Space Crisis Intervention.

## **Kathy Flaminio, MSW**

Kathy Flaminio, MSW, has been a Minneapolis Public Schools social worker in both regular and special education settings for 17 years and in the fitness industry for the last 20 years. She recently presented at the Educate Minnesota conference, Child and Adolescent Mental Health Conference (MACMH) and was a keynote speaker at the Minnesota School Social Work Association (MSSWA) conference. In the last seven years, Kathy began integrating yoga and mindfulness into her social work practice. Kathy is owner of 1000 Petals, LLC. She is a Registered Yoga Teacher and a Certified Yoga Calm Trainer.

## **Danny Frank, MA**

Danny Frank, MA, has facilitated outdoor experiential education for nearly 15 years in a variety of expeditionary and site-based settings. The majority of his work has focused on the therapeutic applications of EE with youth at risk. Danny earned a B.A. in Outdoor Experiential Education and a M.A. in Experiential Education Program Development, both from Prescott College in Arizona. Danny currently manages Youth Development programming for Woodland Hills in Duluth, which includes sports and recreation; outdoor adventure; community service and service learning; and cultural and spiritual programming. He also serves as co-chair for the agency's Cultural Advisory Committee.

## **Dean Grace, Ed.D.**

Dean Grace, Ed.D, is the Director of the North Shore Collaborative serving youth and families in northeastern Minnesota. He is also Director of the Youth Services Training Institute, a collaborative effort of the Minnesota Council of Child Caring Agencies and the Minnesota Juvenile Detention Association, which provides statewide certification training for youth work. He also serves as an adjunct faculty member with the Department of Social Work at the College of St. Scholastica and as a consultant to Northwood Children's Services. Dr. Grace is a frequent presenter at professional conferences and a published author.

# About the Presenters

## **Shelly Hanson**

Shelly Hanson, is an Anoka County Senior Probation Officer and has been a Juvenile Center Boundaries trainer for 10 years.

## **Andrea Hendel, MA, LMFT**

Andrea Hendel, MA, LMFT, is employed by Volunteers of America of Minnesota, Omegon, as the Program Director and Clinical Supervisor providing weekly clinical and administrative supervision to staff. She facilitates weekly therapy groups with the clients and oversees the ongoing clinical process of the program and clients' treatment. She also works at an outpatient clinic doing individual and couples counseling. She is a Minnesota State Board approved Supervisor for Marriage and Family Therapists and an AAMFT approved supervisor.

## **Michelle Kimman, MS**

Michelle Kimman, MS, has worked at Mille Lacs Academy-Nexus for over twelve years in various positions and is currently a Clinical Supervisor working with juvenile developmentally delayed males who have sexually offended. She has developed an increased interest in vicarious trauma and staff self care after the birth of her first child; it was then that she realized how affected she was by the stories and experiences she has had working with at-risk adolescents and she wanted to help other staff with these same experiences

## **Mike Kutzke, MS**

Mike Kutzke, MS, operates Professional Training Services, a training/consulting company committed to improving performance and enhancing employee growth. He has a M.S. Degree in Social Sciences from North Dakota State University and a B.A. Degree in Criminal Justice from Minnesota State University Moorhead. He is currently the Law Enforcement Coordinator at Ridgewater College in Willmar, MN and previously worked as a police officer for 17-years. Michael has been professionally presenting for over a decade in a wide-range of topic areas and takes pride in his ability to blend humor, information, and adult learning principles in his training events.

## **Meghan Louis**

Meghan Louis, BA, is a speaker for the Minnesota Organization on Fetal Alcohol Syndrome (MOFAS). She began speaking on behalf of MOFAS in 2007. Meghan is currently the Project Director of the FASD Program in Hennepin County's Human Services and Public Health Department Partnered with DOCC Juvenile Probation. She has BA in Criminal Justice and has had 7

years of experience with the Court system. She was previously the Social Worker under Hennepin County Juvenile Probation's FASD Program. Meghan has worked very closely with juvenile justice systems, biological families and community agencies all with connections to FASD.

## **Tom Lutz, MA, LP, LICSW**

Tom Lutz, MA, LP, LICSW, is the Treatment Director and Senior Clinical Psychologist at Boys Totem Town. He has been working with adolescents for 33 years. Most of his experience has been with adolescent males and their families. Mr. Lutz has been clinical director of three different adolescent male sex offender programs and has developed two inpatient programs as well as one outpatient sex offender program. He has also served as the Psychological Services Director at the Minnesota Correctional Facility-Red Wing. He is an approved trainer for YLS/CMI.

## **Saprina Matheny, MSW, LICSW**

Saprina Matheny, MSW, LICSW, worked with outpatient and residential offenders prior to her current position as a therapist at Human Development Center. She specializes in abuse and trauma issues with children, adolescents and adults.

## **Alex Jackson Nelson**

Alex Jackson Nelson has twelve years of experience working in the GLBTQI community. Working as a street-based outreach worker, he provided services to homeless and at-risk youth in the Twin Cities before becoming the Interim Executive Director at District 202, a by-and-for-youth center for GLBTQ youth and their allied friends. After his tenure at District 202, Alex worked as a Senior Policy Advocate in the public policy realm focusing on systematic change for non-profits. He has been educated as a Master Trainer through a national training initiative provided by the National Association of Social Workers and Lambda Legal to improve out-of-home care for GLBTQ youth. Alex now heads Jackson Nelson Consulting, which provides training and technical support to service providers and agencies around the country on GLBTQI best practices in working with marginalized youth populations.

## **Midge Nusbaum, LSW**

Midge Nusbaum, LSW, has 30 years of experience working directly with children and adolescents and as a supervisor. She is the Group Life Manager at St. Cloud Children's Home.

## Jen Ranallo

Jen Ranallo has seven years of MI/CD residential experience. She has worked in direct care residential counselor and case manager roles. She is a unit supervisor at Omegon and is responsible for all orientation, training and supervision of residential counselors in this facility. Jen is currently enrolled in the Master's of Social Work program at St. Catherine's University/University of St. Thomas

## David McGraw Schuchman, MSW, LICSW

David McGraw Schuchman, MSW, LICSW, has been in the mental health field for over 33 years, 28 of which have been as a supervisor and manager. He was a mental health supervisor at Community University Health Care Center (CUHCC) in Minneapolis for 15 years. His primary role there was directing the provision of mental health services to Southeast Asians, Latinos and Somalis. For the last nine years there he developed and managed CUHCC's Somali Mental Health Program. He is currently Director of Immigrant and Refugee Behavioral Health at Volunteers of America-Minnesota Mental Health Clinics. He teaches "Clinical Practice with Immigrants and Refugees" at the University of St. Thomas graduate school of Social Work. David has been on the Board of Directors of the Confederation of Somali Community in Minnesota for eight years and he learns something new every day.

## Jennifer Sheppard

Jennifer Sheppard, BS, is employed through North Homes Children and Family Services. She has worked with children and families in crisis for 17 years in a variety of positions such as residential treatment director, foster care case manager, agency trainer of Life Space Crisis intervention, Dialect Behavior Therapy group facilitator, Circle Process Trainer, and Yoga Calm Certified Instructor. She holds a B.S. in applied psychology and is currently a graduate student at Augsburg in Social Work.

## Julie Snyder

Julie Snyder is a Juvenile Licensor for the Minnesota Department of Corrections. She majored in Corrections and Social Work at Mankato State and has worked in juvenile probation.

## Brian Stoll

Brian Stoll is a Senior Probation Agent with Wright County Probation Services. He has been working with juveniles in the criminal justice system for 8 years. He has worked in both

correctional institutions and community corrections. Focused on evidence based practices, Brian instituted a cognitive restructuring program aimed at youthful offenders. His expertise in the predatory offender registration process has been crucial in dealing with consequences from sexting and cyberbullying. Brian has presented training in a variety of settings, to education and corrections audiences as well as students and parents.

## Steve Toledo

Steve Toledo has an AA degree and 30 years of experience working with youth. He served 15 years as a correctional and transitional counselor, with 10 years of experience practicing Truthought©. He has 15 years of additional training and experience in a chaplaincy position on a college campus.

## Accomodations

### Holiday Inn Hotel & Suites

75 37th Ave. S.

St. Cloud, MN 56302

Phone: (320) 253-9000

### Special room rate for participants:

*\$76.95 - single/double*

*\$86.95 - suite single/double*

*Mention you are with MCCA or MNJDA.*

**Rooms will be held until September 17, 2010.**

# Registration for Youth Worker Conference

October 4 - 5, 2010 | Holiday Inn | St. Cloud

## Yes! Sign me up for the Conference.

One person per form. Please photocopy for additional registrants.

Name \_\_\_\_\_  
 Agency \_\_\_\_\_  
 Position \_\_\_\_\_  
 Email \_\_\_\_\_  
 Address \_\_\_\_\_  
 \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_ Zip \_\_\_\_\_  
 Phone \_\_\_\_\_  
 Fax \_\_\_\_\_

## Workshop Preference

Using the letter and number assigned to each course (pages 3-6), please indicate your first and second choices:

<b>Monday</b>	<b>Breakout I</b>	<b>Breakout II</b>	
First:	_____	_____	
Second:	_____	_____	
<b>Tuesday</b>	<b>Breakout III</b>	<b>Breakout IV</b>	<b>Breakout V</b>
First:	_____	_____	_____
Second:	_____	_____	_____

## Payment

I am a member of  MCCA  MnJDA

	<b>Members</b>	<b>Non-Members</b>	<b>Student/Intern*</b>
Full Conference	<input type="checkbox"/> \$130	<input type="checkbox"/> \$185	<input type="checkbox"/> \$85
One day rate	<input type="checkbox"/> \$85	<input type="checkbox"/> \$110	<input type="checkbox"/> \$50
<input type="checkbox"/> Mon or <input type="checkbox"/> Tues			
Keynote ONLY	<input type="checkbox"/> \$25 (all categories)		

## Registration deadline is September 17, 2010.

Please include your full conference payment with this registration form.

\*Student ID will be required when checking in

Completed registration WITH payment or voucher can be mailed to:

MCCA, 1000 Westgate Drive, Suite 252, St. Paul, MN 55114

Registration with voucher can be faxed to: (651) 290-2266

Registration refunds will be granted for cancellations prior to September 4. Refunds will be less a \$20 handling fee regardless of your registration fee level. After September 4, no refunds will be granted. Substitutions are welcome.

## Thank you to our Sponsors:

PARTNER - Prairie Lakes Youth Programs

CHAMPION - Volunteers of America,

Bar None & Avanti

SUPPORTER - North Homes

FRIEND - Woodland Hills

## About MCCA:

The Minnesota Council of Child Caring Agencies is a statewide association of providers of treatment services for children, adolescents and their families. The MCCA mission is to promote leadership, advocacy and quality. For more information go to [www.mcca.org](http://www.mcca.org).

Please call the MCCA office at 651-290-6264 with any questions.

## About MnJDA:

The Minnesota Juvenile Detention Association is an organization that enables personnel of juvenile detention, secure juvenile corrections and, juvenile holdovers to join together in mutual efforts to improve youth care standards, facilities and services. MnJDA's mission is to "improving juvenile justice through collaboration, training and legislative input."



(For office use only)

initials		fin.
date		
CK/CC		
amt. paid		
bal. due		