

**KEYNOTES
AND
PRE-
CONFERENCE**



March 12-15, 2024
BALTIMORE, MD



KEYNOTES



Chris Beamon M.A. LPC NCC

Pronouns: They/Them/Theirs and She/Her/Hers

**Boulder County Community Services
Racial Equity Manager**

Call to Action! The Organized Attack on Mental Health Services and Marginalized Youth Services in the Public School System

Keynote Description: The sociopolitical climate regarding education and the services provided in schools has become a battle ground where the students we serve and their educators are the ones left to suffer. In this current space, politicians and political think tanks aim to remove essential resources and undermine the education, certifications, and licenses we have worked hard to receive in order to supply students with the holistic care they need in educational settings. This Keynote is to inform social workers and clinicians on the political landscape that has been evolving across many states over the last ten years or so with more extreme rhetoric being proposed in. The last 3 years.

Chris Beamon currently works for Boulder County Community Services as the Racial Equity Manager. Formerly the Diversity, Equity, and Inclusion (DEI) Coordinator for Communities in Schools Gulfsouth, Chris has shifted her work to focus more on making a difference on the macro level protocols as opposed to the micro level as a Behavioral Health Counselor. Chris specializes in education and intervention regarding marginalized populations and the structural systems of discrimination and inequity that affect the public and students being serviced by the public school system and civil services. Chris also worked previously as a private practice clinician through Aspire to Empower as a specialist with the LGBTQ+ community of the Greater New Orleans area and the state of Louisiana at large using Child Centered Play Therapy and Expressive Arts Therapy. Chris has participated in many conferences as a lead presenter regarding the equity of marginalized populations and informing clinicians on important subjects and research to help better inform their advocacy and ethical considerations when moving through civic, educational, and agency settings.

KEYNOTES



Kelli Sammis, Ed.D.

Pronouns: She/Her/Hers

Breathe For Change's Director of School & District Solutions

When I am Well, They are Well: Taking Time to BREATHE!

Keynote Description: The role of the social worker is integral to the success of our schools. They provide support and resources every single day to students, staff, and families, but that level of support can only be as strong as their own well-being. With that in mind, today is a day we pour back into you, the social worker. Today is a day that we do more than expand your knowledge; rather, we start by expanding your capacity for supporting your own well-being. You will leave this time equipped with tools for the professional roles you serve with so much compassion all across our nation. Today it's your turn to receive!

Kelli Sammis, Ed.D. is a retired school leader who served Texas schools for nearly 3 decades. Her classroom experience ranged from teaching kindergarten to I.B. English, but more than half of her tenure was spent serving as a school and community leader. She brought her passion for mindfulness, social-emotional learning, and educator well-being to the Breathe For Change team in 2021 and has the privilege every day to work on initiatives that bring these tools to as many schools, districts, and communities across the nation as possible because she believes that the most important resource that schools have is its staff. She lives in College Station, Texas where she spends her time teaching yoga and meditation at The Bridge Yoga, an inclusive studio she and her husband opened in 2021. When she's not at The Bridge, she is out working in her yard and spoiling her two grandchildren as much as she can.

KEYNOTES



Tara Brown, M.Ed.

Pronouns: She/Her/Hers

"The Connection Coach"

Embracing the Power of Your Leadership Footprint

Keynote Description: It has been said that 'we never touch another so lightly that we do not leave a trace'. In this humorous inspirational keynote, Tara emphasizes that we are all leaders in some capacity, regardless of title or position, and that kids are constantly seeking leaders who they can follow. Through powerful stories of her time spent both teaching and coaching diverse populations, Tara emphasizes the importance of embracing intentional actions that will inspire and motivate. Characteristics of great leaders will be discussed and attendees will take away tremendous encouragement with which to embrace the power of their leadership footprint on a daily basis.

Tara Brown: Known as 'The Connection Coach', Tara Brown is president of Learner's Edge Consulting and an Award-winning educator, author and international speaker. She holds a M.Ed. in Administration and Supervision. Tara's 35-year professional journey as a teacher/coach has taken her from rural Florida to gang territory in California and to one of the largest high schools in Tennessee. Her international engagements have included Dubai and Beirut working with both teachers and youth. During the 1990's, Tara worked with 'Communities in Schools', and established a successful program at Lindbergh Middle School in Long Beach, Ca. She worked closely with at-risk teens, many who were entrenched in the gang lifestyle. In 2005, in Nashville Tn., Tara played a key role in piloting a Leadership Development program at Antioch High School targeting Non-traditional leaders. Because of the success of this program, it earned Tara the 'Pioneer Award' and 'Teacher of the Year' award in 2006. Since leaving the classroom, Tara's passion and humor continues to drive her work with adults around the globe. Through her keynotes and trainings, Tara's goal is to motivate and better equip adults with a deeper understanding of the power of human connections to increase motivation, engagement and unleash potential.

PRECONFERENCE A



**Stacy Overstreet,
Ph.D.**

Pronouns: She/Her



**Teddy McGlynn-
Wright, MSW**

Pronouns: He/They



**Anthony Marino,
Ed. D**

Pronouns: He/Him



**Avery Brewton,
LCSW**

Pronouns: She/Her

Whole Child Whole School: Designing and Installing Trauma-Informed Multi-Tiered Systems of Support

Preconference Description: In this practitioner-led pre-conference session, attendees will be guided through an interactive strategy session on how to design and install schoolwide Trauma-Informed Approaches through the lens of MTSS. This session will include some foundational information on trauma, stress, and its impact on learning in schools. Participants will also learn about facilitating healing in schools as a part of the trauma-informed framework. The Coalition for Compassionate Schools has developed several tools to assess readiness, evaluate fidelity, and observe trauma-informed practices in the school setting. The presenters will share their direct experiences utilizing these tools to introduce, implement and sustain trauma-informed approaches in schools. Participants will have the chance to practice using the tools during the session. By the end of the session, attendees will have developed an Implementation Roadmap that considers the starting point, tools, partnerships, and barriers to integrating TI-MTSS in their school/district.

PRECONFERENCE B



Chris Beamon M.A. LPC NCC

**Pronouns: They/Them/Theirs
and She/Her/Hers**

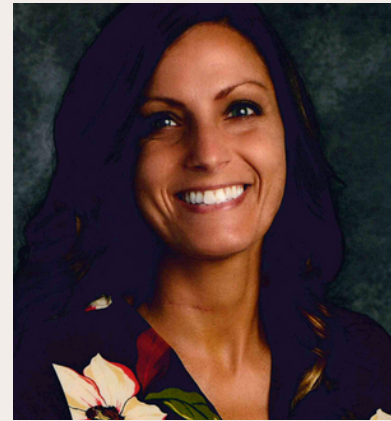
Intersections on Advocacy: The Full Scope on Foreknowledge and Clinical Skills with LGBTQ+ Youth

Preconference Description: In depth psychosocial development content focused on gender and sexual minorities is very difficult to find within our general coursework while studying social work and mental health counseling. This oversight has caused a large number of practicing clinicians and social workers to lack fundamental knowledge at no fault of their own. Opportunities to further their knowledge on this and other populations with continuing education credits that tend to focus on basic fundamentals as opposed to advanced clinical skills. This presentation is meant to fill that gap in knowledge with not only basic knowledge but also advanced knowledge and skills. Participants will gain knowledge on the intersectional growth and development of LGBTQ+ youth. With this, they will learn specific barriers that negatively impact psychosocial development of this population in numerous spaces including but not limited to the home/family of origin, school/academic settings, and societal settings. Participants will also gain knowledge on the intersections of race, socioeconomic status, religion/spirituality, and other intersectional identities on the psychosocial and psychosexual development of LGBTQ+ youth as well as gain practical clinical skills and interventions to utilize while working with this population. Lastly, participants will gain insight on how to curate safe spaces for this population in the school setting as well as how to advocate for this population in a time where school safety for LGBTQ+ youth is under attack.

PRECONFERENCE C1



Chris Rich, LCSW, ACSW
Pronouns: He/Him



Jennifer Fields, MSW, LSW
Pronouns: She/Her

Coloring inside the lines, understanding social work ethics in schools

Preconference Description: School social workers are presented with unique challenges in applying ethical standards in schools. Participants will be engaged in topics including documentation, duty to warn, consent and confidentiality within the context of schools. Come expand your knowledge of ethical dilemmas and develop tools for resolving ethical challenges in school settings.

PRECONFERENCE C2



**Dr. Stephanie Columbia,
Ed. D, LCSW-R, BCBA, LBA**

Pronouns: She/Her

Using Restorative Practices to Connect School and Community in creation of Equity stakeholder group.

Preconference Description: This session will focus on one district's development of an inclusive stakeholder group (students, teachers, parents, administrators and community members) formulated to systemically address issues related to diversity, equity and inclusivity. Utilization of evidence based practice restorative practices to introduce and engage in courageous conversations within the safety of the group. We formed a Community Culture Committee, developed a mission statement, and built capacity in the 7 individual buildings in the district. Student voice and choice are paramount in this group. Surveys are used to develop metrics to measure success of implementation and direction for future growth.