



DIVERSE POPULATIONS IN CHILD WELFARE

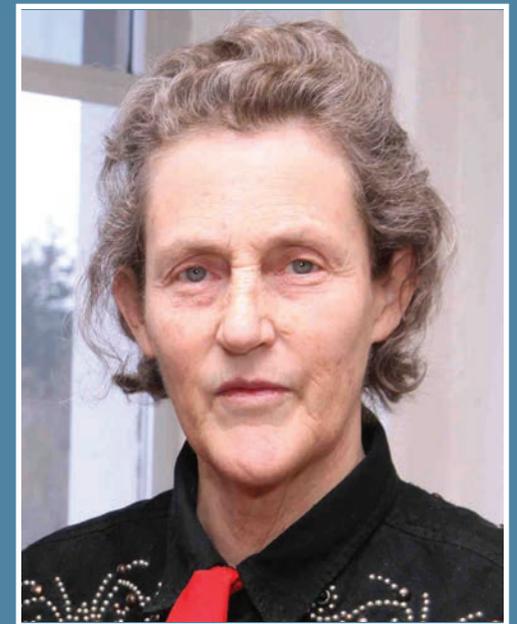
JUNE 30, 2022 CROSS INSURANCE CENTER 515 MAIN ST., BANGOR, MAINE

KEYNOTE PRESENTATION

The World Needs
All Kinds of Minds

presented by

Temple Grandin, PhD



Eastern Maine Medical Center Clinical Education is approved as a provider of nursing continuing professional development by the Northeast Multistate Division Educational Unit, an accredited approver of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.

Educational credits have been applied for.

This project is supported, in part by grant #2001MESCDD-02, from the U.S. Administration for Community Living, Department of Health and Human Services, Washington, D.C. 20201. Grantees undertaking projects with government sponsorship are encouraged to express freely their findings and conclusions. Points of view do not, therefore, necessarily represent official ACL policy.

Approval for 5.5 Continuing Legal Education credits and 5.5 Continuing Professional Education credits for Guardians ad Litem is being sought.

CONFERENCE AGENDA

7:00 - 8:00	Registration
8:00 - 8:15	Opening Remarks
8:15 - 9:15	KEYNOTE - The World Needs All Kinds of Minds Temple Grandin, PhD
9:15 - 9:30	Needs Assessment Survey
9:30 - 10:00	Office of Child and Family Services Update
10:00 - 10:15	Break
10:15 - 11:45	MORNING BREAKOUT SESSIONS
11:45 - 12:45	Lunch
12:45 - 2:15	AFTERNOON BREAKOUT SESSIONS
2:15 - 2:30	Break
2:30 - 3:00	EXPERIENTIAL ACTIVITY
3:00 - 4:00	PLENARY - The Loving Push Temple Grandin, PhD
4:00 - 4:15	Closing Remarks and Evaluation

KEYNOTE ADDRESS

The World Needs All Kinds of Minds

Temple Grandin, PhD

Some people are good at art; others are good at math. Many people are talented with writing. Dr. Temple Grandin is an extreme visual thinker whose words narrate the pictures in her imagination. Visual thinking is a big asset for artists, mechanics, and graphic designers. Research has shown that there are two kinds of visual thinking: "object visualizers" such as Dr. Grandin and mathematical "visual spatial" thinkers who think in patterns. The different kinds of minds have skills that complement each other. People who have difficulty in school who may have autism, ADHD or dyslexia often have uneven skills. Students are best served by educators who spend more time helping them develop their strengths into good careers.

Learning Objectives:

1. Participants will be able to identify three different ways of thinking/seeing the world.
2. Participants will be able to describe at least two complementary skills that exist among the three different kinds of thinkers.
3. Participants will be able to describe at least one way teams of people are enhanced by having team members with different skills.

MORNING BREAKOUTS

WORKSHOP A

Transgender Inclusion: Becoming an Ally Across Systems Christopher McLaughlin, MSW, LCSW

This presentation is a combined 101 and 201 training for individuals looking to better support transgender and gender-diverse individuals in accessing health care services. This training will provide an overview of terms and concepts and will focus on how to combat disparities for this population by increasing competencies for staff in the areas of transgender-affirming practices and inclusion.

Learning Objectives:

1. Attendees will be able to identify at least two risk factors for disparate outcomes associated with transgender and gender diverse individuals.
2. Attendees will be able to articulate basic terms, definitions, and concepts associated with transgender and gender diverse individuals.
3. Attendees will be prepared to respond to transgender and gender-diverse individuals with empathy and compassion to best meet their needs.

WORKSHOP B

Prepartum and Early Life Experiences: How They Can Impact Our Lives Michael Sandberg, RC, MS

Often ignored when intervening with a family affected by violence or trauma are the children under two. They have been seen as being too young to be aware of what is going on around them, or even if they are aware, not likely to remember the moment for long. Both of these myths have been shown to be totally false. In fact, we have good evidence that fetuses in utero are impacted by their surroundings, both biochemically and genetically. Babies also often have what might be called body memories of emotionally significant events, where experiences are restimulated by smells, sounds or other sensory stimuli. Unless later experiences counteract those impacts, they can last well beyond childhood. In this session, we will investigate some of the evidence behind these findings, explore the mechanisms that impact an infant's mental health, discuss briefly how traumatic exposures can manifest later in life and what are some ways professionals and parents can work to remediate some of those early experiences.

Learning Objectives:

1. Participants will be able to describe at least three ways adults work to build resilience in very young children.
2. Participants will explore the contributions of uterine and early postpartum experiences to the development of an internal working model.
3. Participants will become familiar with some of the research demonstrating the connections between early experiences and disruptions of brain functioning.

WORKSHOP C

Regional Community Care Teams: What We Can Learn From This Cross-system Collaboration for Justice-involved Youth Jill Ward, JD; Natalie Lonstein, LCPC; Teresa Barrows, LCSW, John Coyne

This presentation will provide an overview of the data related to crossover youth in Maine from the recent Center for Children's Law and Policy (CCLP) report and highlight some of the models and approaches being implemented nationally to respond to cross-over youth. Principles emphasizing cross-system collaboration will be emphasized, particularly in the context of the Regional Care Team initiative started by the Maine Department of Corrections last year. Panelists will provide cross-system perspectives of this promising approach to meet the complex needs of Maine's justice-involved youth.

Learning Objectives:

1. Attendees will be able to identify the number of cross-over youth in Maine.
2. Attendees will be able to describe at least two models used in other jurisdictions to address cross-over youth needs.
3. Attendees will be exposed to a cross-systems approach being implemented in Maine and be able to describe at least two lessons learned from that approach.

AFTERNOON BREAKOUTS

WORKSHOP D

Providing Affirming Care to Gender-diverse Youth

Anna Mayo, PsyD and
Mahmuda Ahmed, MD

Gender diverse youth are a population that is at risk for health disparities and mental health problems. Our workshop aims to provide education on the factors that make this population high-risk, outline clear strategies for supporting gender diverse Maine children and adolescents, and demystify the work that happens in one of Maine's pediatric gender clinics. In addition to providing education on gender-affirming medical interventions, we will clarify our clinic's process and policies with an emphasis on the factors that guide our clinical decision-making.

Learning Objectives:

1. Attendees will increase knowledge about health disparities and risk of increased mental health disorders in gender-diverse youth.
2. Attendees will understand why familial and community support is paramount for these youth.
3. Attendees will gain an understanding of the variability of medical care and treatment plan for gender-diverse youth.

WORKSHOP E

Caring for the Health and Wellness of Maine Children involved with Child Welfare

Adrienne W. Carmack, MD, FAAP

Dr. Carmack will present the background and ongoing work that is happening nationally as well as locally for children who are involved with the Child Welfare system. She will address some of the special populations, such as children with complex medical conditions, children with behavioral health needs, and infants and children affected by substance use in their family. Dr. Carmack will share information on the programs that are available for Maine children, and review the work that continues to be done to keep children in Maine safe and healthy.

Learning Objectives:

1. Review the data and literature on the health care needs of children in DHHS custody, including children with complex medical needs and disabilities.
2. Discuss recommendations and guidelines for caring for children in foster care and kinship care.
3. Review the programs and work of Maine DHHS and OCFS to meet the health needs of children involved with child welfare .

WORKSHOP F

Perinatal Substance Use Disorder: Providing Compassionate and Competent Care

Mark Moran, LCSW

Truly competent patient/client care requires the inclusion of compassion for the recipient of care. This is often difficult to achieve for those providing care to patients/clients with substance use disorder (SUD). Compassion requires empathy, and empathy can only result from the understanding of another's experience. In this training, we will cover a variety of topics to enhance care providers' understanding of some of the dynamics of SUD, the day-to-day realities faced by those experiencing perinatal SUD and specific implications for the provision of care in and around the time of pregnancy.

Learning Objectives:

1. Participants will be able to identify at least one way in which medication assisted treatment benefits a patient with opiate use disorder.
2. Participants will be able to identify at least one reason why behavior change is difficult.
3. Participants will be able to describe at least three common emotions experienced by patients with a perinatal substance use disorder.

AFTERNOON PLENARY

The Loving Push

Temple Grandin, PhD

Parents, teachers, therapists, and anyone who cares about a child or teen on the autism spectrum need this essential roadmap to prepare our youth for being successful adults in today's world. Best-selling author, autism advocate, and animal science professor Dr. Temple Grandin will describe which steps you can take to restore a child's hope and motivation and what you must avoid.

Learning Objectives:

1. Participants will be able to describe at least two life skills families and teachers can help a child with autism learn to be most successful.
2. Participants will be able to describe a reasonable work experience goal for fully verbal high school graduates with autism.
3. Participants will be able to describe a reasonable transition plan from an educational to employment setting for college graduates with autism.

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PRESENTER BIOGRAPHIES

Temple Grandin, PhD

Grandin is a professor of animal science at Colorado State University. When she was two and a half years old, she had no speech and all the symptoms of severe autism. Early intensive speech therapy enabled her to speak by age four. Her mother always encouraged her interest in art and urged her to draw many different things. Good teachers and mentors were essential for Temple's success. Her high school science teacher challenged her with interesting projects where she had to figure out how to make things work. When studying in school became a pathway to becoming a scientist, she was motivated to study. An HBO movie titled *Temple Grandin* was made about her life and Temple was inducted into The National Women's Hall of Fame and The Academy of Arts and Sciences. Facilities she has designed handle over half the cattle in the U.S. Some of her most important books are New York Times Bestseller *Animals in Translation*, *Thinking in Pictures*, *The Autistic Brain*, and *The Way I See It*. Riding

horses and caring for them helped her get through difficult teenage years when she was bullied and teased.

Mahmuda M. Ahmed, MD, FAAP is a Pediatric Endocrinologist living residing in Bangor, Maine. She was born and raised in Canada to a trilingual family of Indian heritage. She received her medical degree at the Universidad Iberoamericana in Santo Domingo, Dominican Republic in 2007, did her pediatrics residency at Nassau University Medical Center in East Meadow, NY and a fellowship in Pediatric Endocrinology at Baystate Children's Hospital in Springfield, MA in 2016. Dr. Ahmed joined the medical staff at Northern Light in August 2016 and has been working hard to provide care to children in the northern part of Maine. Since joining the pediatric endocrinology department at Northern Light, Eastern Maine Medical Center, she has worked hard to develop the pediatric gender clinic, the pediatric lipid disorder clinic and has worked to bridge the communication

between primary care providers, community mental health providers and the pediatric endocrinology department.

Teresa Barrows, LCSW has worked as a Manager within Children's Behavioral Health Services for 22 years. She currently oversees Program Coordinators who become involved with youth experiencing challenging behavioral health issues and in need of high levels of care including Psychiatric Hospitalization, Residential Treatment, and may also be involved with the Department of Corrections. Prior to her work with the state, Teresa provided clinical treatment to children, adults and families in both a community health setting and a partial hospitalization program.

Adrienne W. Carmack, MD, FAAP began serving as the Medical Director of the Office of Child and Family Services of the Maine Department of Health and Human Services in March 2020. In this role she offers clinical support to the state Child Welfare

system, as well as Children's Development and Behavioral Health, and Childcare. Dr. Carmack continues to work part time at Penobscot Pediatrics, part of Penobscot Community Health Care (PCHC), an FQHC in Bangor, Maine, where she has worked since 2007. Dr. Carmack graduated with a BA from the University of Notre Dame, received her medical degree at Columbia University College of Physicians and Surgeons, and completed Pediatric Residency at University of Texas Health Science Center in San Antonio. After spending nine years at home with their six children, Dr. Carmack returned to practicing pediatrics in Maine, where she and her husband had settled after his military career.

John Coyne is the Regional Correctional Administrator for the State Of Maine Department of Corrections Juvenile Field Services Region I. He is responsible for the planning, coordination, direction, and evaluation of various aspects of probation and community reintegration programming. He has served

as the chair of the Portland Board of Education and as a Portland City Councilor.

Natalie Lonstein, LCPC is the Director of Youth Services at The Opportunity Alliance, overseeing the Homeless Youth Services, High-Fidelity Wraparound, and Children's Behavioral Health Home programs. Natalie has supported the Youth Services programs at The Opportunity Alliance for several years through direct supervision of staff, addressing program development and monitoring, and engagement in collaborative community efforts to support vulnerable youth in our communities. Prior to this role, she worked for several years in an outpatient setting providing therapy to children, youth, and their families.

Anna Mayo, PsyD is a pediatric psychologist who works in Northern Light Health's Pediatric Specialty Care. She specializes in helping patients and their families address the biopsychosocial factors affecting the patient's physical

PRESENTER BIOGRAPHIES

health. She also provides care for gender diverse children and adolescents by serving as an evaluator and consultant in Northern Light Health's Pediatric Gender Clinic.

Christopher McLaughlin, MSW, LCSW is the Executive Director of the Maine Chapter of the National Association of Social Workers (NASW) and owner and lead consultant of Inspired Consulting Group, LLC. A lifelong resident of Maine, he obtained both his BA in Psychology (1996) and his MSW (2001) from the University of Maine. Chris has spent more than 20 years as a provider and a leader in behavioral health services for youth and families across a variety of clinical settings, including treatment foster care, residential treatment facilities, public schools, private practice, community-based programs, and psychiatric hospital-based services. He served for four years on the Maine Board of Social Work Licensing and is a member of both the NASW and the Society for Social Work Leadership in Health Care (SSWLHC), where he is the current Maine Chapter

President and is a member of the National Board. Chris was recognized in 2019 for his advocacy and commitment to LGBTQ+ youth and was named Health Care Social Worker of the Year in 2019 by the Maine Hospital Association and the Maine Chapter of the SSWLHC for his leadership role on the award-winning "Acadia CARES" curriculum.

Mark Moran, LCSW is the Social Services Manager for the Women's and Children's Service Line at Northern Light Eastern Maine Medical Center (EMMC) in Bangor, ME, where he has worked since 2006. After receiving a Bachelor's degree in Social Work from the University of Maine, Mark's career began as a Child Protective Services caseworker for the Maine Department of Health and Human Services from 2001-2006. He received a Master's degree in Social Work from the University of Maine in 2005 and has participated in several child welfare related groups and programs since that time. He has been a member of Maine's Child Death and Serious Injury

Review Panel since 2008 and has been Chair of the Panel since 2014. He has been a volunteer Guardian ad Litem for the Maine Court Appointed Special Advocate program since 2009 and has served as a member of the Maine CASA Advisory Panel since 2013. Mark has also coordinated EMMC's Pediatric Forensic Clinic, a collaborative program between EMMC and the Spurwink Center for Safe and Healthy Families, since 2007.

Jody Raymond has been the director of Stillwater Academy for the past seven years. Prior to that, he was a youth crisis counselor for a decade through Community Health and Counseling Services. He has worked in the social work field for the past 30 years. Jody earned a graduate degree in special education from New England College in Henniker, NH, and was the recipient of the MADSEC Special Education Director of the Year in 2021.

Andrea Richards, LCPC, BCBA has worked in the behavioral health and education fields for 15 years.

She received a graduate degree in counseling in 2009 and has continued her education to become certified as a teacher and administrator of special education. Andrea's work with children is centered in acceptance and respect, as well as humor and play.

Michael Sandberg, RC, MS has worked with children and families for more than fifty years. He has been a classroom teacher, a teacher educator, an educational and mental health consultant, a parent educator, and a child and family therapist. Michael has a master's degree in Early Childhood Education and three years of training in family systems therapy. He is a registered counselor in the State of Maine. He has also been an active member of the Maine Association for Infant Mental Health's Board of Directors for 16 years. Currently, he teaches as an adjunct at the University of Maine at Augusta and consults and trains statewide with early education programs. For more than 40 years, he has also offered training for parents in the process of divorce, helping them focus on the

needs of their children. He is also a community resource facilitator for the Maine Resilience Building Network.

Jill Ward, J.D. is Director of the Maine Center for Juvenile Policy and Law and Adjunct Professor at the University of Maine School of Law. As Director, Jill works with clinic students, faculty, and system stakeholders to advance policies and practices to reduce harm and to increase positive outcomes for current and former system-involved Maine youth. Jill currently chairs the state's Juvenile Justice Advisory Group (JJAG) and was one of three co-chairs of the 2019-2020 Maine Juvenile Justice Reinvestment and System Assessment Task Force. She has worked extensively as a non-profit consultant on youth and juvenile justice issues and held policy positions with several national non-profits, including the Girl Scouts of the USA and the Children's Defense Fund. She also has more than 7 years experience as a legislative aide in the U.S. Senate. Jill is a graduate of the University of Pennsylvania and Georgetown Law.

The hotels below have kindly offered discounted room rates for conference attendees.
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- No outside food or drink is permitted inside the Cross Insurance Center. Any food or drink must be consumed before entering. This includes coffee and bottled water.
- Visitors to the Cross Insurance Center are subject to security checks including metal detectors.
- All attendees are required to comply with COVID-19 precautions.
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Maine Child Welfare Education

 **Annual Conference**

JUNE 30, 2022

7:00 AM - 4:15 PM

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