

2012

# North Sound System of Care Institute

## Improving Behavioral Health Outcomes for Children and Families

Sponsored by: North Sound Mental Health Administration, Northwest Educational Service District 189, and Children's Administration – R2N. A product of the Children's Policy Executive Team.

**Trauma  
Informed  
Care**

**Coordinated  
Care**

**Partnering  
with Families  
and Youth**

**Data  
Informed  
Decisions**

**Culturally  
Sensitive  
Services &  
Supports**

**Service  
Systems  
Explained**



Camp Brotherhood | Mount Vernon, WA  
August 6 & 7, 2012



# North Sound System of Care Institute

*Improving Behavioral Health Outcomes for Children and Families*

August 6<sup>th</sup> & 7<sup>th</sup> | Camp Brotherhood | Mount Vernon, WA

SESSION DESCRIPTIONS AND SPEAKER BIOS

## KEYNOTE SPEAKERS – AUGUST 6TH



### Video Welcome from Dr. Gary Blau

*Chief, Child, Adolescent and Family Branch, SAMHSA*

**Gary Blau, Ph.D.** is a clinical psychologist and Chief of the Child, Adolescent and Family Branch of the federal Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. In this role, he provides national leadership for children's mental health and for creating systems of care across the country. Prior to moving to Washington, D.C., Dr. Blau worked in Connecticut as the Bureau Chief of Quality Management, as Director of Mental Health at the Connecticut Department of Children and Families (DCF), and as the Director of Clinical Services at a Child and Family Agency. Throughout his career he has been dedicated to helping others as a provider of services and through effective policy and practice.



### The Dance of Implementation: Building a Sustainable System of Care

*Dr. Katharine Cahn - Executive Director Child Welfare Partnership – Portland State University*

Many communities across the country have implemented system of care with the support of a special grant, directors' initiative or funding stream. But then the grant ends, the Executive Director position turns over, or the funding stream is spent out. What then? Key practices at the time of implementation will increase the odds of sustaining your system of care effort. Based on research conducted in the Pacific Northwest, as well as, national findings, the speaker will provide key steps in the "dance" of implementing for sustainability. Core principles of system of care, such as, family and youth voice and choice, strengths-based practice, engagement of formal and informal supports, respect for culture and the use of both vision and data-driven benchmarks are well know and understood at the practice level. Few stop to realize how these, apply to the organizational, workforce development, and leadership practices required for successful implementation as well

**Katharine Cahn** has extensive experience in child welfare system reform in the Pacific Northwest and nationally. Working from resource center located at the University of Washington, she was involved in key initiatives, such as, family centered practice and supervision, family group conferencing, family engagement in residential group care, addressing disproportionality, and promoting collaboration between courts, child welfare, and other disciplines. Now at Portland State University's School of Social Work, Katharine continues to work to implement system of care and to build a culturally responsive care continuum. Dr. Cahn received her MSW from the University of Washington, and her Ph.D. from Portland State University. She is a lively and interactive speaker and educator.



## Taking the Stairs - Help I've Fallen and I can Get Up

*Tiana Tozer*

**Tiana Tozer** has been speaking for more than 20 years, sharing her story with teens across the United States and Canada encouraging them to make responsible choices and take responsibility for choices they make, good and bad. In 1988, Tiana’s life changed when an intoxicated driver ran a stop sign and hit the car in which she was riding. She spent more than a month in intensive care, endured more than 30 surgeries, and spent four years learning to walk again. Since then Tiana’s life has been about exceeding limitations. She went on to become a Paralympics athlete, activist, University of Oregon’s 2010 Outstanding Young Alumni and a humanitarian aid worker in Iraq and Sudan. Because she’s overcome tremendous odds and perceived limitations, she challenges young people to do the same – reject constraints others may place on them. With her personal story and humor, she encourages teens to look beyond the label, question their complacency towards the legal drug of alcohol and helps young people understand that some choices are forever. [www.TianaTozer.com](http://www.TianaTozer.com)

## KEYNOTE SPEAKERS – AUGUST 7TH



### Welcome from Joe Valentine

Executive Director, North Sound Mental Health Administration

**Joe Valentine** has over 30 years of experience in the field of social work and in managing public human services in both Washington State and in California. He recently assumed his current position as the Executive Director of the North Sound Mental Health Administration where he is responsible for overseeing the funding and coordinating of public mental health services in the 5 county North Sound Region which serves Island, San Juan, Skagit, Snohomish and Whatcom counties. Prior to his current position, he served as the Director of a large county Human Services Department in California where he was responsible for overseeing all public human services, as well as, Workforce Services and a Head Start program. However, most of his career has been spent in Washington State where he has served as the Director of the Snohomish County Human Services Department, the Deputy Director of the Seattle Human Services Department and held a number of supervisory and management positions for the Washington State Department of Social and Health Services. He has been an adjunct instructor for Western Washington University’s Human Services Program for over 20 years and has also taught graduate level courses for the School of Social Work at San Francisco State University. He has a Masters Degree in Social Work from the University of Washington and a Bachelor’s Degree from St. Louis University.

### Perfect Chaos: A Daughter’s Struggle to Survive Bipolar and a Mother’s Journey to Save Her

*Linea Johnson & Cinda Johnson, Ph.D.*

perfect chaos  
a daughter's journey to survive bipolar.  
a mother's struggle to save her



PERFECT CHAOS is the story of Linea and Cinda Johnson’s head-on battle with mental illness. Their ultimately inspiring journey breaks through the stigma of what it means to have bipolar, but more importantly, what it takes to live with it. As this mother, daughter and close-knit family take down wall upon wall and face their greatest fears, we witness the human struggle against a debilitating illness and watch as their story reaches beyond the personal to the universal state of mental health today and the foibles of our healthcare system.

PERFECT CHAOS (St. Martin’s Press; May 8, 2012) opens with Linea Johnson in high school. Despite her occasional fears for her future, Linea experiences the everyday highs and lows of a typical teenager while her mother, father and sister stand by with support and love. As members of the mental health profession, Linea’s parents, Cinda and Curt, are

keenly more aware of the sensitive nature of their otherwise bright, athletic and overachieving daughter. It is not until she is settled in the college of her dreams across the country, and with a musical career on the horizon, that their worst fears are realized.



**Linea Johnson** is a recent graduate from Seattle University (SU), with a major in English and Creative Writing. Prior to transferring to SU, she completed three years at Columbia University, Chicago, in a musical performance program. Linea is currently working as a research assistant at Harborview Medical Center in Seattle, WA – the very same center where she was treated for bipolar disorder. Previously, she worked as an intern at the World Health Organization in the Mental Health department. She is a national speaker and writer, advocating for understanding and support for people with mental illness and the elimination of stigma. She has worked and presented with national leaders at BringChange2Mind, NAMI and One Mind for Research. She has a website, <http://www.lineacinda.com> and can be found on Facebook, Twitter and YouTube, advocating and writing about mental health.



**Cinda Johnson, Ph.D.** is a professor and director of the special education graduate program at Seattle University. She is also the principal investigator and director of the Center for Change in Transition Services (<http://www.seattleu.edu/ccts>). She is a national leader in the area of transition from high school to post-high school settings for young people with disabilities. She has written articles and book chapters in the area of secondary special education and transition services with an emphasis on youth with emotional and behavioral disorders and mental illness. She has worked and presented with national leaders at BringChange2Mind, NAMI and One Mind for Research.



### **From “ACEs” to Action: The Emerging Art and Science of Community Change**

*Christopher Blodgett, Ph.D. - Director, Area Health Education Center of Eastern Washington, Washington State University*

The Adverse Childhood Experiences studies have transformed our understanding of the impact of early childhood trauma on lifelong health, mental health and educational outcomes, at a population level. Thus, from a primary prevention perspective, we know that we must address the ACE’s of infants and young children far “upstream” that create the “toxic stress” known to adversely impact brain, health and developmental patterns for a lifetime. This presentation will review emerging understanding of early human development and the impact of ACE’s, family stress and toxic stress on child lifespan trajectories, brain development and educational outcomes. Dr. Blodgett will present research on adverse childhood events and how practical interventions in communities can be developed across systems and different professional responsibilities.

**Dr. Chris Blodgett** is a faculty member in the Washington State University (WSU), a licensed clinical psychologist and Director of the WSU Area Health Education Center (AHEC). Dr. Blodgett has been the Principal Investigator for more than three dozen federal, state, and national foundation grants addressing high-risk children and families. Current work focuses on the role of adverse events in the lives of children, the impact of resulting trauma in community systems, such as, education and primary health care and intervention development to reduce trauma’s effects.

## CONFIRMED SESSIONS

*(More Session Coming!)*

### ➤ **Assessment as Social Justice**

*Eric Karl Chambers, M.A.*

Data collection and reporting is generally seen as “one more thing” we are required to do, often distracting us from the “real” work of serving children with complex needs. By diverting precious resources away from direct services, some argue, assessment leads to social inequality. It is my contention, however, that good assessment is social justice. Through assessment we are able to identify those programs and practices that work and those in need of improvement, at the same time freeing us from those sustained only through nostalgia. This session begins with the story of a piece of data and how it was used to subvert the truth. This is followed by a brief presentation of a model framework for evaluation. This session ends with an examination of the ways assessment contributes to social justice vis-à-vis the three core values of the system of care including using youth and family voice in the design and implementation of community-based assessments that are linguistically and culturally appropriate.

### ➤ **Building your Case for Support: Finding and Using Local and Regional Data**

*Eric Karl Chambers, M.A.*

According to the author Douglas Adams, the “answer to the ultimate question of life, the universe and everything” is 42. Without this context though—and a fair amount of trust in the author of a science fiction novel—the number by itself has very little meaning. In fact, it has none. This session begins with a discussion of the strengths and limitations of data. This is followed by a discussion of important techniques for adding context (and thereby meaning) to data. Next, we will discuss important domains of data and identify local and regional sources for each of the domains. We will end this session with a showcase of interesting tools to organize and present your data to others as you build your case for support including the use of spreadsheets, databases, statistical packages and mapping software.

**Eric Karl Chambers** is the Development Officer at the Northwest Educational Service District (NWESD) where he is responsible for community/partnership development, program planning and evaluation and fund development. Prior to the NWESD, Eric worked in several human service related systems, including schools, mental health, rehabilitation and juvenile justice. Eric was the Founding President of the Children’s Museum of Skagit County and has extensive experience working with local and regional non-profit boards. Trained as an anthropologist, Eric brings systems-level thinking and a cross-cultural perspective to his research and practice.

### ➤ **Care Coordination: The LYNCS Model**

*Jennifer Kingsley, Jolene McEachran and David Jefferson*

This session will examine Care Coordination under the new Linking Youth in Need of Community Services (LYNCS) program. LYNCS Care Coordinators serve Skagit County youth ages 12 to 18 who are or have recently been involved in mental health services, substance abuse treatment, or are court involved.

Focus on areas including education, employment, leisure activities and living situation. Helps individuals develop their own goals and identify the supports and services they feel they need. Works with health professionals, schools and other community organizations together with the youth and their families. Supports the transition from and between services. Builds partnerships that foster client-centered, family-centered and culturally effective care. Facilitate LYNCS Care Team Conferences.

Benefits may include:

- Improved emotional and behavioral health.
- Improved family functioning.
- Improved educational outcomes.
- Reduced admissions to inpatient programs.
- Reduced court involvement and re-incarceration

**Jennifer Kingsley** is the Director of Skagit County Community Services, a department within County government addressing a broad array of human service concerns. Her experience comprises an exceptionally wide scope including mental health, substance use disorder services, developmental disabilities, youth programming, health, nutrition and senior services. At Community Services, Jennifer has fostered the development of several new approaches regarding mental health and substance use disorder service delivery, including heading the creation of the LYNCS model.

**Jolene McEachran** has worked twenty years with youth and families facing issues involving multiple service systems including those addressing mental health, substance abuse, education, criminal justice and basic needs concerns. She has led the development of the LYNCS model and participated in the creation of local mentoring, enrichment and mental health programming. Jolene graduated from Washington State University in Criminal Justice and Sociology with a focus on Juvenile Delinquency.

**David Jefferson, MSW, CDP**, is a Research Associate with the Northwest Frontier Addiction Technology Transfer Center. He currently is developing a youth Care Management Program, trainings for Recovery Oriented Systems of Care, Motivational Interviewing, Health Care Reform and providing technical assistance to the Pacific Island Jurisdictions. David worked as Youth Treatment Manager for the Washington Division of Behavioral Health and Recovery and led a SAMHSA project assessing the statewide youth substance abuse treatment system. He has directed several treatment agencies, a multi-site Tribal mental health agency and worked as a School Administrator. He co-founded the first female Co-Occurring Recovery House in Washington state and was rewarded the Gubernatorial Blue Book Award for Innovative Practices.

## ➤ **Child Bereavement**

**Lanie Riley, LICSW**

Children grieve, too. Because their grief symptoms are different than ours, children may look like they are not feeling much loss. But they are wrestling with confusion and sadness, too. Guilt, angry actions, thoughts of self-harm and withdrawal are some of the possible reactions. Grief in a child is a deep and lasting pain that may be lightened and comforted without great effort, when one knows how. Numerous variables that effect kids' grief will be explored: developmental age of the child, cultural community beliefs and practices, relationship with the deceased...Tools for working with children will be outlined. Addressing youth in grief will be a full group discussion, facilitated by the presenter. We will have lecture with handouts, case stories and full group discussion. Many individuals do not know how to recognize and respond to grief in children and youth; therefore, deepening the isolation and allowing mistaken beliefs that develop from unaddressed child bereavement. Unfortunate behavioral choices can result. In a challenged population, death often gets overlooked as a cause/contributor to defiant behavior. Teachers, counselors and parents can better "read" and respond to children in grief when they have an understanding of child bereavement. Knowing the variables, aids in an appropriate and caring response.

**Lanie Riley, LICSW, LMP**, has worked in the Social Work field for 19 years and as an educator for 30 years. Experience as an Educator includes: adjunct faculty at Antioch University; teaching at Washington State Teachers' Conferences and Washington Seniors Wellness Conferences; teaching workshops at Headstart, Group Health, Bank of America, Starbucks and community education classes. Topics include Child Bereavement, Parenting, Caring for Aging Parents, Mind Calming and Teaching Peace. Social Work experience includes 5 years at Family Services of King County – at the Multi-Cultural Counseling Center and at Children Grieve Too, in Seattle,

Washington. Most recently, 14 years in private practice doing Play Therapy with children, Parent Coaching and also counseling adults. <http://LanieRiley.com>

## ➤ **From Place to Place: Film Screening and Facilitated Discussion**

*Patti Turner & Julie de Losada*

**From Porch Productions:** What would you do without your family? What if you were all alone in the world? The feature documentary *From Place to Place* tells the story of the invisible children who grow up in America's foster care system. For the first time, Mandy, Micah and Raif find their voice after being hurt, lost and silenced by the system that was supposed to take care of them. The film follows their lives for over two years as they struggle to make it on their own, find their voice and impact the system. By looking at the effects on a few individuals, the film makes the problem real. Statistics take on names and faces. Raif hits the streets in search of love and happiness, Mandy passes the GED and goes to college, and Micah is sentenced to three years in jail. The first half of the film provides an intimate and unprecedented glimpse into life post-foster care. Participate in a robust conversation about America's foster care system. In this session you will:

- **Bulid Awareness** of America's foster care system
- **Understand** the sense of urgency to respond to America's foster children
- **Develop** recommendations and a cross-system action plan

**Julie de Losada** is a Licensed Mental Health Counselor and Child Mental Health Specialist. She began her career path at the age of 15 working in a unique on campus pre-school supported by her high school and local community college. This gave Julie her first insights into the wonder and magic of young children and their ability to be resilient despite significant life challenges. Julie's early desire to support families and children lead her to the field of family and child counseling. Today, Julie is the Regional Wraparound Program Coordinator for Island, Skagit, Snohomish, and Whatcom Counties. She works "behind the scenes" developing and supporting the necessary system conditions for Wraparound and System of Care Principles to thrive including ensuring communication, coordination and collaboration across multiple systems. Julie also serves on the Board of Burling Little School.

**Patti Turner**

## ➤ **Integrated Case Management**

*Sheila Woods, Julie de Losada, Jennifer Kingsley, Dawn Scott, Michael Tyers, Theresa Responte, and Kathy Nelson*

A panel from the Skagit County Integrated Case Management (ICM) Team will present its efforts over the past year. This team is one of four Implementation sites across the state building multi system collaboration to coordinate services for vulnerable youth and families with complex needs. These teams are building sustainable infrastructures that enable communities to better meet the needs of children and families. This project has brought a number of children and family service organizations together, including Skagit County Detention and Probation, Skagit County Community Services (including drug/alcohol assessment and treatment), School Districts/ESD, Division of Development Disabilities, Community Services Office, County Commissioner, Regional Support Network, Wraparound service provider Catholic Community Services, Juvenile Rehabilitation Administration and Children's Administration. Partnerships among local leaders from these organizations have strengthened over the past year of planning for ICM and even more as the group began to meet with parents of children/youth with complex needs in the past few months. The ICM model brings families of youth with complex needs to a multi-disciplinary team staffing to explore their needs and to create ways to meet those needs. Using Wraparound principles and involving Parent Partners, these staffings are professionally facilitated and are founded on the basis of family voice and choice.

## ➤ **Intertwining Roads of Special Education and Section 504**

*Shirley Cutshall*

Following a brief historical framework, an overview and compare/contrast perspective of special education and Section 504 – American Disabilities Administration (ADA) services will be presented, including how these school-based services can overlap. In this fast paced session, participants will be provided greater clarity and understanding of special education and Section 504 services available in the school setting, as well as, limitations set forth in the federal statutes. A range of examples for birth through transition services will be provided. System integration and intra-agency collaboration begins with understanding. In order to enhance collaboration with a focus on family driven, youth guided expectations and supports, agency staff need to have a clear understanding of service delivery and limitations across the systems of care. This session will provide clarity for staff who are unfamiliar with school systems, specifically, special education services and non-discrimination accommodation Session level: Beginner. Type: Informational.

**Shirley Cutshall** is recognized as an advocate for multidisciplinary coordination and cross-system collaboration in support of child/youth development with a diverse background in social services and education spanning 30+ years. As administrator for clinical, prevention and special education services, Shirley has been instrumental in SOC design and implementation; including, county-wide, cross-system collaboration of social, clinical and educational services for Foster Youth Service, and promotion of multi-disciplinary response, threat assessment, and critical incidence stress management teams. She is the current Special Programs & Services Director at NWESD, providing leadership and support to 35 school districts across NW Washington.

## ➤ **Partnering to Develop an Urban American Indian/Alaskan Native Systems of Care Program**

*Susan Barrios & Terry Ellis*

The NARA/Nak Nu Wit program of Portland, Oregon is one of only three Urban Indian SAMSHA funded System of Care (SOC) projects in the nation. Now entering the fifth year of the grant and serving the nation's third largest Urban Native population, Nak Nu Wit has become a model for working with and for a unique, culturally diverse Native American and Alaskan Native urban community. The Nak Nu Wit project is also an example of a unique, collaborative relationship between the Northwest Portland Area Indian Health Board (grant administer), NARA Northwest (providing health and behavioral health services to the greater Portland Metro area) and Portland State University School of Social Work (Regional Research Institute providing program evaluation and Center for Improvement of Child and Family Services, providing program and staff development). Each organization has brought strengths and resources to the effort of developing a System of Care/Wraparound project that is founded on and guided by culture, served through culturally effective clinical practice and implemented by System of Care and Wraparound principles and practice. This training will focus on the strengths, successes and lessons learned from the NARA Northwest and Portland State University School of Social Work collaboration in implementing an Urban Indian SOC program.; In presenting the strengths and lessons learned, the training will highlight a parallel process of how Systems of Care philosophy can guide system collaboration.

**Susie Barrios, LCSW**, is a Senior Instructor at Portland State University School of Social Work, Center for Improvement of Child and Family Services. She is a trainer and consultant for Wraparound System of Care Projects throughout the state, including Wraparound Oregon, the Statewide Children's Wraparound Initiative and for two SAMSHA Urban Native projects.

**Terry Ellis, LCSW**, is Chirichua Apache, Fort Sills, who has the privilege to be of service as the Clinical Manager of Children and Family Services at NARA Northwest, in Portland, Oregon. A particular area of expertise is work on the development of healing related to trauma with a focus on multi-generational and historical trauma. She provides extensive consultation to treatment centers for children, adolescents and families related to mental



health issues and the development of treatment programs for children, youth and their families. She has been on the faculty of eight colleges and universities. Terry has developed expertise related to positive behavioral intervention and provides special education assessment and consultation to school districts in California and Oregon. She is the author of Therapeutic Behavioral Services (TBS) for the State of California.

## ➤ **Questions & Answers with Linea & Cinda**

*Linea Johnson and Cinda Johnson*

## ➤ **See the Voices**

*Kathy Dorr & Swil Kanim*

Our region is a rich source of diversity and cultural complexities. See the Voices is a curriculum supported by HonorWorks whose mission is to "extinguish the flame of hatred and indifference". One of the goals of this curriculum is to help instill honor in individuals and among cultural groups. The understandings that will be developed are that every culture contributes to the richness of our past and present; that stereotypes and unequal treatment exists in our own community; and that an understanding of culture increase the opportunities for open communication and honor. Using a combination of primary source material and first person narratives, participants will take an active role in examining their own perceptions and reflecting upon what individuals can do to promote honor in their own communities. One of the barriers to providing support and guidance in our community are the stereotypes and perspectives that persist in either individuals or within cultural groups. When honor occurs among members of a community, communication opens and opportunities for reciprocal support are enhanced.

**Kathy Dorr** – Since beginning my teaching career in the 70s, I have worked as a K-5 teacher; a university faculty member; and as an assistant director for Educational Technology. I am currently working as a professional development specialist for Northwest Council for Computer Education and am on the Board of Directors for Honorworks and Burlington Little School. My goal is to open avenues of communication among people and to promote an awareness of social and educational needs for children. I work with teachers around the country and have found them to be a source of personal inspiration and validation that teachers can make a difference in children's lives.

**Swil Kanim** is a world class virtuoso violinist who advocates self-expression to create stronger community. He intertwines his music with storytelling, poetry and audience interaction. He was a featured performer at the American Indian Film Awards show in San Francisco since 2003. Swil Kanim has received the Certificate of Virtuosity from the Whatcom Chapter of the Washington State Music Teachers Association, the Bellingham Municipal Arts Award for Promoting Self-Expression in Community and Woodring College of Education Professional Excellence Award. He is currently involved with the organization Honorworks to promote honor in our community.

## ➤ **Stories of Strength**

*Dionnea Andricos*

Sea Mar Visions will have a panel of seven girls who are currently in a long-term inpatient substance abuse treatment facility to share their personal stories on how drugs have impacted their lives. Each girl will also discuss how their relationship with their family has evolved over their time at Visions. The girls will explain what skills they have learned to help them cope with past trauma, low self-esteem and cravings/triggers related to their drug use. The girls will also address the benefits they have experienced from being in a long-term treatment facility. This presentation supports the SOC philosophy by addressing real issues that teenagers are facing regarding their family life, drug use and mental health needs. It will also provide an overview on ways these issues are being addressed and what challenges teenagers may continue to face even with help from outside resources.

**Dionnea Andricos** has worked at Visions since June 2007; beginning as a Chemical Dependency Professional Trainee and received her Chemical Dependency Professional (CDP) Certification in September 2009. She graduated from Western Washington University in June 2006 and later graduated from Skagit Valley College in June 2009 where she completed the Chemical Dependency Education Program. Dionnea has worked as a CDP on all the different units at Visions, which includes the Diagnostic & Stabilization Unit, Main Unit and Recovery House. She really enjoys the work she does at Visions, providing the patients with education about chemical dependency, relapse prevention and helping them develop Dialectical Behavioral Therapy (DBT) Skills. She believes it is important to build rapport with each patient and help them learn about themselves.

### ➤ **Suicide Prevention: Addressing the How, as well as, the Why of Suicide**

*Susan Eastgard, MSW*

There is a growing body of research that indicates knowing how people attempt suicide may be more important than why and that reducing access to lethal means is an effective way to increase the likelihood that a death by suicide can be prevented. Caregivers have an important role in preventing suicide by including - in their assessment and intervention protocol - specific questions of the client (as well as their family members) about firearms and other lethal means at home. This session will review the elements of a lethality assessment and then focus on the additional questions that need to be asked regarding lethal means. We will also discuss the methods by which guns and medications should be stored, removed, or permanently disposed of. Youth suicide behaviors are a major problem in our state with an average of two completions each week and another 17 hospitalizations as a result of non-fatal attempts. Traditionally, the focus of suicide prevention has been on understanding why people take their own lives. Training has emphasized learning to recognize the risk factors and warning signs, as well as, knowing the strategies for intervening and managing the behavior. There is now a growing body of research that indicates that how people attempt suicide is also very important. By working together to reduce access to lethal means, parents and caregivers can help prevent these unnecessary deaths.

**Sue Eastgard, MSW** is a nationally recognized expert in the field of suicide prevention. She has worked on mental health issues for 25 years as a clinician, manager and director of crisis services and suicide prevention efforts. She is currently the facilitator of the King County Suicide Prevention Coalition. Ms. Eastgard founded the Youth Suicide Prevention Program of Washington State in 1999 and served as its director until June 2011. She previously served as the executive director for the Seattle-King County Crisis Clinic for 3½ years. She was the President of the American Association of Suicidology in 2002. Sue holds a masters degree in social work from the University of Washington. She is a Master Trainer of ASIST and SafeTALK, suicide first aid training programs.

### ➤ **T-Time: Questions & Answers with Tiana Tozer**

*Tiana Tozer*

### ➤ **The Role of Education in SOC Integration - Facilitating Communication, Coordination & Collaboration**

*Shirley Cutshall*

This session will examine the role of education in a SOC, including the critical influence from the perspective of teachers, school nurses, counselors, school psychologists and administrators. Integrated programs such as early learning intervention, school based mental health, school wide positive behavior interventions, Coordinated School Health and dropout prevention will be cross-referenced with SOC principles to highlight the positive value of SOC integration with community partners. In order to enhance SOC principles with a focus on youth guided expectations and supports & strength-based services, educators need to have a clear understanding of their role in SOC, including evidence-based practices which support these principles. This session will provide an overview of the role of educators in SOC and take a brief look at existing educational practices which mirror or promote SOC principles. (Audience: Educators. Session level: Beginner – Early Intermediate. Type: Informational.)

## ➤ **Trauma Focused Cognitive Behavioral Therapy (TFCBT) – Evidenced-based Interventions for Children and Youth**

*Alison Sands, LICSW*

TFCBT is a proven, flexible intervention that counters the harmful impact of trauma experiences. This intervention is at its best when it engages the child and parents together and when it incorporates the family's values. In this session attendees will develop familiarity with TFCBT and will learn the following:

- When to refer to TFCBT
- What are the TFCBT – PRACTICE Components
- Playful ways to engage children, youth and parents in identifying goals and engaging in treatment
- Resources for learning more and/or for making referrals

**Alison Sands** supervises the counseling programs at Harborview's Center for Sexual Assault and Traumatic Stress and Children's Response Center. During her 20 years at Harborview, Ms. Sands has provided treatment for children and adults affected by trauma and supervised staff in effective use of evidence-based treatment modalities, such as, TFCBT, Parent Child Interactive Therapy and Cognitive Processing Therapy. Ms. Sands has provided trainings and consultations in the community.

## ➤ **Understanding Autism & Navigating the System of Supports & Resources for Individuals with Autism**

*Carolyn Taylor*

This session will start with an overview of Autism Spectrum Disorders (ASD), the prevalence rate and a look into the characteristics of ASD impacting social, communication and behavior. Participants will be provided information on the reality of lives for young adults with an ASD. Participants will learn transition planning starts from birth and the importance of keeping the end in mind for students with ASD. Planning, teaming and working cooperatively throughout a student's educational career will be discussed. Simple strategies that can help an individual with ASD on the road to success and the application to all settings will be provided. Resources and information will be provided to learn more about ASD. This presentation supports the philosophy of coordination, communication, collaboration across the many different entities that provide services to individuals with autism and their families -- schools, Division of Developmental Disabilities, Division of Vocational Rehabilitation, early intervention, private therapists, family support groups, medical practitioners, recreation facilities and other agencies. This presentation will provide information to empower families to understand how all the pieces fit together and how to access these services to improve the outcomes of individuals with autism.

**Carolyn Taylor** is the Project Coordinator of the Autism Outreach Project (AOP). The AOP is a State Needs Project funded by the Special Education Department at the Office of the Superintendent of Public Instruction and administered by Northwest Educational Service District. The Early Support for Infants and Toddlers with Department of Early Learning provides a supplemental grant for birth to three education. Carolyn has first hand experience with navigation and coordination across child serving systems from early intervention through adult transitional services for her young adult with ASD. She has coordinated hundreds of workshops for educators throughout Washington. Carolyn served on the Washington Governor's Autism Task Force and Combating Autism Advisory Council.

## ➤ **Understanding the Community Mental Health System**

*Julie de Losada, LMHC/ CMHS & Charissa Westergard, MHP*

Have you ever wondered how Community Mental Health System works? Who is eligible? How do folks get enrolled? What is a Regional Support Network (RSN)? What is North Sound Mental Health Administration? This presentation will take you through the North Sound Mental Health System from accessing services for younger children and youth to services for transition youth age (18-21). Additionally,

we will provide you with a better understanding of the roles and functions of the RSN and Volunteers of America (VOA) – Western Washington.

**Julie de Losada** is a Licensed Mental Health Counselor and Child Mental Health Specialist. She began her career path at the age of 15 working in a unique on campus pre-school supported by her high school and local community college. This gave Julie her first insights into the wonder and magic of young children and their ability to be resilient despite significant life challenges. Julie’s early desire to support families and children led her to the field of family and child counseling. Today, Julie is the Regional Wraparound Program Coordinator for Island, Skagit, Snohomish, and Whatcom Counties. She works “behind the scenes” developing and supporting the necessary system conditions for Wraparound and System of Care Principles to thrive including ensuring communication, coordination and collaboration across multiple systems. Julie also serves on the Board of Burling Little School.

**Charissa Westergard**

## ➤ **Understanding the Division of Developmental Disabilities(DDD): Eligibility, Services and Supports**

*Theresa Responte & Leslie Terpstra*

What is our definition of a developmental disability? How does one become a DDD client and what the eligibility process looks like? This session will cover DDD eligibility criteria with a description of eligibility conditions. The impact of age on eligibility, eligibility expiration, and reviews. A brief overview of services including: Medicaid Personal Care (MPC), Medically Intensive Children's Program (MICP) and Children’s Intensive In-Home Behavior Support (CIIBS).

**Theresa Responte** is currently a supervisor with DDD. She supervises case managers in Whatcom, Skagit, Island, San Juan and Snohomish Counties. Theresa has been with Department of Social and Health Services (DSHS) for the past 21 years working with a variety of different people in different living situations. She has worked with the aging population, as well as, people with developmental disabilities in long-term care facilities and home-based settings.

**Leslie Terpstra** is an Intake and Eligibility Case Resource Manager at the Division of Developmental Disabilities. She has worked with the Division for 10 years, first as a Case Resource Manager for adults in the Whatcom County area and then in Intake and Eligibility. Leslie has worked with people with Developmental Disabilities for the past 15 years in residential care, job development and coaching and case management. She continues to work towards improving local and statewide eligibility processes and helping families and professionals understand and navigate the DDD system. She enjoys collaborating with other social service agencies and community resources to help people with developmental disabilities find the services that will meet their needs.

## ➤ **Understanding the Juvenile Justice System**

*Lisa Rumsey & Kelly Dahl*

Descriptions coming!

## ➤ **Unique Gifts of Youth Peer Support 101**

*Tamara Johnson*

Participants will learn:

- Skill building exercises to help you interact with the peers you help
- What it takes to become a professional peer support specialist
- Resources to apply for the Washington State certified peer counseling training.

Comment: This is really geared towards people interested in becoming peer support specialist - although we have had parents, providers and researchers take our training for various reasons. However, if you don't think there will be a demand to learn "how to" do peer support, we could possibly tailor the training to promote youth peer support and talk about the value of peer support. Kind of walk people through the day in the life of a peer support specialist and present with the youth who have received it themselves the outcomes of peer support. Youth will definitely be involved in either presentation; our youth have done the original training 3 times now.

**Tamara Johnson** – Youth N Action (YNA) Program Director and Certified Peer Counselor. Tamara has been the director of this youth peer lead organization, YNA, for 6 years. She was first hired at 21 years of age as a youth in transition herself. She now helps young people turn their challenges into strengths and become leaders in YNA, their lives and their communities and helps engage youth by helping them bring their voice to the table and establishing partnerships. Her only goal is to pass on the gifts that were given to her through unconditional peer support and mentorship on to the next generation and continue to make systems better so outcomes for families and youth are better.

## ➤ **Using Data to Improve Organization Efficiency and Effectiveness**

*Buck Evans*

Participants will understand the value and necessity for using data in order to make informed, insightful decisions to add value and improve a program/organization. In order to meet the needs of clients/customers and ensure that an organization is performing at its peak effectiveness, it is absolutely critical that decisions are made using relevant data.

**Buck Evans** - During his 37 years in the public education sector, Buck Evans has been a high school teacher and coach, a program supervisor for Office of Superintendent of Public Instruction, as well as, Director of Curriculum and Instruction and Support Services in the Selah School District. He is now employed as the Assistant Superintendent for Operations at NWESD and as the Director of the Northwest Regional Data Center. Buck's determination to improve student learning by using Crisis Intervention Training (CIT) principles and the concept of using data to make informed decisions has made him a well sought-out presenter. His knowledge and background on CIT are unmatched and a valuable asset to our conference

## ➤ **Weaving Trauma, Culture, and Learning into Resiliency**

*Ron Hertel & Susan Kincaid*

This session will present some of the work that is going on across the state through the Compassionate Schools Initiative and the locally written resource, "The Heart of Learning and Teaching: Compassion, Resiliency and Academic Success". Students who stay engaged and graduate from school have significantly greater opportunities for success than students who disengage from school prior to graduation. There are strategies that schools and communities together can employ through a greater understanding of how trauma affects learning and the strength that can come from positive cultural foundations that serve to bolster student success. We have found there are often abundant cores of strength that can be built upon to enhance resiliency – the key to surviving and thriving through traumatic events. Two of the four authors of the book will present the key points from the book as it pertains to the nature of trauma and learning, self-care, recognizing

culture as strength and strategies for building community partnerships. Schools cannot do it alone and even if they could, they probably shouldn't. "It takes a village to raise a child" and in the case of education, the community's understanding of trauma and learning, partnerships and team efforts are needed to embrace the whole child – realizing that the social, emotional and cultural well being of a child is necessary to build student success and successful students are necessary for a successful community. They are the integral part of a system of care.

**Ron Hertel** is a Program Supervisor in Student Support at the Office of Superintendent of Public Instruction (OSPI). He began his career teaching in a locked inpatient psychiatric facility for adolescents, then moving into social work in Boulder, Colorado in 1980. In 1989, Ron moved to Washington State to continue his work in child welfare and in 1994, the Childrens Mental Health Administrator in Department of Social and Health Services. In 2000, he began working for the OSPI. Nationally, Ron has provided technical assistance, keynotes and breakout sessions and most recently, co-authored a chapter in the new textbook (available October 2012), "Supporting and Educating Traumatized Students: A Guide for Professionals", from Oxford University Press.

**Dr. Susan Kincaid, Ph.D.**, is an associate professor in human services at Western Washington University (WWU) where she served as director of an off-campus degree program for 13 years. She has been with WWU for 17 years. In 2012, Dr. Kincaid received the national Lenore McNeer Award for ongoing contributions to the field of human services as an educator. She has received three student nominated awards, two from the Teaching and Learning Academy and one as a Veteran Friendly Professor. Dr. Kincaid researches the connections between human services and social justice. She is an expert on culture and organizational, community and global systems and has authored several articles on that and related subjects.

## ➤ **Wraparound 101 for Community Partners**

***Katherine Cahn & Susan Barrios***

Descriptions coming!