

AGENDA

Date | Time April 29, 2021 ▪ 8:30 am – 2:30 pm Location Northwest Regional ESD | via Zoom

[REGISTER
HERE!](#)

MENTAL HEALTH SUMMIT

"Community Caring and Well-Being, and the Return to School"

8:30 am	Log-in to Zoom (Link to be provided)	
9:00 am	Welcome to the 6 th Annual Mental Health Summit!	DeAnna Negrete, Children's System Liaison, WA County Dept. Health & Human Services Cathy Jensen, Executive Director K-12 Special Education, NWRESD
9:15 am	Keynote: Trauma Informed Care in the Time of COVID	Mandy Davis, Ph.D., LCSW, Director Trauma Informed Oregon
10:15 am	Break	
SESSION 1: 10:30 am – 12:00 pm	Breakout Sessions	
	<p>1. *Engaging Families in Meaningful Participation at Every Level of the System – It is the right thing to do to engage parents and direct caregivers in the care and education of their child. Today, more than ever, our child serving systems are wanting to engage and support the capacity for parents and caregivers to give voice to what truly is effective in service delivery at the individual, program, and policy levels. However, this isn't always as it seems.</p> <p><i>This session will explore strategies that have truly helped to get parents engaged, and keep them engaged in their child's education. The focus of the discussion will be around parents and caregivers of children and youth experiencing behavioral health challenges. A select panel of parents will also offer a range of experiences to help educators and other systems level practitioners to consider as they look at the many ways that families can be engaged in sharing their experiences in order to inform or educate others about what works best for them.</i></p>	Sandy Bumpus, MSW, Executive Director Oregon Family Support Network
	<p>2. Equity Focused Trauma Informed Approaches – This session will explore how focusing on equity can help practitioners improve their trauma informed approaches to better serve all students and more fully mitigate the impact of trauma and chronic stress often ignored or not recognized within our systems.</p> <p><i>This session will also explore the impact of microaggressions on the neurobiology of marginalized students, families, and practitioners and how practitioners can avoid further retraumatization.</i></p>	Alfonso Ramirez, Trauma Informed Specialist Zinnia Un, Equity & Inclusion Director Tigard- Tualatin SD
	<p>3. *Internet Safety for Kids – Description to follow.</p>	Kody Harris WA County Sheriff's Office
	<p>4. *Introduction to Trauma-Informed Nutrition & Feeding – Join us for an introduction to the six principles of trauma-informed nutrition and mealtime. We will discuss how you as an educator and parent can use these strategies to support the health of youth and families during these uncertain times. This program is brought to you by Oregon State</p>	Jenny Rudolph, Assoc. Professor of Practice Lura Kennerly, Education Program Assistant OSU Extension Service Family & Community Health Program

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University Extension Service using the Nourished and Thriving Toolkit developed by SPOON.

5. **LGBTQ+ Student Support** – Student voices will be centered in this informational presentation on LGBTQ+ identities, creating non-gendered spaces through our use of language, and LGBTQ+ student rights.

Gretchen Mollers, District Outreach & Engagement Specialist
Beaverton SD
6. ***Out of School Time—What’s Mental Health Got To Do With It?** – Child care, after school, and summer programs play an important part in the mental health and well-being of children and youth who have access to them. Research on the effect of these programs on mental health will be discussed as well as different strategies for increasing opportunities for kids to participate. Examples from Oregon and nationally will be provided.

Katie Riley, Ed.D., President
Washington County Kids
7. ***Question, Persuade, Refer (QPR): Suicide Prevention Training** – QPR is an evidence-based educational program that helps participants recognize the early warning signs of suicide and assist a person at-risk in getting the help they need. Participants will learn about risk factors, warning signs, and common myths about suicide. This three-step action plan is an evidence-based strategy that can result in lives saved.

Andy Cartmill, Senior Program Educator
WA County Addictions Services
8. **Self-Care for Educators** – Let’s be honest, we have all struggled with a personal challenge/ stressor that has impacted our work lives. How do we continue to be the best version of ourselves, to show up and be present for our students, and to make a difference?

Lisa Bates, Levi Anderson Principal
NWRESD
Jamie Hamsa, Director of Social Emotional Health & Wellness
Vernonia & Clatskanie SDs

Integrate self-care in your workplace; Support your colleagues; Find out why self-breaks are important; How to stay calm in an unstable world; Be a champion for positive school climate and culture; Daily self-care routines and rituals (what are they?); Meditation and mindfulness in real time; Design a personal self-care plan today; Move beyond theory and walk away with action-oriented change.
9. **Suicide Plans Work Session** – Description to follow.

Jennifer Johnson, School Safety and Prevention Specialist
NWRESD

12:00 – 1:00 pm Lunch Break

12:30 – 12:50 pm Mindfulness Break

Lisa Bates, Levi Anderson Principal - NWRESD

SESSION 2: 1:00 – 2:30 pm

Breakout Sessions

1. ***Engaging Families in Meaningful Participation at Every Level of the System** – It is the right thing to do to engage parents and direct caregivers in the care and education of their child. Today, more than ever, our child serving systems are wanting to engage and support the capacity for parents and caregivers to give voice to what truly is effective in service delivery at the individual, program, and policy levels. However, this isn't always as it seems.

Sandy Bumpus, MSW, Executive Director
Oregon Family Support Network

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This session will also explore the impact of microaggressions on the neurobiology of marginalized students, families, and practitioners and how practitioners can avoid further retraumatization.

Alfonso Ramirez, Trauma Informed Specialist
Zinnia Un, Equity & Inclusion Director
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Jenny Rudolph, Assoc. Professor of Practice
Lura Kennerly, Education Program Assistant
OSU Extension Service Family & Community Health Program
4. **K-2nd Grade Mental Health Concerns** – Session will cover behavioral concerns seen in K-2 populations—normative behaviors vs. behavioral concerns—and offer school interventions.

Gelin Diaz, CFT
LifeWorks Northwest
5. ***Let's Unplug! Alternatives to Screen Time** – We can all use a little less screen time these days! Zoom fatigue is real. Join us to learn and explore alternatives to screen time: indoor or outdoor activities, community events and resources, individual or group activities. This interactive session will provide time and space for encouraging and exploring things we can do without looking at our screens.

Yashica Island, Equity Professional Development Specialist - NWRES
Jodi LePla, Instructional Technology Specialist
– NWRES/Cascade Technology Alliance
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Gretchen Mollers, District Outreach & Engagement Specialist – Beaverton SD
7. ***Mental Health: Supporting Our Youth and Families of Color** – As students return to school, they will all need immediate support to cope with the events of the past year. But the trauma of the pandemic will likely outlast the virus itself, especially for BIPOC students, and schools must remain equipped to provide appropriate and racially equitable mental health treatment long after COVID-19. In this session, we will explore the impact of the events of this last year and discuss how we can support our youth and families of color now and into the future.

Mark Jackson
Anderson DuBoise
REAP USA
8. ***Pathological Demand Avoidance Syndrome** – Pathological demand avoidance syndrome has historically fit under the umbrella of Autism Spectrum Disorder, PDD-NOS. The disorder is characterized by an anxiety-driven need to be in control, which presents through a continued resistance to everyday demands using social manipulation strategies. This presentation will cover the characteristics of PDA, differentiated diagnosis, and will provide strategies for professionals and families.

Jessica Cox, M.S., Autism Specialist
NWRES
9. ***Question, Persuade, Refer (QPR): Suicide Prevention Training** – QPR is an evidence-based educational program that helps participants recognize the early warning signs of suicide and assist a person at-risk in getting the help they need. Participants will learn about risk factors, warning signs, and common myths about suicide. This three-step

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action plan is an evidence-based strategy that can result in lives saved.

10. Safe Oregon Lines for Life – Description to follow.

Jampa Lhasawa, YouthLine Outreach Coordinator

11. Self-Care for Educators – Let's be honest, we have all struggled with a personal challenge/ stressor that has impacted our work lives. How do we continue to be the best version of ourselves, to show up and be present for our students, and to make a difference?

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Jennifer Johnson, School Safety and Prevention Specialist – NWRESD

***Family Session**

Post Event

Please [complete post event survey](#) and download Certificate of Attendance (or scan QR code)

