



# **Critical Connections:** Reaching Youth in Crisis

Friday, March 8, 2019 | Pittsburgh Airport Marriott



# Critical Connections: Reaching Youth in Crisis

In the age of technology, communicating with people is easier than ever before. But just because you're talking with someone - whether it's by phone, by text, or by chatting online - how do you know if you are really getting through to them? How can you ensure that you are really listening or really understanding their concerns?

Making those connections, especially during times of crisis, is critical. NAMI Keystone Pennsylvania's third annual *Child and Adolescent Mental Health Conference* will focus on giving mental health professionals, educators, and caregivers tools they need to better communicate with, better understand, and better help the young people in their lives.

Keynote speaker Michelle Kuchuk, MS, is Coordinator of Best Practices in Clinical Technologies at the National Suicide Prevention Lifeline. One of Ms. Kuchuk's top priorities is to define and expand the most effective models in crisis prevention in regard to technology.

Ms. Kuchuk's presentation will highlight data from The Lifeline to show who is reaching out for help. What are their ages? What are their concerns? How are they currently coping? Ms. Kuchuk will share examples from crisis experts that caregivers, teachers, counselors, and other professionals can learn from to increase the effectiveness of their communication with youth who need help.

Morning plenary speaker, Irene Hurford, MD, specializes in early psychosis care and is the clinical director for the Psychosis Education, Assessment, Care and Empowerment (PEACE) Program at Horizon House in Philadelphia. Dr. Hurford will explain the success Pennsylvania and states across the country are having with early mental health intervention. But she will also talk about the difficulty doctors continue to have in trying to help transition-age youth and what other countries are doing to successfully reach this age group.

The conversation on making critical connections continues throughout the conference workshop sessions. Two sets of workshops cover a range of subjects that are designed to equip attendees with new information and ideas that will enable them to make more meaningful connections with children and adolescents who are facing challenges. But these workshops don't just provide an overview of the latest "topics" in youth mental health. Rather, they delve into the intricacies of specific situations giving participants concrete takeaways. Examples include a workshop explaining the "what," "why," and "how" of providing affirming care to LGBTQIA+ adolescents. Another session will show the different ways some schools are approaching drug and alcohol prevention by hosting AA/NA meetings during school hours.

Other workshops will highlight additional unique approaches to issues such as using children's books to talk to kids about emotions and mental health, how expressive writing is being used to reach beyond the barriers of trauma, and how mindfulness and peaceful practices are being implemented to promote well-being among elementary school students.

## Who Should Attend

Social workers; Psychologists; Special Education and Classroom Teachers; Early Childhood Professionals; Therapists, Counselors; Parents and Caregivers; Local Community Leaders; and regional, county, and state government leaders.

## Conference Hotel Information

Pittsburgh Airport Marriott Hotel | Parkway West-Montour Run Exit, 777 Aten Road Coraopolis, PA 15108. Ph: 412-788-8800

**Directions:** From the Pittsburgh International Airport: Take Airport Parkway to Route 60 South to Montour Run Exit, follow signs to hotel. **From Downtown Pittsburgh:** Take Parkway West (I-279) to Montour Run Exit, follow signs to hotel.



## Conference Objectives

At the end of this day-long program, attendees will be able to:

1. Recognize the mental health conditions that children, adolescents, and young adults are facing and the methods they are choosing to reach out for help.
2. Identify ways caregivers, educators, and mental health professionals can increase the effectiveness of their communication with young people who are experiencing mental health concerns.
3. Demonstrate an understanding of the early mental health intervention services that are being offered and the data that shows the impact these services are having on young individuals in crisis and their families.
4. Understand the unique approaches that families, educators, and professionals can take to address the needs of youth in crisis.

## Continuing Education Credits\*

**Psychologists:** Western Psychiatric Institute and Clinic is approved by the American Psychological Association to sponsor continuing education credits for psychologists. Western Psychiatric Institute and Clinic maintains responsibility for this program and its content. This program is being offered for 5.5 continuing education hours.

**Licensed/Clinical Social Workers, Licensed Professional Counselors, Licensed Marriage & Family Therapists (LSW/LCSW, LPC, LMFT):**

This program is offered for 5.5 hours of social work continuing education through co-sponsorship of the University of Pittsburgh's School of Social Work, a Council on Social Work Education-accredited school and, therefore, a PA pre-approved provider of social work continuing education. These credit hours satisfy requirements for LSW/LCSW, LPC and LMFT biennial license renewal. For information on social work continuing education call (412) 624-3711.

**Mental Health Professionals:** Nurses and other health care professionals are awarded 0.55 Continuing Education Units (CEU's). One CEU is equal to 10 contact hours.

**Nurses:** For attending this program you will receive a Certificate of Attendance confirming 5.5 hours of continuing education. These hours may be considered eligible for completing the 30 hours of continuing education required for biannual nursing re-licensure in Pennsylvania.

**Peer Specialists:** This program fulfills requirements for Certified Peer Specialist continuing education.

**ACT 48:** Allegheny Intermediate Unit is recognized by the Pennsylvania Department of Education to offer continuing education credits under Act 48 guidelines. Allegheny Intermediate Unit adheres to the Act 48 Continuing Education Guidelines.

\*Cancellations made prior to Friday, February 22, will be refunded. If requesting CEUs, a \$25 administrative fee will be deducted from your refund. No refunds will be issued after Friday, February 22.

# Conference at a glance

**7:45 am – 8:40 am**

## **Registration/Continental Breakfast/Exhibits**

During breaks, please visit the local community providers and organizations displaying helpful information to increase awareness of the services they offer to individuals and families affected by mental illness.

**8:45 am – 9:00 am Welcome and Opening Remarks**

Charma D. Dudley, PhD, FPPR, Associate Director of Behavioral Health Services, Beacon Health Options; President, NAMI Keystone Pennsylvania Board of Directors

**9:00 am – 10:15 am Morning Keynote Address**

“Children & Adolescents:  
Best Practices for Suicide Prevention”

Michelle Kuchuk, MS, Coordinator of Best Practices in Clinical Technologies at the National Suicide Prevention Lifeline

**10:15 am – 10:30 am Break and Exhibits**

**10:30 am – 11:45 am Morning Plenary**

“Before a Diagnosis: First Steps in Early Intervention”  
Irene Hurford, MD, Asst. Prof., Dept. of Psychiatry, Univ. of Pennsylvania; Clinical Director, Psychosis Education, Assessment, Care and Empowerment (PEACE) Program, Horizon House

**12:00 pm – 1:00 pm Buffet Luncheon**

**1:00 pm – 2:15 pm | Workshop Session 1**

*A. Moving Toward LGBTQIA+ Affirming Psychiatric Inpatient Care* | Kyle Bullock, MSW, LSW, Manager of LGBTQIA+ Services at Garfield Park Behavioral Hospital

*B. Inside the Adolescent Brain: Contributing Factors to Substance Abuse* | Susan L. Tarasevich, EdD, Preventionist, Addiction Medicine Services of Western Psychiatric Institute & Clinic of UPMC

*C. Understanding Suicidal Teens: 5 Things We Tend To Miss* | Tamara Hill, MS, NCC, CCTP, LPC, Licensed Child & Adolescent Therapist/Nationally Certified Clinical Trauma Therapist

*D. The “How to” of Talking to Children about Emotions and Mental Health Using Children’s Books* | Jane S. Phelps-Tschang, MD, Child and Adolescent Psychiatric Fellow, Western Psychiatric Institute and Clinic; Monique

Simpson, MD, Child and Adolescent Psychiatric Fellow, Western Psychiatric Institute and Clinic

*E. Social Media and Adolescent Suicide: Risks, Benefits, and a Novel Monitoring Intervention* | Candice Biernesser, LCSW, MPH, University of Pittsburgh Graduate School of Public Health, Western Psychiatric Institute and Clinic; Jamie Zelazny, PhD, MPH, RN, University of Pittsburgh School of Nursing; Craig Sewall, LCSW, MSW, University of Pittsburgh School of Social Work

*F. Strategies to Better Serve Urban Students in the Classroom* | Nicole Thompson, EdS, Certified School Psychologist, *The Urban School Psychologist*

**2:15 pm – 2:30 pm Break and Exhibits**

**2:30 pm – 3:45 pm Workshop Session 2**

*G. Expressive Writing: A Tool to Reach Beyond the Barriers of Complex Trauma* | Erin Bastow, MS, LPC, NCC, Clinical Training Supervisor, Harborcreek Youth Services

*H. Supporting Therapeutic Work With Young Children Who Have Experienced the Opioid Epidemic* | Erin Troup LPC, NCC, CT, Sprout Center for Emotional Growth and Development, LLC

*I. Mental Health Support Through Compassionate Education: Using mindfulness and peaceful practices to promote elementary student well-being* | Leyna Bonanno, BA, Coach, PERSAD Center Inc.

*J. Special Education Burning Questions* | Joanna Patterson, MEd, Education Specialist, Allegheny County Office of Behavioral Health; Jeanette Geary, MS, Educational Specialist, Allegheny County Office of Behavioral Health

*K. Alternatives for Families: Cognitive Behavioral Therapy (AF-CBT): Empowering Caregivers to Help Children Manage Anger and Aggression* | Barbara Lynn Baumann, PhD, Research Instructor in Psychiatry, University of Pittsburgh School of Medicine

*L. Best Practices In D&A Prevention* | Matthew Null, CAAP, CPS, Referral Development Manager, Guadenzia

**3:45 pm – 4:00 pm Evaluations and Adjournment**

# Program Information

## Morning Keynote Address

### “Children & Adolescents: Best Practices for Suicide Prevention”

Michelle Kuchuk, MS, Coordinator of Best Practices in Clinical Technologies at the National Suicide Prevention Lifeline



Suicide is the second leading cause of death in youth ages 10-24. There's a lot of talk about suicide – in the news, on social media, on TV, in movies, and it is therefore more important than ever to provide quality care for this group. Today's keynote presentation will focus on addressing the need to provide relevant and effective suicide prevention and crisis response services for youth. In her presentation, Michelle Kuchuk will share information on the National Suicide Prevention Lifeline's crisis chat services, including demographic data and what their concerns are. These lines are heavily used by youth nationwide. Michelle will discuss the nuances of providing chat services and how your organization can begin to use or develop this mode to provide better care for this demographic. She'll give examples of common roadblocks that professionals in crisis prevention face when attempting to address the concerns of young people. She will also provide guidelines that audience members can use in their everyday lives at home, in schools, and in the workplace that can help them engage in quality conversations with youth in crisis by explaining the importance of communicating compassion, concern, and respect and the power of validating experiences. Finally, she will share important resources tailored to youth, and best practices for sharing these resources.

**Presenter:** Michelle Kuchuk, MS, has a BA in Psychology from NYU and a Master of Science in Neuroscience & Education from Teachers College at Columbia. With over a decade of academic, practical, and research experience focused in mental health and education, Ms. Kuchak has also overseen the training of close to two thousand crisis counselors in technology-based crisis intervention. She currently leads the National Suicide Prevention Lifeline's efforts to define and expand best practices in both new and established clinical technologies.



## Morning Plenary Session

### “Before a Diagnosis: First Steps in Early Intervention ”

Irene Hurford, MD, Asst. Prof., Dept. of Psychiatry, Univ. of Pennsylvania; Clinical Director, Psychosis Education, Assessment, Care and Empowerment (PEACE) Program, Horizon House

Early mental health intervention in adolescents and young adults has been gaining traction in the U.S. in part due to the expansion of coordinated specialty care for early psychosis. The benefits of such care have been impressive, and data across the country continues to accumulate about its impact. However, often the very earliest symptoms of mental health issues in transition-age youth are not diagnostically clear or discrete. Other countries have started adopting a staged model of care based on presentation and developmental stage rather than diagnosis. One such example is *Headspace* in Australia. This presentation will discuss the current state of the evidence for early psychosis care in the U.S., and the *Headspace* model. Dr. Hurford will also describe the Pennsylvania Early Intervention Center and its role around developing, supporting, and disseminating evidence-based treatments for transition-age youth in PA.

**Presenter:** Irene Hurford, MD, is an Assistant Professor in the Department of Psychiatry at the University of Pennsylvania and the Clinical Director for the Psychosis Education, Assessment, Care and Empowerment (PEACE) Program at Horizon House. Prior to her current position, she led the Severe Mental Illness Treatment Team at the Philadelphia VA Medical Center. Dr. Hurford's clinical and research work focuses on cognition in schizophrenia, treatment of early episode psychosis, and functional and quality of life improvements in young people with psychosis.



# Workshop Session 1 | 1:00 pm - 2:15 pm

## Target Audience Key

Family Member/Caregiver - FM | Mental Health Professional - MHP | School Professional - SP

Audience: MHP

*A. Moving Toward LGBTQIA+ Affirming Psychiatric Inpatient Care* | Kyle Bullock, MSW, LSW, Manager of LGBTQIA+ Services at Garfield Park Behavioral Hospital

This presentation will focus on the “what,” “why,” and “how” of providing affirming care to LGBTQIA+ adolescents using the Polaris unit at Garfield Park Behavioral Hospital as a case study. Polaris is the nation’s first stand-alone LGBTQIA+ inpatient unit for adolescents. Presentation topics include: changing organizational culture and policies, developing new affirming clinical services, implementing best practices, caring for transgender youth and gender non-conforming youth, outreach, employee recruitment, outcome measures, and discharge planning.

At the conclusion of this workshop, attendees should be able to:

- implement an LGBTQIA+ affirming approach to working with adolescents in inpatient hospitals.
- explore how to make changes within your own agency or practice.
- understand why LGBTQIA+ adolescents need affirming mental health care, especially inpatient psychiatric care.

Audience: All

*B. Inside the Adolescent Brain: Contributing Factors to Substance Abuse* | Susan L. Tarasevich, EdD, Preventionist, Addiction Medicine Services of Western Psychiatric Institute & Clinic of UPMC

This state-of-the-science workshop will discuss the wonders of the adolescent brain as well as developmental challenges that can set a course for resilience or addiction. Come and learn about current drugs and how co-occurring disorders complicate adolescent challenges. You will leave with practical strategies and tools for talking with young people about substance misuse.

At the conclusion of this workshop, attendees should be able to:

- understand the uniqueness of the adolescent developmental process.
- explore the impact drugs may have on the developing adolescent brain.
- discuss strategies and tips for talking with young people about substance use.

Audience: All

*C. Understanding Suicidal Teens: 5 Things We Tend To Miss* | Tamara Hill, MS, NCC, CCTP, LPC, Licensed Child & Adolescent Therapist/Nationally Certified Clinical Trauma Therapist

Although all suicides, primarily those in the media, shake the core of America, the suicides of adolescents seem to hit us harder. Perhaps because we find it difficult to imagine what could be so bad in the life of the teen to push them to end it all. Or maybe it’s because we recognize that help could have been sufficient had the teen reached out for help. Whatever the reason, teen suicide is hard to digest.

At the conclusion of this workshop, attendees should be able to:

- learn about suicide-contagion and its influence in adolescent suicide.
- learn about the 5 things we tend to overlook in cases of teen suicide.
- explore the existential perspective of suicide among teens.

Audience: FM, SP

*D. The “How to” of Talking to Children about Emotions and Mental Health Using Children’s Books* | Jane S. Phelps-Tschang, MD, Child and Adolescent Psychiatric Fellow, Western Psychiatric Institute and Clinic; Monique Simpson, MD, Child and Adolescent Psychiatric Fellow, Western Psychiatric Institute and Clinic

“Confronting our feelings and giving them appropriate expression always takes strength, not weakness. (...) It takes strength to talk about our feelings and to reach out for help and comfort

when we need it.” - Mr. Rogers

Mr. Rogers taught kindness and acceptance through imaginative use of stories and puppets, and helped children reconcile the fears and confusions of their inner world with the hustle and bustle of the grown-up world. Evoking the spirit of Mr. Rogers, this workshop seeks to empower parents and caregivers with the skills and tools to use children’s books as a vehicle in teaching kids how to talk openly about their emotions, and to decrease stigma of mental health.

At the conclusion of this workshop, attendees should be able to:

- engage in role play activities to understand how to facilitate discussion with children (ages 3-9y/o) using a children’s book and specific question prompts.
- discuss common themes relating to each stage of emotional development in children.
- list emotional developmental goals for kids and how these skills may help kids become active participants in their mental health.

Audience: MHP

[E. \*Social Media and Adolescent Suicide: Risks, Benefits, and a Novel Monitoring Intervention\* | Candice Biernesser, LCSW, MPH, University of Pittsburgh Graduate School of Public Health, Western Psychiatric Institute and Clinic; Jamie Zelazny, PhD, MPH, RN, University of Pittsburgh School of Nursing; Craig Sewall, LCSW, MSW, University of Pittsburgh School of Social Work](#)

This workshop will provide an overview of social media’s role in offering risk and protection to adolescent suicide and will describe the development of an automated monitoring intervention targeting high-risk adolescents. The workshop will begin with an updated review of the literature on social media use and adolescent suicide. We will then contextualize the findings with the results of our qualitative study, which sought to understand high-risk suicidal adolescents’ online experiences and perceptions toward monitoring from the perspective of teen patients and their parents within the Services for Teens At-Risk Center’s Intensive Outpatient program.

At the conclusion of this workshop, attendees should be able to:

- identify at least one risk and protective factor relating to social media use and adolescent suicide.
- understand the frequency of use and context of suicidal adolescents’ online social environments.
- identify at least one key barrier and facilitator toward monitoring of adolescents’ social media use.

Audience: SP

[F. \*Strategies to Better Serve Urban Students in the Classroom\* | Nicole Thompson, EdS, Certified School Psychologist, \*The Urban School Psychologist\*](#)

Healthy attachments are essential for the proper development of children. Secure educator-student relationships can foster resilience for students to become successful learners. Brought forth through years of personal and professional experience, the presenter instills endurance in vulnerable students affected by complex-trauma.

At the conclusion of this workshop, attendees should be able to:

- describe specific ways to differentiate instruction to effectively teach students.
- identify techniques that build resilience in vulnerable students to instill hope.
- utilize strategies to form trusting relationships with students to improve personal connections.

## Workshop Session 2 | 2:30 pm - 3:45 pm

Audience: SP, MHP

*G. Expressive Writing: A Tool to Reach Beyond the Barriers of Complex Trauma* | Erin Bastow, MS, LPC, NCC, Clinical Training Supervisor, Harborcreek Youth Services

As more becomes understood about the causes and impacts of complex trauma in childhood, treatment and education providers are challenged to find effective interventions for individuals they serve. Expressive writing can be a tool for reaching children and adolescents trapped behind cognitive and emotional barriers constructed as a result of trauma. This workshop will outline the ways in which expressive writing can be utilized in therapeutic and educational settings to increase self-expression, emotional management, and self-esteem. Participants will learn several specific writing interventions that can be implemented in their work immediately.

At the conclusion of this workshop, attendees should be able to:

- explain the ways in which expressive writing can be utilized for children and adolescents affected by trauma.
- distinguish where within their current practices expressive writing can be appropriately employed.
- facilitate multiple expressive writing interventions in their work.

Audience: SP, MHP

*H. Supporting Therapeutic Work With Young Children Who Have Experienced the Opioid Epidemic* | Erin Troup, LPC, NCC, CT, Sprout Center for Emotional Growth and Development, LLC

This workshop will review common findings in clinical work with young children (0-8) who have experienced opioid use of a parent firsthand or have experienced placement due to opioid use in their home.

At the conclusion of this workshop, attendees should be able to:

- recognize the multiple losses associated with parental/caregiver substance use.
- identify behaviors in play and socially, and be able to support these behaviors through their work.
- understand best practice in caregiving relationships and social-emotional support for young children.

Audience: SP, MHP

*I. Mental Health Support Through Compassionate Education: Using mindfulness and peaceful practices to promote elementary student well-being* | Leyna Bonanno, BA, Coach, PERSAD Center Inc.

Pulling from the work of several contemporary psychologists and educators, this section will discuss the benefits of compassion-based educational practices. In defining what it means to promote compassionate learning, we will break down techniques and interventions which aim to encourage mindful thinking, empathetic understanding, and the development of healthy emotional regulation. Through self-reflection, meditative practices and egalitarian conversational opportunities with peers and educators, students may experience improved states of mental health and resilience.

At the conclusion of this workshop, attendees should be able to:

- understand compassionate education in elementary schools including history, contributors and practices.
- identify the benefits of becoming a compassionate educator including student and societal outcomes and trajectories.
- identify specific mindfulness and compassion-based teaching practices for elementary students and be able to implement them into their future work.



Audience: All

*J. Special Education Burning Questions* | Joanna Patterson, MEd, Education Specialist, Allegheny County Office of Behavioral Health; Jeanette Geary, MS, Educational Specialist, Allegheny County Office of Behavioral Health

This workshop presents several areas of Special Education where providers, parents, and even school districts request clarification. The topics cover all of the required areas of an IEP. Timelines for the special education processes are covered as well as an in-depth description of all of the documents included in the IEP process. Additional topics include truancy, bullying, and transferring in and out of the school district.

At the conclusion of this workshop, attendees should be able to:

- identify all of the documents and timelines in special education.
- understand the discipline protections and procedures for students with special education.
- identify ways to assist families who are experiencing difficulty with special education supports.

Audience: FM, MHP

*K. Alternatives for Families: Cognitive Behavioral Therapy (AF-CBT): Empowering Caregivers to Help Children Manage Anger and Aggression* | Barbara Lynn Baumann, PhD, Research Instructor in Psychiatry, University of Pittsburgh School of Medicine

Alternatives for Families: a Cognitive Behavioral Therapy (AF-CBT) is a trauma-informed, evidence-based practice designed to improve relationships between children (5-17) and caregivers in families with frequent conflict, physical discipline, child physical abuse, or child behavior problems. AF-CBT is designed to strengthen parenting, communication, anger control, and problem solving through intensive skill building and engagement. In this collaborative model, caregivers and therapists work together to build on the caregivers' strengths and values. Caregivers set their own goals and therapists work to help them to increase their ability to manage stress and be more intentional about their parenting. By engaging caregivers, AF-CBT helps families to improve clinical and safety concerns and address traumatic experiences.

At the conclusion of this workshop, attendees should be able to:

- describe fundamental skills associated with the three treatment phases of AF-CBT.
- better understand ways in which caregivers and therapists collaborate to strengthen families when implementing AF-CBT.
- discuss techniques to promote positive parenting, family communication, and problem-solving routines.

Audience: SP, MHP

*L. Best Practices In D&A Prevention* | Matthew Null, CAAP, CPS, Referral Development Manager, Guadenzia

What works and what does not work in the field of prevention? Prevention is a science, yet organizations often refer back to prevention tactics that have been failing for years. What does research say are the best approaches? What are some of the new progressive moments in prevention? In this presentation we will look at the research and new pathways in prevention. We will see how some schools are now hosting AA/NA meetings during school hours and even how the changing age of puberty is effecting drug use prevention. We can no longer rely on prevention programs that are designed by adults with adult brains that are only effective with adults. We need a new approach.

At the conclusion of this workshop, attendees should be able to:

- identify prevention efforts that are evidence-based and effective.
- understand the difference in an adult brain and that of a youth brain.
- comprehend the importance of customizing prevention methods to match the youth brain.

# Presenter Bios

**Erin Bastow, MS, LPC, NCC**, is the Clinical Training Supervisor at Harborcreek Youth Services in Erie, PA, a psychiatric residential treatment facility for adolescents. Erin has worked as a clinical therapist for over ten years providing individual, family, and group trauma therapy. She is a certified practitioner of Eye Movement Desensitization Reprocessing (EMDR) and trained in Progressive Counting (PC). Erin developed a Therapeutic Writing group at Harborcreek in 2009 and continues to facilitate the group weekly having also integrated several expressive writing exercises into individual therapy.

**Barbara Baumann, PhD**, is a clinical and developmental psychologist at the University of Pittsburgh School of Medicine. She is a national trainer and consultant with the team that has developed and disseminated Alternatives for Families: A Cognitive Behavioral Therapy (AF-CBT). Dr. Barbara Baumann is also the developer of Alternatives for Professionals (AFP), an intervention designed to assist case support professionals in engaging and working with families exhibiting high levels of aggression or trauma.

**Candice Biernesser** is a PhD Candidate at the University of Pittsburgh Graduate School of Public Health and a clinical social worker. Her interests focus on the impact of technology on adolescent suicidal risk, as well as ways technology can be used to prevent suicidal risk.

**Leyna Bonanno** is a Coach with PERSAD Center's Young Adult Opportunity Program where she provides support to young LGBTQIA+ people who are facing barriers. Leyna is currently pursuing a MA in Professional Counseling through Carlow University. Her interests focus on the outcomes associated with creating warmer school climates such as improved emotional regulation and the development of altruism and empathy.

**Kyle Bullock** received his Master's of Social Work from the University of Chicago and has worked with LGBTQIA+ young people in several capacities, including as a psychotherapist and author of a transgender student guidebook for educators in Long Beach, CA.

**Jeanette Geary, MEd**, is a teacher and learner focusing on improving instruction and connecting parents and families with high quality resources for supporting children. She is an experienced secondary teacher, special education director, and curriculum coordinator.

**Támara Hill, MS, NCC, CCTP, LPC**, is a licensed therapist and certified trauma professional in private practice who specializes in working with children and adolescents who suffer from mood disorders, trauma, and disruptive behavioral disorders. She credits her career passion to a "divine calling" and is internationally recognized for corresponding literary works as well as appearances on radio and other media platforms.

**Matthew Null** took his teaching background as a science teacher to help educate the patients at The Caron Foundation. There, Matthew created and taught an original Life Skills Curriculum for the Adolescent and Young Adult Populations. Null then move back to the schools but this time in the form of Drug and Alcohol Certified Prevention Specialist. Working in three different counties Null held the positions of Curriculum Coordinator and Prevention Program Specialist. Matthew has personally taught several evidence-based prevention programs and is most proud of getting AA/NA meetings in a high school during school hours. Matthew sits on numerous community and coalition groups and has provided services for many task forces and prevention/recovery organizations. Currently Matthew is the Referral Development Manager for Gaudenzia.

**Joanna Patterson, MEd**, has been working as an advocate for children with special needs for the past 6 years. Previously, she worked in several fields including teaching special education, counseling students, and teaching character education lessons. Ms. Patterson has a Master's Degree in Special Education and hold a Bachelor's Degree in both Elementary and Early Childhood Education.

**Dr. Jane Phelps-Tschang** is a PGY-5 child psychiatry fellow and community psychiatry fellow at the University of Pittsburgh Medical Center Western Psychiatric Institute and Clinic (WPIC). Dr. Phelps-Tschang has long been fascinated by how stories and images can teach, tell stories, and communicate emotions. Prior to medical school, she worked at The Museum of Modern Art (MoMA) and received a MA in contemporary art criticism from University of London (UK). Her interests include childhood serious mental illness, intermediate levels of care, community work, collaborating with families in decreasing mental health stigma, and improving child and adolescent mental health.

**Craig Sewall** is a doctoral student at the University of Pittsburgh School of Social Work and a licensed clinical social worker. His research interests focus on the ways in which computer-mediated interaction (i.e. social media, texting) impacts social connectedness and suicidality.

**Dr. Monique Simpson** is a PGY5 child and adolescent psychiatry fellow at the University of Pittsburgh Medical Center, Western Psychiatric Institute and Clinic. She graduated from Vanderbilt University School of Medicine in 2014. Her main area of interest is in telepsychiatry, particularly as a means of increasing access to care in rural and underserved areas. She is also interested in global psychiatry, particularly mental health in the Caribbean Diaspora as she

originally hails from the twin-island republic of Trinidad and Tobago. She is currently working on a psychoeducation project to increase teacher awareness and understanding of ADHD within the region.

**Susan Tarasevich, EdD**, is passionate about life-long learning and is thoroughly convinced that knowledge is power. She is committed to providing participants with deep knowledge and easy-to-implement strategies so they can empower young people to be the best they can be. A former teacher, school counselor, and administrator, Susan brings these skills to her work as a Preventionist for Addiction Medicine Services of WPIC, University of Pittsburgh Medical Center. Susan holds a doctorate in Educational Leadership from the University of Pittsburgh and a Master of Science in School Counseling from Duquesne University.

**Nicole Thompson, EdS, The Urban School Psychologist**, is the founder of Reverse the Adverse trauma-informed training program. Her mission is to raise awareness and teach educators how to better serve urban students plagued with trauma. She completed her graduate studies at Philadelphia College of Osteopathic Medicine, and her undergraduate studies at Temple University, where she is now an Adjunct Professor.

**Erin Troup** is a Licensed Professional Counselor and the owner of Sprout Center for Emotional Growth and Development, LLC a private practice in Pittsburgh, PA specializing in early childhood social emotional needs, particularly attachment, grief and loss, trauma, and anxiety. Erin has worked in the fields of mental health, early intervention, and behavioral health

service for over 15 years. She has presented on a variety of topics including mental health, grief and loss, social emotional and child development throughout the United States.

**Jamie Zelazny, PhD, MPH, RN**, is an Assistant Professor at the University of Pittsburgh School of Nursing and has over 30 years of experience in psychiatric mental health nursing, primarily working with depressed and suicidal teens. Her research interests include the use of technology in the assessment and management of suicidal behavior in adolescents and ethical issues surrounding the conduct of research with suicidal teens.



# NAMI Keystone Pennsylvania | Annual Child & Adolescent Mental Health Conference

## Friday, March 8, 2019 | Pittsburgh Airport Marriott

Online Registration @[www.namikeystonepa.org](http://www.namikeystonepa.org). Deadline to register online is Monday, March 4.

Register and pay online with a credit card at [www.namikeystonepa.org](http://www.namikeystonepa.org) or mail completed form and payment to:  
 NAMI Keystone Pennsylvania, 105 Braunlich Drive, McKnight Plaza, Suite 200, Pittsburgh, PA 15237.  
 Please make check/money order payable to "NAMI Keystone PA." Registration forms will also be accepted via  
 fax at (412) 366-3935.

**Refund Policy:** Cancellations made prior to **Friday, February 22** will be refunded. If requesting CEUs, a \$25 administrative fee will be deducted from your refund. No refunds will be issued after **Friday, February 22**.

Pursuant to the ADA, if you require specific aid or services, please contact Sara Levine Steinberg at [ssteinberg@namikeystonepa.org](mailto:ssteinberg@namikeystonepa.org) or call 412-366-3788. Please make all requests for accommodations at least three weeks prior to the conference date.

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_ County: \_\_\_\_\_

Daytime phone: \_\_\_\_\_ email: \_\_\_\_\_

Agency Affiliation (if applicable): \_\_\_\_\_

### Continuing Education Credits

- 0.55 CEU     5.5 Social Work     5.5 Psychologists     Act 48

### Workshop Selections (please choose one from each session):

**Workshop Session 1**     A     B     C     D     E     F

**Workshop Session 2**     G     H     I     J     K     L

### Conference Rates: (discounted rate in red is good through Thursday, Jan. 31)

	NAMI Member Rate	Non-Member Rate
MH Professional Rate: includes conference, luncheon, and Continuing Education Credits.	<input type="checkbox"/> \$90/\$100	<input type="checkbox"/> \$115/\$125
Individual Rate: includes conference, luncheon and Certificate of Attendance.	<input type="checkbox"/> \$50/\$60	<input type="checkbox"/> \$70/\$80
Educator Rate: includes conference, luncheon and Act 48 credits.	<input type="checkbox"/> \$55/\$65	<input type="checkbox"/> \$75/\$85
Student Rate: includes conference, luncheon and Certificate of Attendance. Must have valid student ID.	<input type="checkbox"/> \$25	<input type="checkbox"/> \$30

Total Registration Enclosed \$ \_\_\_\_\_     Check     Cash/Money Order