**SBHC Mental Health Summit**

May 3, 2016

**8:30 am – 9:00 am** Registration and breakfast

**9:00 am – 9:20 am** Kickoff and orientation

**9:20 am - 10:20 am** Presentation

TRAUMA-INFORMED CARE AND EDUCATION

The Marquam Room

*Candy Armstrong, Kathleen Burns, Kate Gigler, Kali Ladd, Anne Marie Schmitt-Lessard, Claudia Streng and Diane Yatchmenoff*

**Trauma Informed Oregon (TIO)**will discuss what trauma informed care is and is not, and how service systems re-traumatize survivors of complex trauma. TIO will share resources that support planning and implementation, discuss the new OHA Policy and talk about next steps. You will then have the opportunity to hear from a panel of educators from Kairos PDX, La Pine, and North Wasco School District who will discuss their process, accomplishments, and challenges applying trauma informed policies and principles in their schools.

**10:30 am - 11:30 am** Breakout #1

SUICIDE PREVENTION

The Sellwood Room

*Gary McConahay, PhD*

This skills building session will use a participatory approach to build on audience members’ experience and knowledge in suicide prevention. Participants will learn what the data show as to why young people attempt suicide, how to broach the topic of suicide, and what to do once you’ve determined that your patient is contemplating suicide.

CRISIS RESPONSE

The St. Johns Room

*Cheri Lovre, MS*

This session will include an overview of crisis response in schools, including “Flight Teams”, and how SBHC mental health providers can work collaboratively and in tandem with school teams. While mental health providers may be skilled in dealing with individual grief and counseling that may occur as the aftermath of a crisis, it is critical to be on the same page regarding the larger response. Cheri has over 30 years of crisis prevention and response, and has developed a number of tools and frameworks, including a Crisis Response Manual, crisis checklists, and guideline sheets that participants will be able to use during this session.

ADDICTION AND   
MULTIGENERATIONAL POVERTY

The Marquam Room

*Nigel Wrangham CADC II, CPS*

Chronic stress, trauma, food insecurity, violence—many students live with these and other challenges; challenges that act as barriers to accessing or even knowing about prevention and health services in their schools and communities. How do we reach and serve these students with respect and integrity? In this interactive workshop, we will discuss how the adolescent brain adapts to ongoing stress and trauma, including the trauma or poverty, and we will learn and share ways to be authentic and effective helpers to our most vulnerable young people.

**11:45 am - 12:45 pm** Lunch

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

WORKING WITH TRANSGENDER YOUTH

The Sellwood Room

*Neola Young*

Transgender individuals are people whose self-identification as male, female, both, or neither (gender identity) does not match their assigned gender (identification by others as male or female based on their sex at birth). Though more therapists and psychiatrists today have positive attitudes toward the LGBTQ community, people still face unequal care due to a lack of training and/or understanding. In this session, participants will learn what they can do as mental health providers in overcoming unconscious bias, recognizing signs of stress in transgender and gender nonconforming individuals, and particular needs of this population.

ANXIETY AND MINDFULNESS

The Marquam Room

*Caitlin Young, MS*

Current research supports mindfulness and physical movement as effective interventions to treat symptoms of trauma and anxiety.  This trauma-informed training will detail practical body-based and mindfulness interventions appropriate for the treatment of youth and adolescent stress response.  Self of the clinician and resources for continued learning on this topic will   
be addressed.

CRISIS DE-ESCALATION

The St. Johns Room

*Ben Brubaker*

Mental health providers are often working with individuals who are emotionally distressed. This presentation will help providers identify and apply practical strategies for de-escalating crisis situations. The intention of this training is to provide an overview of assessment and intervention skills to maintain personal safety and recognize when someone might need help. The presentation will cover: self, safety, and scene assessment; basic interpersonal skills and how to be an ally; a model for intervention; and participant questions and concerns.

**2:40 pm – 3:40 pm** Roundtable Discussion

The Marquam Room

**3:45 pm – 4:30 pm** Presentation

CATASTROPHIC EVENT RESPONSE EXPERIENCES AND LESSONS LEARNED

The Marquam Room

*Laura Eccles and Cheri Lovre*

Oregon communities have unfortunately experienced catastrophic school shootings in the past years. Students, staff, teachers, administrators, and their families are all impacted and respond in different ways. For this presentation, school-based mental health providers and responders will discuss their experiences and lessons learned from their work helping to meet mental health needs and foster community healing after a   
school shooting.

**4:30 pm – 5:00 pm** Closing and event wrap-up

**Presenter Bios**

**Candy Armstrong, M.S.Ed.**

In 2004, Candy took on the role of being the first superintendent of a consolidated school district in The Dalles, Oregon. The district was formed as an entirely new organization while the former districts were legally dissolved. As with most small rural communities, their schools are an integral part of their identity and so the formation of North Wasco County School District can only be described as “violent.” With this hard beginning, Candy learned firsthand how trauma impacts an organization as well as the individuals who work for and interact with the organization. In addition, the community faced ongoing economic and social challenges. Candy has worked relentlessly with local leaders to bring about positive changes that will help the schools and the local economy. She and other local leaders have received training in the Sanctuary Model which is an organizational operating system founded in trauma informed research. Candy has worked to identify and bring trauma informed practices into the district. Currently she and a district team are participating in an ACEs (Adverse Childhood Experiences) Collaborative that consists of seven districts throughout Oregon representing urban, rural, small and large.

**Ben Brubaker**

Ben Brubaker has been a crisis worker at the White Bird Clinic in Eugene for the past seven years. At White Bird he has filled many roles including volunteer coordinator, grant writer, teacher, counselor on the 24-hour hotline, and member of the mobile team (CAHOOTS) dispatched through the Eugene police-fire-ambulance communications center.  Before working at White Bird he spent nine months serving as a member of the 24-hour security team at a relief kitchen/camp set up in the parking lot of a demolished building immediately following Hurricane Katrina. He also spent four years as a counselor at a lock-down residential treatment facility for teen boys.

**Kathleen Burns, MS**

Kathleen has worked in Children’s Mental Health over a thirty year period in four states. Kathleen has held positions in hospitals, higher education, consulting, private practice, private insurance (HMO) and state systems. She has a M.S. degree in Child and Adolescent Psychiatric and Mental Health Nursing. Kathleen currently holds a position on the Children’s Team in the Oregon Health Authority, Addiction and Mental Health Division. Her primary role is in coordinating data and research efforts associated with the Children’s Mental Health System. Kathleen is involved in projects regarding trauma informed care, Statewide Children’s Wraparound Initiative, quality assurance and system improvement efforts, and contributes to the Combined Mental Health/SAPT Block Grant for children’s mental health.

**Laura Eccles, MSW**

Laura began her career prior to graduate school working at a youth runaway and domestic violence shelter for women and children. She has worked as a community and home based clinician within the Gresham, Oregon child welfare system, providing clinical intervention and advocacy to adult and youth survivors of domestic violence. She has also worked as a trauma-based clinician within the Kempe Center (a child abuse treatment, research and policy center within the University of Colorado). In addition to clinical work, Laura worked as a grant program coordinator in partnership with the Denver Department of Human Services, working to build a trauma informed child welfare system, which included implementing universal trauma screening, trauma informed practice training, and building the capacity of mental health providers trained in evidence-based trauma treatment interventions. Currently, Laura works for Multnomah County as a school-based mental health clinician at Reynolds High School, starting her position with Reynolds High School to provide trauma specific interventions for students who were impacted by the school shooting in June, 2014.

**Kate Gigler, MSW**

Kate Gigler, MSW has worked in school based and school linked social service programs in Tacoma, WA and Portland, OR for nearly 15 years. In her current role with the Defending Childhood Initiative at Multnomah County, Kate focuses on providing training and technical assistance for K-12 school staff to allow them to better recognize and respond to childhood exposure to violence. She is anchored by her belief in the power of school-based resiliency and protective factors and that all children and youth should have equitable access to the safe adults they need to thrive.

**Kali Ladd, KairosPDX Executive Director**

Kali’s background as an Educator spans from teacher to program manager to policy maker over the last 16 years. After spending four years as Education Director for Former Mayor Adams, Kali pursued establishing and co-founding KairosPDX. In May 2013, Kali won election to the Portland Community College Board of Directors where she has served for the last year. Kali received her Bachelor’s degree in Elementary Education and Psychology from Boston College and earned a Master’s Degree in Education Policy from Harvard University.

**Anne-Marie Lessard**

Anne-Marie Lessard has been the Assistant Principal at La Pine High School for past four years. Previously, she served as a teacher for eight years and an Assistant Principal for two years at Gervais High School. Understanding and supporting struggling youth has always been her passion. Over the last three years La Pine High School has realized the impact that ACEs and toxic stress have on their students and school. Anne-Marie, with the help of her team, has slowly started to implement practices and interventions to support students using a Trauma Informed lens. With these interventions La Pine High School has been able to reduce discipline referrals by almost 50% and prevented over 80 out of school suspension days. Anne-Marie’s hope is to continue to find innovative ways to support struggling youth and to start a community conversation around the challenges that our youth face and how that affects the health of our community.

**Cheri Lovre, MS**

Cheri Lovre, CMI Director, has over 30 years of experience in the field of prevention, crisis response, grief and trauma with specialization in working with youth, including responding to a dozen school shooting crisis situations. Her greatest strength in responding in the moment to catastrophic events that are unfolding (when districts call and are still in lock-down) is helping them predict many dynamics and prepare for the hundreds of soon-to-surface challenges that feel like one more crisis.  Just knowing ahead of time allows administrators to prepare and mitigate the tsunami of needs that will arise.  Her work spans consulting to administrators, training counselors/school psychologists in acute trauma response, crafting messages for media, dealing with how students will re-enter the building following clean-up, and long-term recovery.

**Gary McConahay, PhD**

Dr. McConahay has over 29 years continuous experience in suicide prevention and has served as a Crisis Line Volunteer, Mobile Crisis Clinician, and as the Executive Director of a suicide prevention agency. He is the Consulting Suicidologist for Southern Oregon University, and had taught suicide intervention in college-level classes in California, Oregon, and Washington. He has been an invited speaker on community and statewide suicide prevention planning by the State of Oregon, Idaho State University, and the federal Substance Abuse and Mental Health Services Administration. He is a Senior Training Team Leader with LivingWorks Education Inc., and has provided ASIST (Applied Suicide Intervention Skills Training) workshops throughout the United States and internationally. Dr. McConahay has consulted with the State of Oregon Department of Human Services’ Health Services, and currently serves on the Standards, Training,   
and Practices Subcommittee of the National Suicide Prevention Lifeline.

**Claudia Gana Streng, MSW, CYT**

Claudia works as the School Counselor at Kairos PDX Learning Academy. She earned her MSW from the University of North Carolina at Chapel Hill and is a Certified Yoga Teacher. Claudia combines 14+ years of experience in family systems and support, counseling, early intervention, child development, yoga and mindfulness, with a particular focus on serving families experiencing chronic stress and trauma. Claudia has worked in schools, community mental health agencies, and developmental evaluation centers. Her passions are equity, teaching social and emotional skills, offering children tools to facilitate learning, know themselves, relate to others, and find their purpose within the larger community. Claudia is Chilean and has lived and worked abroad in Chile and   
South Africa.

**Nigel Wrangham, CADC II, CPS**

Nigel Wrangham, a certified alcohol and drug counselor and certified prevention specialist, has been active in the field of substance abuse prevention and community organizing since 1990. He served as project director for the Oregon Coalition to Reduce Underage Drinking, and as the National Coordinator of Youth In Action for Mothers Against Drunk Driving. Wrangham works with community-based organizations throughout the US specializing in helping grassroots organizers and young people develop innovative ways to promote health and justice in their communities.

**Diane Yatchmenoff, PhD**

Diane Yatchmenoff, is a PhD faculty member at RRI who provides essential research and evaluation services for local organizations and agencies that serve children and families. She is also the Director of Trauma Informed Oregon. Diane is currently working on a project focusing on collaboration between the schools, child welfare, and children's mental health. Yatchmenoff leads the evaluation of this $9 million, 6-year project funded by SAMHSA (Substance Abuse and Mental Health Services Administration) to improve mental health service delivery for children ages 0-8 in Multnomah County. Included is a longitudinal study of children and families served by the mental health system and an evaluation of systems change at the local level. The goal is to transform mental health care for all young children at risk for serious emotional disorders.

**Caitlin Young, MS**

Caitlin Young holds a Master’s Degree in Couples and Family therapy and works as a school-based mental health therapist and prevention specialist in the Portland Metro area serving youth, adolescents and families.  As a certified Yoga and Pilates instructor, she has been joyfully sharing the benefits of body-based healing with students of all levels and ability for the past ten years.  Caitlin currently teaches several trauma-informed yoga classes in both her school community and at a local yoga studio.  Her professional expertise lies in the ethical fusion of body-based healing modalities and trauma informed therapy.

**Neola Young**

Neola Young is Portland’s Q Center’s Safe Schools & Training Institute Manager. Concerned about the health and academic attainment of youth in Oregon, Neola is leading Q Center efforts, in partnership with Oregon Safe Schools & Communities Coalition, to develop an Oregon Safe Schools Certification (SSCP) program designed to reduce bullying, harassment and violence in schools as a strategy to improve educational outcomes.