PROPOSAL PRESENTATIONS for LPC/PLPC CEU CREDIT

GBRLDC CONFERENCE 2022

1. **"LD Students in Higher Education"**

by Alisha Diggs, LPC and LaCrystal McCoy, LPC of Baton Rouge Community College:

Learn about college accommodations and ways students with learning disabilities can access them effectively. In addition, presenters will share their experiences while serving as mental health providers to college students and suggest therapeutic interventions to enhance successful transition.

Goals:

1. Provide information designed to improve transitional stress for students with learning disabilities entering college
2. Teach strategies and interventions for mental health providers, parents and other professionals can utilize to ease anxiety for students with learning disabilities entering college
3. Describe the accommodation process for college students with disabilities to increase academic success and reduce anxiety

LaCrystal is a Licensed Professional Counselor Supervisor (LPC-S) and National Certified Counselor (NCC) working at Baton Rouge Community College. She provides individual and group therapy to students with various backgrounds, offer supportive services to ensure appropriate accommodations for students with a disability, and co-host programs on mental health and disability-related topics. LaCrystal combines traditional therapy with alternative treatments to achieve the goals they have in their minds for themselves. She is committed to providing the highest quality of care to promote healing and growth. Her areas of interest include self-esteem/empowerment, managing emotions (anxiety, depression, etc.), grief/loss, relationship issues, and academic issues. LaCrystal received a Master's Degree in Mental Health Counseling from Southern University and A&M College and is currently working on her Ph.D.

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Alisha Diggs is a wife and mother of four children. As a graduate of Southern University and A&M College, she holds a Masters of Arts in Mental Health Counseling. She is a Licensed Professional Counselor and a National Certified Counselor working at Baton Rouge Community College. She serves students from various backgrounds providing services including individual and group counseling on issues relating to social, personal, and psychological concerns. Prior to BRCC, Alisha worked as a school counselor in East Baton Rouge School System.  She is currently a doctoral candidate working on her dissertation.

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1. **"Examining Mental Health Stigma in the Black Community"**

LaCrystal McCoy, LPC

Description:  Mental health professionals can provide support and treatment for problems associated with learning disabilities however, mental health stigma can get in the way.  Learn about this issue in the Black community and how to design culturally competent interventions.

LaCrystal is a Licensed Professional Counselor Supervisor (LPC-S) and National Certified Counselor (NCC) working at Baton Rouge Community College. She provides individual and group therapy to students with various backgrounds, offer supportive services to ensure appropriate accommodations for students with a disability, and co-host programs on mental health and disability-related topics. LaCrystal combines traditional therapy with alternative treatments to achieve the goals they have in their minds for themselves. She is committed to providing the highest quality of care to promote healing and growth. Her areas of interest include self-esteem/empowerment, managing emotions (anxiety, depression, etc.), grief/loss, relationship issues, and academic issues. LaCrystal received a Master's Degree in Mental Health Counseling from Southern University and A&M College and is currently working on her Ph.D.

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Goals

1. Provide information designed to highlight mental health stigma in the Black community
2. Define the link between mental health and learning disabilities
3. Provide interventions and strategies to combat mental health stigma

**3. “The Black Experience: ADHD"**

by Alisha Diggs, LPC

Description:   Learn about the unique mental health challenges for Black children with ADHD and their parents/advocates affecting mental health and school success. This presentation provides evidenced- based strategies and interventions designed to combat problems and stressors encountered by students as well as Black parents/ advocates looking to help this vulnerable population.

Alisha Diggs is a wife and mother of four children. As a graduate of Southern University and A&M College, she holds a Masters of Arts in Mental Health Counseling. She is a Licensed Professional Counselor and a National Certified Counselor working at Baton Rouge Community College. She serves students from various backgrounds providing services including individual and group counseling on issues relating to social, personal, and psychological concerns. Prior to BRCC, Alisha worked as a school counselor in East Baton Rouge School System.  She is currently a doctoral candidate working on her dissertation.

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Goals:

1. Provide information about the unique mental health problems of Black students with ADHD
2. Provide evidence-based interventions designed to help
3. Equip participants with tools to combat ADHD stressors
4. **Anxiety and Depression: The Importance of Facts Over Feelings**

Speaker = William B. Daigle, Ph.D.

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225-933-0293

**William B. Daigle, Ph.D.** received a Ph.D. in Counseling Psychology from the University of Southern Mississippi and completed his pre-doctoral internship at the Veterans Administration Medical Center in Houston, TX. He subsequently returned to his native Baton Rouge where he worked as a psychologist in the state mental health system and at Our Lady of the Lake Regional Medical Center. In 1999, Dr. Daigle went into full time private practice working with children, adolescents and young adults having a variety of emotional, behavioral, and learning challenges. He has a special interest in learning disabilities.

**Short description of the presentation:**

Anxiety and depression are increasingly common issues among children in the modern world. Children with learning disabilities have a built in risk for these conditions due to the stress associated with their daily challenges. Parents and teachers can serve as tremendous aids in helping kids manage anxiety. By understanding the way anxiety is fueled, attendees will learn what to do and what not to do when working with a child suffering from anxiety. Secondly, although depression can occur independent of anxiety, it often develops as an outgrowth of anxiety. Attendees will learn basic information about depression and how they can provide positive support for these children.

**Goals/Learning Objectives of the presentation:**

Goal #1: Provide attendees with an understanding of how anxiety develops and grows.

Objectives for Goal #1: A. Explain why anxiety seems to be increasing in today’s society.

B. Teach attendees a basic model of the role of reinforcement in anxiety.

C. Teach attendees how to intervene appropriately to help keep anxiety from growing.

Goal #2: Provide attendees with an understanding of how depression develops and grows.

Objectives for Goal #2: A. Distinguish between a depressed mood versus clinical depression that develops from anxiety versus stand-alone clinical depression.

B. Teach attendees how to intervene appropriately to support the child with depression.

**4 things that participants will be able to utilize from the presentation to increase academic success for LD kids:**

1. Attendees will be taught how to identify anxious behavior and listen for anxious thoughts in children.
2. Attendees will be taught some ways to communicate with anxious children so that the child is supported but the anxiety is not reinforced.
3. Attendees will learn tips for dealing with practical life situations in which anxiety is often a concern (e.g., injury/death of a loved one, divorce, etc.).
4. Attendees will be taught about general aspects of depression and general coping skills.

**Which learning disabilities will be addressed in your presentation?**

Any special learning challenge will be applicable to this presentation. Anyone can experience anxiety and depression, so the information shared in this presentation is applicable to all children.

1. **"Level the Playing Field through Recreation"**

Speaker:   Wendy Deval, Ed. D, LPC ADA Coordinator

Organization:  BREC

Description of Presentation:  Learn about the mental health benefits of recreation for children with learning disabilities as well as ways to level the playing field for them through best practice interventions and accommodations.  Find out how accessible recreational initiatives can foster self-esteem, build confidence, and motivate students with learning disabilities.  An explanation of civil rights laws designed to provide accessible recreational environments will be included in this presentation.

Bio: Wendy is an experienced professional committed to providing a safe, inclusive, and accessible experience for all students.  Currently, she works as ADA Coordinator at BREC in Baton Rouge, LA, and Adjunct Instructor at Baton Rouge Community College (BRCC) in Baton Rouge, LA Her past work experience includes Director Student Success (Advising, Counseling and Disability Services) at BRCC, Director, Disability Services, and Assistant Director Office of Disability Services at Louisiana State University (LSU).  Her credentials include Ed. D. Higher Education Leadership, MS. Rehabilitation Counseling, and BA, Psychology.  Her Certifications include Licensed Professional Counselor (LPC) and ADA Coordinator.  She is married with two children.

Wendy Devall  [wrdevall@gmail.com](mailto:wrdevall@gmail.com)  (225)413-6748

* Goals/learning objectives of your presentation: This presentation is designed to teach participants the benefits of LD friendly recreational programs and ways to ensure accessibility
* 3 things that participants will be able to utilize from the presentation to increase academic success for LD students\*   1.  Why is recreation important for the mental health of students with learning disabilities  2.  How recreation benefits students with learning disabilities 3.  Recreation best practices for students with learning disabilities.

1. **How To Be Angry Better!**

Speaker: Dayle Malen, LCSW, M.Ed.

Organization: ReDesigning Lives, PLLC

Brief Description of Presentation:  This workshop teaches how the science behind our anger behaviors are created and how we can change them by learning Anger Behavior Management © and the F. I. B. ™ technique.  It explains why it is so difficult to think before acting. Learn to live honestly and behave effectively…without regret or guilt.

Short bio: [Dayle.Malen@ReDesigningLives.org](mailto:Dayle.Malen@ReDesigningLives.org)    225-590-5051

Dayle Malen, LCSW, M.Ed. received her Masters of Education and Social Work degrees from Louisiana State University.  She has taught elementary and middle school as well as a School Social Work course at LSU.  Over the years, she has presented seminars on ADHD for many organizations, including the Fins program for the juvenile justice system, the Assistant Principal’s Association, the International Conference on ADHD and the Ramstein EFMP-Air Force/Army Family Support and the School Liaison Office in Germany.  She has  given seminars on various other topics, and in 2016, after the devastating flood that affected over 30 of the 64 parishes in Louisiana, she gifted her community by presenting the seminar “Beyond Surviving the Flood: Waves of Emotion” to many different organizations including the First District Court of Appeal.  She is the mother of two adult children, one with ADHD and anxiety and the other with Dyslexia and anxiety. One has received a Master of Business Administration degree and the other a Doctorate of Psychology degree.  She has walked the walk.

Goals/learning objectives of the presentation:

Participants will:

* 1. Learn the purpose of feelings
  2. Differentiate between anger and anger behavior
  3. Understand the neuroplasticity of the brain and its relationship to feelings, thoughts, and behaviors
  4. Identify their own inappropriate behaviors and how to choose new ones by using F. I. B. ™

3 things that participants will be able to utilize from the presentation to increase academic success for LD students:

* + - 1. They will be able to use F. I. B. ™ to acknowledge the child’s feelings and de-escalate the situation so they child can return to academics more easily.
      2. They will be able to use F. I. B. ™ to validate their own feelings and find appropriate behaviors to address issues in the classroom, which will provide a calmer environment for the children to learn.
      3. They will teach the child how to use F. I. B. ™ for themselves so they can validate their own feelings, communicate more effectively with others, and problems solve situations, thereby having the ability to return to work more easily.

Goals/objectives:

1. Increase LD awareness
2. Provide best practice interventions
3. Provide LD research
4. Explain accommodation delivery
5. Present strategies designed to increase self-confidence and academic achievement
6. **Understanding Students Identified with Twice Exceptionality: The Role of Counselors in Supporting Families**

**Speakers**: Emeric Csaszar, Jennifer R. Curry, Molly Ravn

**Organization: Louisiana State University**

**Brief Description of Presentation:**

Twice exceptional (2e) students comprise a unique population with regard to academic development, career and college preparation, mental health symptomology, and peer/social relationships. In this session, attendees will be introduced to the special needs of 2e students and the characteristics which distinguish students identified as 2e from both gifted and talented and learning-disabled populations. We will also discuss strategies for meeting the comprehensive needs of 2e learners with a special focus on promoting motivation and achievement.

**Contact information of each speaker:**

Emeric Csaszar; [icsasz1@lsu.edu](mailto:icsasz1@lsu.edu) ; (225) 802-2281

Jennifer Curry; [jcurry@lsu.edu](mailto:jcurry@lsu.edu) ; (225) 802-7579

Molly Ravn; [mravn1@lsu.edu](mailto:mravn1@lsu.edu) ; (651) 231-3350

**Short Bio of each speaker:**

**Emeric Csaszar,** Ph.D., LPC-S, NCC, Assistant Professor of Practice, Dr. Csaszar earned his undergraduate degree in behavioral sciences and pastoral counseling at Toccoa Falls College in Georgia. He holds a master’s degree from Stetson University in Deland, Florida in Marriage, Family, and Couples Therapy. He earned his PhD in Higher Education Administration at Louisiana State University. Dr. Csaszar is a licensed professional counselor and counselor supervisor in the state of Louisiana and also holds a certification as nationally certified counselor. His experience includes working in mental health triage, substance abuse counseling, and experiential, adventure-based therapy with at-risk youth. His main focus is teaching and assessment and accreditation in education administration. His research interests include stress reduction, holistic wellness, and meditation: particularly loving kindness meditation.

**Jennifer R. Curry**, Ph. D., NCC, Shirley B. Barton Endowed Professor in the College of Human Sciences and Education, teaches in the counselor education program at Louisiana State University. Dr. Curry’s research interests include career and college readiness and school counselor induction and development. Her professional experiences include investigating crimes against children and serving as an elementary, middle, and high school counselor. She has published over 50 peer reviewed articles and five books and six books. Her books include P-12 Career and College Readiness Counseling (3rd ed.) published by Springer and co-authored with A. Milsom, Promising Practices for High School Apprenticeships published by the American School Counselor Association (ASCA), African Americans’ Career and College Readiness: The Journey Unraveled, co-edited with M. Ann Shillingford-Butler published by Lexington, and Integrating Play Techniques in Comprehensive School Counseling Programs co-edited with Laura Fazio-Griffith. Dr. Curry has presented her work nationally and internationally at over 150 professional conferences. She serves as an associate editor for Professional School Counseling and she has served as a delegate of ASCA’s national assembly and President of the Louisiana School Counselor Association (LSCA).  She is the recipient of the American Counseling Association’s (ACA) Ross Trust Award, Association for Spiritual, Ethical, and Religious Values in Counseling’s (ASERVIC) Judith Miranti Lifetime Service Award, the ASERVIC Meritorious Service Award, the Biggs Pine Publication Award, Louisiana Counseling Association’s (LCA) Research Award, LCA’s Advocacy Award, Louisiana State University’s Distinguished Faculty Award, and Vanderbilt’s Roger Aubrey Northstar Award for the person most likely to change the field of counseling.

**Molly Ravn**, B.S., LA Level 1 Certified 1-5, is a native of South Saint Paul, Minnesota, and a Master of Education Candidate in School Counseling at Louisiana State University. She received her Bachelor of Science in History from North Dakota State University. Molly is an alumna of Teach for America South Louisiana and has three years of professional experience working as an elementary school teacher in rural Louisiana in a third-grade inclusion classroom.

**Goals/learning objectives of the presentation**:

1. To provide a definition of twice exceptionality (including identification criteria) and distinguish between gifted and talented (G/T) and students with disabilities
2. Detail unique characteristics of 2e students that impact students’ academic experience (social emotional development, career, and college preparation)
3. Highlight promising practices for interventions with 2e students

**3 things that participants will be able to utilize from the presentation to increase academic success for LD students.**

* Define twice exceptionality (2e)
* Identify the unique needs of twice exceptional students
* Will understand the difference between students identified as (G/T) and students identified as 2e
* Will understand the difference between students identified with a learning disability and students identified as 2e
* Will articulate the three reasons why 2e students are under identified/ underserved
* Discuss strategies for meeting the unique academic needs of 2e students
* Identify interventions to meet the socioemotional needs of 2e learners

1. **Teaching Executive Function Skills to School-aged Children**

Speaker: Darlyne G. Nemeth, Ph.D., M.P., M.P.A.P., Clinical, Medical, and Neuropsychologist

Organization: The Neuropsychology Center of Louisiana, LLC

**Brief Description of Presentation:** Rebecca Branstetter, Ph.D., (2014) defined executive function skills as “all of the cognitive skills needed to regulate your thinking, feeling and behavior often to reach a goal” (107). These logical processes are involved in all aspects of learning. They are even necessary for children to learn and manage their emotions. As the last 18-months or so have been strongly affected by COVID-19, the opportunity to learn these skills has been lessened. Children learn best via group-processes, wherein they can see and imitate the behavior of others. It is well understood that Louisiana children have been negatively impacted in developing their learning skills during this past year. Many have found that virtual learning has not been as effective as in-class experiences. The purpose of this presentation will be to help parents and teachers to understand the importance of helping children learn the cognitive, emotional, and behavioral skills to move forward in order to be successful.

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Nemeth, D. G. (2020). Executive Functions Defined. In M. Chustz (Ed.), Evaluation and Treatment of Neuropsychologically Compromised Children (pp. 107`-120). essay, Academic Press.

Goals/Objectives: The purpose of this presentation will be to help parents and teachers to understand the importance of helping children learn the cognitive, emotional, and behavioral skills to move forward in order to be successful.

1. **The Relationship Between Executive Functions and Social, Emotional, and Behavioral Effectiveness in ADHD Children**

Speakers:

Darlyne G. Nemeth., Ph. D., M.P., M.P.A.P., Clinical, Medical, and Neuropsychologist

Cody Capps, B.S., Clinical Assistant

Olesia Palamar, Research Assistant

Organization: The Neuropsychology Center of Louisiana, LLC

Brief description of presentation:

We will define executive functions and highlight their impact on ADHD children’s emotional and social behaviors. Problems with self-recognition, working memory, and cognitive flexibility will be addressed as well as their impact on social rejection.

Contact information of each speaker:

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Short Bio of each speaker (please include credentials if applicable):

Dr. Nemeth, Ph. D., M.P., M.P.A.P.

Clinical, Medical, and Neuropsychologist

Dr. Nemeth is the founder of the Neuropsychology Center of Louisiana (NCLA). She is a Clinical, Medical, and Neuropsychologist specializing in children with neuropsychological difficulties. Her most recent book, April 2020, edited with Janna M Glozman, Ph.D., Dr. Sc. is titled “Evaluation and Treatment of Neuropsychologically Compromised Children”.

Cody Capps, B.S.

Clinical Assistant

Cody Capps is a Clinical Assistant at the Neuropsychology Center of Louisiana (NCLA). He is a recent graduate from Louisiana State University (LSU) with a B.S. in psychology.

Olesia Palamar

Research Assistant

Olesia Palamar is a senior majoring in Psychology at Louisiana State University (LSU) and a Positive Psychotherapy counselor in Ukraine. She attended Bogomolets National Medical University in Kyiv, Ukraine for two years before transferring to LSU.

Goals/learning objectives of the presentation:

1. Understanding what Executive Functions are and the role they play in children’s emotional and social behaviors.

2. Understanding the importance of developing Executive Functions.

3. Understanding the need to develop, not merely medicate, children’s brain functions.

Three things that participants will be able to utilize from the presentation to increase academic success for LD students:

1) Participants will be able to define hot and cold Executive Functions (EFs).

2) Participants will understand their effects on emotion and behavior.

3) Participants will understand various medications and their effects on behavior.

Which Learning disabilities will be addressed in your presentation?

Executive Functions (EF)

Attention Deficit Hyperactivity Disorder (ADHD)

1. **Positive Discipline for Children with AD/HD**

Speaker: Randall L. Lemoine, Ph.D.

Organization: Private Practice

Brief Description of Presentation:

Positive Discipline for Children with AD/HD by Randall L. Lemoine, Ph.D.:  Frustrated with all the drama and constant nagging to get your child/student to behave? Wish there was a more positive and lasting method to do discipline? Well, this workshop provides positive, practical strategies to effectively accomplish discipline of children with AD/HD and other neurodevelopmental disorders both at home and school. It will transform the way you think about and do discipline - we are positive!

Short bio and Contact: Dr. Lemoine is a licensed Psychologist providing evaluation and counseling services for children/ adolescents with learning, attention and/or psycho-social adjustment challenges. He has been in private practice in Baton Rouge for over 30+ years and is a regular presenter at the conference.

Email: [RandallLemoinePhD@gmail.com](mailto:RandallLemoinePhD@gmail.com) Office phone: 225.383.9808 (with voice mail) - Cell phone: 225.572.2097 (for our conference planning only –voice mail not set up) Website: <http://www.randalllemoinephd.com/>

Goals/learning objectives of your presentation?

Participants will learn the purpose, principles and practices of Positive Discipline for Children/ Adolescents with AD/HD in the home and school (see 3 objectives below).

3 things that participants will be able to utilize from the presentation to increase academic success for LD students:

* 1. What are the *goals* of a positive approach to discipline for children with AD/HD?
  2. What are the *core principles* underlying a positive approach to discipline?
  3. What are the *practical strategies* that can be applied daily at home and at school?