

25th Annual National School Social Work Conference

Time to Shine



School Social Work
Association of America

School
Social Work
Association
Of America

#sswaa2022
#timetoshine

April 6-9, 2022 | Chicago, Illinois

25TH ANNUAL NATIONAL SCHOOL SOCIAL WORK CONFERENCE™



Westin
Chicago
North
Shore

April
6-9
2022

Chicago Westin North Shore

Conveniently located near O'Hare International Airport, the Chicago Westin North Shore Hotel makes a dynamic and excellent choice for the School Social Work Association of America's 25th National School Social Work Conference™. The hotel offers onsite dining featuring grab-and-go options, handmade pasta, craft drinks, and Starbucks® coffee. Additionally, the hotel offers a refreshing indoor pool, 24-hour fitness center, and on-site walking track. Conference room rates are **only \$159** for singles, doubles, triples, or quads in this lovely hotel. The Chicago Westin North Shore Hotel has established a registration website for SSWAA attendees. Visit sswaa.org, go to the 2022 Conference page, and click on "Hotel Information" for complete details. Please note that **once the SSWAA hotel block is filled, conference rates may no longer apply**, and availability may be limited. So make your reservations today!



THE WESTIN

CHICAGO
NORTH SHORE

Welcome from the Executive Director!



Welcome To Chicago! The School Social Work Association of America would like to welcome you to our 25th National School Social Work Conference™ to be held at the amazing Westin Chicago North Shore Hotel. Our conference begins on Wednesday, April 6th with the optional Pre-Conference workshops. The Full Conference begins on Thursday, April 7th and continues through Saturday, April 9th. The conference includes a wide variety of useful breakout workshop sessions, opportunities to connect and network with other social work professionals, and an exciting lineup of keynote presenters.

This year, SSWAA is celebrating an exciting event with some nods to the past with a recorded address from one of the first National Conference Keynotes, messages from past SSWAA presidents, an optional celebration dinner Thursday night, optional yoga/self-care on Friday morning, a Saturday Fun Run sponsored by the Endowment Fund, and history displays throughout the conference to celebrate our rich history. As we look back and remember the past, we also want to celebrate the growth and our current successes. SSWAA is thrilled about many opportunities we had over the past two years and are excited to share some of those with you at the conference. SSWAA believes that now is our Time to Shine! We are so happy you have decided to join us as we return to in-person professional development and are glad you are joining us for this milestone conference. Shine on, School Social Workers! Shine on!

Sincerely,

Rebecca K. Oliver
Executive Director
School Social Work Association of America



Welcome

to the 2022 National School Social Work Conference™

Celebrating 25 Years of School Social Work Leadership
In America and the World!



Time to Shine

The School Social Work Association of America has established a year-long theme for 2021-2022. Represented by a sunflower, “Time to Shine” celebrates the history and longevity of our association as we celebrate our 25th National Conference. It also celebrates the brightness that the future holds for School Social Workers as they shine their light within their schools and communities. We hope you will join us in tagging your conference photos with #sswaa2022 and #timetoshine. Enjoy your conference!



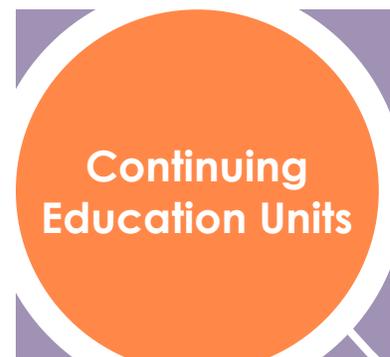
Pre-Conference Sessions

SSWAA offers a Pre-Conference registration for sessions offered on Wednesday, April 6th before the regular Full Conference sessions begin on Thursday. These sessions offer opportunities for concentrated learning in important topic areas. This year, the pre-conference day is organized into full day Forums. The Pre-Conference Forums offer 6 CEUs. Attendees will select one forum to attend for the entire pre-conference day. Topics are listed in the brochure.



Full Conference Sessions

The SSWAA Full Conference sessions will be held on Thursday through Saturday, April 7th through 9th. The Full Conference registration includes 2 lunches, 1 afternoon snack breaks, and up to 12 CEUs. Please see the Conference Brochure or check the Conference App for the complete schedule of sessions and events.



Continuing Education Units

This program has been submitted for approval by the National Association of Social Workers for 18 Continuing Education Contact Hours. Details regarding CEU credits are listed on the conference app per session listing. SSWAA expects the highest ethical practice of our attendees. SSWAA follows the guidelines set forth by NASW, and therefore, in order to obtain CEU credits, attendees are expected to attend the full session. Attendees who arrive more than 5 minutes late or who miss a significant portion of the workshop will not receive full credit.

As you visit workshops or enjoy refreshment breaks, be sure to visit our conference exhibits. These exhibitors' offerings represent a range of facilities and programs from throughout the United States. You may discover just the new resource you have been seeking, or learn about the latest programs being implemented in schools and agencies. You will also find vendors with "tools of the trade" for sale – books, therapeutic materials, and toys suitable for your home or office. *Our exhibitors are key supporters. Please support them by visiting their booths.*

Exhibits and Resource Fair

Numerous opportunities are offered during the SSWAA National Conference for networking. The schedule of events includes a welcome reception, a snack break, regional meetings, specialty meetings, an extended networking break on Friday and a networking lunch on Saturday. Please see the schedule of events for more details. Look for the optional "after hours" networking events and a Saturday morning run/walk! More information will be available at the registration desk about these events.

Conference Networking

On Saturday, April 9th from 7:00-8:00 AM, join us for a FUN RUN/WALK along a walking trail just outside the hotel! All ability levels welcome. Proceeds go to support student scholarships and SSWAA mini-grants. Also, during the Friday luncheon, the Endowment Fund will conduct a 50/50 RAFFLE. Any level of donation is welcome and one winner will receive 50% of the funds raised as their raffle prize and the other 50% of the donations will go to the Endowment Fund. *Both of these events are sponsored by the Endowment Fund. Donations are tax deductible.*

SSWAA Endowment Opportunity

The School Social Work Association of America will have books, t-shirts, mugs, window-clings, resources, and other products available at the SSWAA booth for purchase. Cash or check payment are requested for purchases under \$50 to allow us to quickly serve all "SSWAAG store" customers.

SSWAA Booth aka "SSWAAG Store"

On Thursday night join SSWAA for an optional celebration dinner. Attendees will have the opportunity to hear from the Keynote from the first National Conference held in 1998, enjoy messages from past SSWAA presidents, and network with friends and colleagues over a relaxing meal. A cash bar will be available. Friday evening offers individuals the opportunity to take a bus to downtown Chicago for a night on the town. We recommend reserving your spot in advance as seats are limited. Separate registration and costs are required. Watch for more info!

25th Conference Celebrations

Info

General Information and Special Notes

ALL CONFERENCE REGISTRANTS ARE URGED TO READ THE FOLLOWING GENERAL INFORMATION FOR IMPORTANT DETAILS ABOUT THE NATIONAL CONFERENCE INCLUDING SPECIAL NOTES REGARDING POLICIES & PROCEDURES.

Registration

ALL registrations must be completed on-line. You will have the option to pay by credit card at the time of registration or print out an invoice to submit check payment later or provide to your school district/agency to process a purchase order and check payment. Workshop descriptions are included in the online registration system so that workshop selections can be made at the time of registration. Room sizes vary, so be sure to sign up for workshops you hope to attend so that we can plan accordingly. **Registration fees not received during the registration window will be subject to current rates. Additionally, registration fees not received by the date of the conference will need to be paid on site. If you are submitting a Purchase Order, please register early enough for your district to process payment by the conference date.**

Payment that is not received at the conference will be subject to a late fee. Nametags, meal tickets, and conference packets will be issued at the hotel. If you register on-site, alternative name tags, meal seating and menus may be necessary. Please note that **on-site registration is not guaranteed** and is only offered as space permits. Additionally, **on-site registrants** are not guaranteed meals.

Refund Policy

All cancellations MUST be in writing. Individuals sending written requests postmarked before **March 6, 2022**, will receive refunds minus a 25% administrative fee. **There will be no refunds after March 6, 2022.**

ADA

Please advise the Executive Director, Rebecca K. Oliver, at r.k.oliver@sswaa.org, by February 26, 2022, if you need any auxiliary aids or services to participate in the conference. Attendees who register after the published deadline will be invited to participate with the schedule in place at that time which will include all keynote speakers and select meetings & workshops.

In 2022, SSWAA will again feature various session tracks. The featured tracks include:

- Research to Practice (**RP**)
- Equity Dilemma Focus (**EDF**)
- Leadership (**L**)
- Macro Practice (**MP**)
- General Practice (**GP**)
- Specific Populations (**SP**)

The Research to Practice Track will highlight School Social Work research including innovative ways researchers and practitioners work together to evaluate programs providing tangible practice implications for School Social Workers. A new track that is featured this year is the Equity Dilemma Track. These sessions highlight the ways in which we can center our school social work practice within social justice, racial justice, and decolonial frameworks. All other workshops will be noted and sessions will also indicate “Beginning” (**BEG**), “Intermediate” (**INT**), or “Advanced” (**ADV**) for the target audience.

Workshop Tracks

To receive CEU credit, sign in at each session that you attend. Following the completed session, the speaker will give you a session code to input into the conference app which will direct you to a required session evaluation.

All CEUs will be tracked via the Conference App. It is the conference participant's responsibility to attend the full session and write down or enter the session code for CEU credit. At the completion of the event, attendees will be able to download a certificate and transcript of courses completed. If you are not able or willing to use the Conference App, please make note of this on your registration so that a paper copy can be provided to you upon check in. *Please note that a \$10 CEU Processing fee will apply for a paper copy due at the conference by cash or check only.*

When your license comes up for renewal, submit the information regarding your hours to your licensing agency. For more information, check at the registration desk, and/or consult with your licensing agency.

** New York State attendees please see Appendix A on Page 41 for specific guidelines.*

CEU Procedures

Please download the **Conference Event App** now! It features speaker details, handouts, and sponsor and exhibitor information. Evaluations and CEU awards will also be done through the App. SSWAA encourages all participants to use the **FREE** App, but paper copies will be made available for attendees who do not have access to technology (a \$10 paper processing fee will apply). You may **print and bring your handouts and/or bring laptops with downloaded information. Please print this program if you prefer having a hard copy at the conference.**

Conference Event App

Internet Access

We are pleased to announce that **FREE** internet access will be available for conference attendees in the meeting space for accessing the conference App!

Social Media

Please be sure to follow SSWAA on:

- Facebook
- Twitter
- Instagram
- LinkedIn

Use our 25th National School Social Work Conference™ hash tags - **#sswaa2022** and **#timetoshine** - and get hyped for this great event!

Moderators

Moderators are a very important part of this conference and help make it successful. Any conference participant may sign up to be a moderator while being a workshop participant. Moderators will be provided with all necessary information in advance! If you would like to moderate a session, just indicate your willingness on the on-line registration form. You will be contacted to confirm your availability. Thank you in advance for your assistance!

Student Volunteers

Full time students may volunteer for 4 hours in exchange for a reduced conference rate of \$135. Student Volunteers can attend any session at the conference that does not interfere with his/her scheduled volunteer hours. Student volunteers are also asked to be “social media ambassadors” – posting and/or tweeting from sessions he/she attends. Please note, however, that no meals will be included. You may order an “extra meal” on the on-line registration form if you would like to attend any meal sessions. Student volunteers may also attend luncheon sessions to listen and learn without participating in the meal. When registering on-line, students must note when they will be attending the conference so that volunteer hours can be scheduled. Contact SSWAA for more details.

*Please note: in order to allow time for proper planning, students must register by **March 1st** to be guaranteed the student volunteer rate. Individuals registering after March 1, 2022, may not be allowed the student rate if volunteer opportunities cannot be scheduled/accommodated. Plan early to attend!

Meet our distinguished 2022 National School Social Work Conference™ Keynote Speakers!

Keynotes

Tyrone Martinez-Black (he/they) seeks and solidifies the connections between CASEL's re- search, practice, and policy efforts. Their current focus is engaging and empowering parents/ caregivers to authentically partner with school staff and community members. Tyrone leads an advisory council testing models of shared power amongst adults in homes, schools, and the broader community as co-designers and co-governors of equitable learning environments. Prior to joining CASEL, Tyrone taught middle school math and science. They have also been an instructional coach and district administrator in those subjects. They began designing and delivering learning experiences for adults during their earliest days as an educator. They continue to do so on a range of topics often intersecting mathematics, equity, and SEL.



Dr. Alexandra Skoog-Hoffman, Director of Research-Practice Partnerships, (she/her) leads the design and enactment of district- and school-level continuous improvement technical assistance efforts at CASEL in the effort to explore how social and emotional learning can be leveraged to promote equitable learning environments and equitable developmental outcomes for students. In her role, she directs key practice-focused research initiatives designed to support and scale the processes and impacts of high-quality SEL implementation in partner districts, schools, and communities. Prior to joining CASEL, Alexandra was a highschool educator in DC Public Schools, and a district consultant at TNTP, a consulting firm, where she consulted with district and school leaders on instructional program and initiative implementation, and evaluation.



Dr. Karen Rice, PhD, LSW, ACSW, serves as the Chair of the School of Social Work and DSW Director at Millersville University of PA and is trained in the Intergroup Dialogue approach.



Aaron Mallory is the founder and Chief Executive Officer of GRO Community, founded to assist males, particularly males of color. Aaron has over ten years in the field, working with specifically African American males with diverse behavior challenges. Aaron has provided direct service work at UCAN within their transitional living shelter for young adult males, HRDI as a child and adolescent therapist, and Youth Advocate as an advocate. Aaron has served in leadership roles at HRDI as the Clinical Supervisor within the Child and Adolescent Department and Clinical Director at Heartland Alliance, READI initiative. Aaron obtained his bachelor's degree in Electrical Engineering at Southern Illinois University Carbondale, and a Masters in Social Work from the University of Chicago. Aaron is also a licensed clinical social worker in Illinois.



Keynotes

National School Social Work Conference™ Keynote Session Topics

**Tyrone
Martinez-Black
and Alexandra
Skoog-Hoffman**

“Leveraging Transformative Social and Emotional Learning . . . From Imagining to Actualizing an Educational System Rooted in Love and Justice”: Over the past two years, our communities, and our students, have navigated persistent trauma. We have all managed the reality of pervasive inequity and injustice and have realized the need for honest conversations and authentic action towards reimagining an educational process that: centers people first; is committed to justice; and elevates the voices of all, beginning with those who have been historically marginalized. Social and emotional learning (SEL) provides a way for communities to advance these and other goals that are determined by local schools, families, and communities. CASEL has been refining one specific form of SEL implementation that concentrates SEL practice on transforming inequitable settings and systems and promoting justice-oriented civic engagement—which we are calling “Transformative SEL.” Join us in this keynote address where we will deepen our collective understanding of transformative SEL, its focal constructs and the power that it holds to shift the current centrality of power of a few to that of all. Learn with us as we draw clear connections from transformative SEL to the SSWAA values and demonstrate the opportunities that exist to mitigate educational inequities by centering the identities, voices, and actions of students, caregivers, community organizations, and educators . . . all through a lens of reflection, continuous improvement, and overall wellbeing.

**Karen
Rice**

“Building Authentic Alliances Through Critical Conversations”: Intergroup dialogue is the process of bringing together individuals from different social identity groups to engage in and process social issues. Through the exploration of differences and commonalities, and the examination of the effect of discrimination, power, and privilege, group members collaborate to identify common ground in order to promote equity and justice.

**Aaron
Mallory**

“What is Safety from the Lens of Teens”: The goal of the discussion is to educate participants on the safety challenges young people encounter daily, and how systematic and institutional racism creates unsafe environments within their communities. Additionally, the discussion will highlight strategies and ideas from students on how school social workers can help students create a sense of safety.

Call for Proposals!

Want to present at the
26TH ANNUAL NATIONAL SCHOOL
SOCIAL WORK CONFERENCE™
in 2023 in beautiful
Denver, Colorado?



Submit your proposal online at
sswaa.org by June 15, 2022!

Views expressed by presenters are their own and do not necessarily reflect the views of SSWAA.

Beliefs or Rationale: SSWAA welcomes a diversity of viewpoints expressed in a respectful manner. SSWAA also recognizes that social workers can agree to disagree agreeably, and still remain professional.

Some speakers may express views that are inconsistent with good self-care, competence, or ethics. When this occurs, the NASW Code of Ethics specifically states that the colleague should be professionally approached and communicated with directly, before escalating the conflict or disagreement to another level. This may not always be possible or the colleague may be unresponsive to feedback. In these circumstances, SSWAA recommends addressing it with leadership of the organization or the proper authority.

**Speaker
Disclaimer
Statement**

Expand
your knowledge

Elevate
your practice

Engage
in your profession

with

SSWAAG



**Official SSSWAA Merchandise
Available at the SSWAAG Store!**

Professional Resources | SSWAA Book Series | Mouse
Pads | Professional Portfolios | Tervis Tumblers | Door
Clings | Apparel | Coasters | Mugs | And Much More!

Wednesday

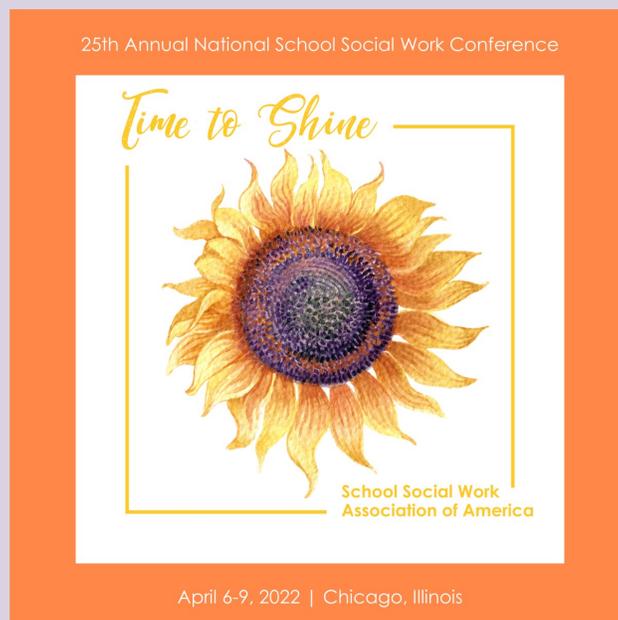
April 6
2022

Agenda

CONFERENCE REGISTRATION FOR <u>PRE-CONFERENCE ATTENDEES ONLY</u> REGISTRATION DESK - RAVINIA PRE-FUNCTION	7:30 AM - 9:00 AM
PRE-CONFERENCE FORUMS 6 CEUs VARIOUS LOCATIONS - SEE PAGE 14 FOR DETAILS	9:00 AM - 12:00 PM/ 1:30 PM - 4:30 PM
LUNCH ON YOUR OWN	12:00 PM - 1:30 PM
CONFERENCE REGISTRATION FOR <u>ALL ATTENDEES</u> REGISTRATION DESK - RAVINIA PRE-FUNCTION	4:00 PM - 7:00 PM
OPENING WELCOME RECEPTION AND POSTER SESSION EXHIBIT AREA - RAVINIA AND LAKE MICHIGAN PRE-FUNCTION SEE APPENDIX B ON PAGE 43 FOR POSTER SESSION DETAILS	4:30 PM - 6:30 PM
SSWAA AFTER HOURS EVENT: SCHOOL SOCIAL WORK STUDENT MEETUP OUTDOOR TERRACE	6:30 PM - 7:00 PM

TOTAL CEUs AVAILABLE WEDNESDAY = 6

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Pre-Con Forums

Wednesday

April 6
2022

9:00 AM-12:00 PM
1:30 PM-4:30 PM

F1

L—BEG
Botanic A/B

Racial Equity Leadership for School Social Workers

Dr. Summer Woodside, PhD, LCSW and Dr. Veronica Hardy, PhD, LCSW

This workshop is designed to provide a training program pertaining to the topics of racial equity and leadership to school social work professionals. The program consists of topics related to ethics, data analysis, and broaching at the micro, mezzo, and macro levels of practice using a lens of racial equity.

F2

MP—BEG
Lake Michigan B

The Role of the SSW in Building Capacity for PBIS and Equity

Katie Pohlman, MSW, LSW, Dr. Kevin Tan, PhD, Jenna Mahoney, LCSW, Sheri Olson, LCSW, and Dr. Brenda Lindsey, EdD, MSW

Need an introduction or refresher on championing PBIS to ensure learning environments are producing equitable outcomes? This workshop will review foundational PBIS principles through an equity lens with the aim of providing new insights on your role in promoting equitable student outcomes. The activities in this hands-on workshop will utilize the schoolwide PBIS Tiered Fidelity Inventory (TFI), to help you assess and apply the core features of PBIS. Participants will utilize the Integrated TFI to discuss ways and formulate action plans to foster greater cultural responsiveness within our buildings to promote student social, emotional, and behavioral supports. The workshop will conclude with recommendations on building capacity for PBIS and equity in our ongoing work in promoting student achievement.

F3

GP—BEG
Birch

The Art of Becoming Indispensable: What School Social Workers Need to Know in Their First Three Years of Practice

Tory Cox, EdD, LCSW, Michelle Alvarez, EdD, MSW, and Wendy DuCasse, LCSW

There are numerous practice experiences needed to move from entry-level to proficiency in school social work (SSW). Framed by a 2019 study in which 78% of school social workers said they did not feel well prepared for the school social worker role; this presentation will provide essential information for new school social workers. Research showed that 85% of school social workers would have benefited from taking more SSW classes and 49% did not have an SSW internship. Presenters will provide real life school social work experiences and tips, school social workers role definitions, and orientation to and understanding of school culture.

Thursday

April 7
2022

Agenda

CONFERENCE REGISTRATION 7:30 AM - 5:00 PM
REGISTRATION DESK - RAVINIA PRE-FUNCTION

WAKE UP: VISIT THE EXHIBITORS/MORNING COFFEE AND TEA SERVICE 7:30 AM - 8:30 AM
EXHIBIT AREA - RAVINIA AND LAKE MICHIGAN PRE-FUNCTION

OPENING SESSION AND KEYNOTE ADDRESS | 1 CEU 8:30 AM - 9:45 AM
RAVINIA BALLROOM CDEF

Tyrone Martinez-Black and Alexandra Skoog-Hoffman: Transformative SEL

BREAKOUT SESSION A | 2 CEUs 10:00 AM - 12:00 PM
VARIOUS LOCATIONS - SEE PAGES 16-19 FOR DETAILS

LUNCH ON YOUR OWN 12:00 PM - 1:30 PM

BREAKOUT SESSION B | 2 CEUs 1:30 PM - 3:30 PM
VARIOUS LOCATIONS - SEE PAGES 20-23 FOR DETAILS

VISIT THE EXHIBITORS 3:30 PM - 4:00 PM
EXHIBIT AREA - RAVINIA AND LAKE MICHIGAN PRE-FUNCTION

REGIONAL MEETINGS 4:00 PM - 4:45 PM
RAVINIA AB (NORTHEAST)/
LAKE MICHIGAN AB (MIDWEST)
BOTANIC A (WESTERN)
BOTANIC B (SOUTHERN)

SSWAA AFTER HOURS EVENT: 25th NATIONAL CONFERENCE CELEBRATION 6:00 PM - 9:00 PM
(ADD-ON TICKET PURCHASE REQUIRED)
RAVINIA BALLROOM CD

DINNER ON YOUR OWN/EVENING FREE TO ENJOY CHICAGO EVENING

TOTAL CEUs AVAILABLE THURSDAY = 5

#sswaa2022
#timetoshine

Breakout Thursday

A

April 7
2022

10:00 AM-12:00 PM
Session Descriptions

A2

RP—ADV
Lake Michigan A

Getting Your ACT Together: Acceptance and Commitment Therapy (ACT) in a School Setting

Stephanie Ochocki, DSW, LICSW and Sarah Perry, MSW, LICSW

Join us for an engaging and interactive workshop that centers on the basic principles of Acceptance and Commitment Therapy (ACT). This dynamic session will go beyond theory and framework by providing you with exposure to ACT interventions specifically applied in the school setting through an iterative implementation partnership. Gain exposure to ACT interventions, opportunities to practice with peers, and access to a completely packaged ACT group curriculum that we partnered to organize and adapt to meet the real world needs of school social workers.

A4

GP—BEG
Ravinia A

Building Community with Restorative Circles

Robert Spicer, MA and Michael Gilbert, PsyD

This workshop focuses on introducing the philosophy of Restorative Justice (RJ). The workshop models and introduces the RJ practice of Peace-Making Circles, Victim/Offender Mediation and Family Group Conferences and its implementation at the school and classroom levels. These practices can be used to facilitate check-in Circles, prevent, and address disciplinary infractions, build relationships, provide support and safe space for difficult conversations. Social workers will be engaged in visioning activities as they prepare to engage their district/school teams in implementing restorative practices across their school sectors.

A5

EDF—ADV
Ravinia B

Transformative SEL and Equity: Implications for School Social Work

Dr. Kevin Tan, PhD and Durriyyah Kemp, PhD

Promoting a just and equitable society requires authentic dialogue with adults and youths to collaboratively discuss and seek social justice solutions. Utilizing a variety of conversational methods, participants will receive tools and activities to engage in authentic dialogue to explore and understand change—creating a roadmap to racial healing.

A6

GP—BEG
Botanic A

Trauma-Informed Soul Healing: Expressive Arts-Based Interventions for Improving Social Emotional Well-Being

Karen English, MSW, LSW

Participants will gain knowledge of the impact trauma has on the developing child's brain, how this may impact the child's behavior, enhance participant knowledge regarding expressive art-based interventions and provide hands on experience with expressive art activities that may be used during individual sessions or small group interventions for all Pre-K-12 students.

Thursday Breakout

April 7 2022

A

10:00 AM-12:00 PM
Learning Goals

1. Participants will understand the purpose and application of acceptance and commitment therapy (ACT) in a Tier 2 school setting.
2. Participants will be able to identify the six dimensions of the ACT framework in practice.
3. Participants will explore and practice across the six dimensions of the ACT framework.

A2
LEARNING
GOALS

1. Attendees will learn basics of restorative practices and how they relate to trauma informed care.
2. Attendees will learn how to incorporate various circles into daily practice within school setting.
3. Attendees will learn how to facilitate basic components of a talking circle.

A4
LEARNING
GOALS

1. For participants to understand the principles of transformative social-emotional learning and its implications for school social work.
2. For participants to reflect on the role of racial healing as agentic action in our social work practice.
3. For participants to be provided with tools and activities to engage in racial healing work with their staff and students.

A5
LEARNING
GOALS

1. To understand trauma's impact on the brain and behavior as well as gaining insight into students' behavior through a trauma lens.
2. To learn an overview of Expressive Arts disciplines.
3. To learn, practice and utilize specific Expressive Arts Interventions to address specific student behaviors and support student's overall social emotional well-being.

A6
LEARNING
GOALS

Breakout Thursday

A

April 7
2022

10:00 AM-12:00 PM
Session Descriptions

A7

GP—ADV
Botanic B

Suicide Prevention in Real Life: What Really Matters

Sheri Koller, LCSW, LCSW-C, PPSC

What helps identify and support suicidal students? Are these methods truly working? How do staff develop competency in this area? Learn how to train and implement suicide prevention and intervention with K-12 populations through evidence-based interventions, capturing data that guides future focus, and implementation of a "Reach-Back" training model with staff.

A8

LF—BEG
Birch

But What About the Adults? Social Emotional Learning for School Staff

Dayna Sedillo-Hamann, LMSW, DSW

Adult social emotional learning (SEL) and mental health are vital pieces of the puzzle when it comes to school climate and culture, student SEL and academic achievement. School social workers are in a prime position to help administration prioritize and expand SEL and well-being support to other staff. In this workshop participants will learn how to support staff in building self-awareness of mental health and SEL competencies, in modeling self-care and work/life balance, and in identifying best practices for professional learning, advocacy and coaching around SEL and mental health.

A9

EDF—ADV
Willow

It's Up to All of Us: Leading Equitable Suicide Prevention in Schools

Ryan Lindsay, LCSW, MSW, Tynisha Jinter, LCSW, M.Ed, and Saras Chung PhD, MSW

Suicide is the second leading cause of death among youth, and disproportionately higher for BIPOC youth. However, districts and schools often deprioritize suicide prevention efforts. This workshop examines the dilemma of centering equitable, culturally responsive, and youth-centered suicide prevention policy and practice and concludes with concrete solutions for all educators.

A10

GP—BEG
Ravina CD

It's About More Than Showing Up: Improving School Connectedness to Address Attendance Concerns

Patrick Mulkern, MSW, LCSW, PPSC

This expanded session, informed by ecological and narrative theories, provides school social workers with the opportunity to reflect on the ways in which educational settings oftentimes place the "problem" of attendance on and within individual students and families. At the completion of this session, participants will be able to identify ways in which they can improve the practices of the school in order to create a community that fosters school connectedness.

Thursday Breakout

April 7
2022

A

10:00 AM-12:00 PM

Learning Goals

1. Develop suicide assessments, training modules for K-12 staff, and program expectations.
2. Capture suicide risk data in your district and develop interventions based on those findings.
3. Learn how to provide follow up care to staff following suicide assessments.

A7

LEARNING
GOALS

1. Workshop participants will identify ways in which supporting adult SEL and mental health can positively impact students and school communities.
2. Workshop participants will examine best practices related to SEL and wellness programming and implementation for staff.
3. Workshop participants will apply an anti-oppressive lens to consider taking care of oneself as a radical act of resistance.

A8

LEARNING
GOALS

1. Participants will gain knowledge of current research which highlights the scope, risks and disparities related to youth suicide, and how school policies and practice can either hinder or advance suicide prevention priorities.
2. Participants will gain knowledge of current research and concrete examples of evidence-based, equitable, culturally responsive, youth-centered suicide prevention policies and practice in schools.
3. Participants will gain insights into the complex challenges and opportunities for prioritizing and advancing equitable, culturally responsive and youth-centered suicide prevention at the district and school levels.

A9

LEARNING
GOALS

1. Identify various barriers to attendance using ecological theory.
2. Develop schoolwide and individual strategies to increase a student's sense of connectedness and belonging at school.
3. Create a plan building off of existing strengths and relationships to implement strategies to increase school connectedness during distance learning, hybrid learning, and in person learning situations.

A10

LEARNING
GOALS

Breakout Thursday

B

April 7
2022

1:30 PM-3:30 PM

Session Descriptions

B1

RP—BEG
Willow

Unwavering Commitment, Unsung Heroes: Sharing the Findings of the 2021 SSW Burnout Study

Stephanie Carnes, LCSW

This workshop will present the findings of the 2021 School Social Worker Job Satisfaction and Burnout study. Study results highlight not only the tremendous pressures and challenges currently faced by school social workers, but also the deep commitment to children's mental health and well-being. Themes emerging from the study include the ongoing effects of the COVID-19 pandemic on school social worker responsibilities and stress levels, perceptions of support, prevalence of trauma-related cases, and limited resources needed to meet increasing caseloads and demands.

B2

MP—BEG
Birch

The Art of Advocacy 101: Fundamentals to Transforming Systems, Policies, and Practices

Robert Lucio, PhD, LCSW, Christy McCoy, MSW, LICSW and Emilie Souhrada, LISW, MSW

Participants will identify action steps within school social work advocacy and will leave with the ability to develop a personal advocacy action plan. This session will strengthen advocacy and leadership skills to provide a voice for those that feel voiceless. As agents of change, we can impact the equity and social justice issues our students face.

B3

EDF—BEG
Ravina A

Beyond the Status Quo: Empowering Youth Voices through a Racial and Equity Lens

Annette Johnson, MSW, ACSW, LCSW, Giesela Grumbach, PhD, MSW, PEL, and Castify Owens, AM, LCSW

The coronavirus (COVID-19) pandemic and racial injustices prompted the need to engage students in macro-level interventions addressing racism and equity in schools. Empowering students to address equity issues in a developmentally appropriate way can maximize their civic development, enhance critical consciousness, and promote self-efficacy.

B4

EDF—BEG
Lake Michigan A

Racial Justice is Essential for Trauma-Informed Schools

Jane Halladay Goldman, PhD, Heather Baker, M.Ed, and Jenifer Agosti MPP

This multi-media, interactive workshop will present findings from the National Child Traumatic Stress Network (NCTSN)'s Breakthrough Series Collaborative of schools (2019-2020), which promoted trauma-informed schools to keep students in the classroom. In this workshop participants will explore what it means to implement evidence-informed, racially-just, trauma-informed practices in schools.

Thursday Breakout

April 7 2022

1:30 PM-3:30 PM
Learning Goals

B

1. Participants will develop a nuanced understanding of the current challenged faced across different school social work settings, as well as the unique ways in which individual SSWs are overcoming them.
2. Participants will develop a sense of strengthened voice and camaraderie by developing collaborative strategies to obtain necessary support and resources.
3. Participants will brainstorm innovative and effective forms of self-care specific to different sources of work-related stress and burnout.

B1
LEARNING GOALS

1. Understand that advocacy is embedded in our Code of Ethics and falls along a continuum of micro, mezzo and macro practice.
2. Obtain tools to increase knowledge about how to be an effective advocate for the children and families you serve at the local, state and national levels.
3. Develop an individual plan to be a transformative leader locally and nationally.

B2
LEARNING GOALS

1. Assist school social workers in understanding the use of critical race theory in equity building for marginalized youth of color.
2. Introduce transformative social emotional learning within the context of youth-led project-based learning as a strategy to actualize youth voice.
3. Engage participants in developing strategies to actualize youth voice.

B3
LEARNING GOALS

1. Participants will be able to summarize the BSC findings and explain how the BSC methodology was used to improve school and district outcomes related to student attendance, time in the classroom, and racial justice.
2. Identify specific strategies to address racial Justice and trauma in schools as well as methods of implementing these strategies in a school system.
3. Begin to develop a plan to address race and trauma in their own schools by viewing videos and other media used in the BSC focused on strategies addressing racial justice and trauma.

B4
LEARNING GOALS

Breakout Thursday

B

April 7
2022

1:30 PM-3:30 PM

Session Descriptions

B5

EDF—BEG
Ravinia B

Culturally Responsive Leadership: Stepping Out and Stepping In

Jacqueline Pierce, MSW, LMSW

This workshop will explore how school social workers, can step out of their comfort zone and step into culturally responsive leadership. With reflection, school social workers will be able to examine thoughts and feelings about their leadership experiences; identify innovative ways to meet the needs of their school sites.

B7

LF—ADV
Botanic A

Growing Pains: Developing an Effective, Viable, and Sustainable School Social Work Program

Lynda Ramirez, LMSW & Veronica Flores, LMSW

An overview of the creation of a school social work program from the ground up, with only a blank canvas and social workers eager to change lives. In this workshop, participants will learn the creative process and stages of implementation to include policy, procedures, training and evaluation, all while advocating for the role of a school social worker.

B8

RP—BEG
Ravinia CD

Helping Educators Implement Strategies to Support Student Mental Health

Jessica Gonzalez, MSW

School mental health staff play a vital role in promoting mental health and well-being and identifying and responding to emerging mental illness in children and adolescents. Partnering with educators is essential; however, they often have not received the education, training, and/or ongoing support needed to respond in the classroom. Learn how school mental health staff can use the free Classroom WISE suite of tools to move school mental health forward.

B9

GP—BEG
Botanic B

Social Emotional Screening and Transformative SEL within NTSS

Debbie Wright, MSW, LCSW and Maria Huber, MSW, LSW

Participants will learn how to collect and analyze universal social emotional screening data in order to proactively, collaboratively, and responsively provide students with tiered levels of social/emotional instruction and services at the school level.

Thursday

April 7 2022

Breakout

B

1:30 PM-3:30 PM

Learning Goals

1. Participants will be able to understand their leadership framework from a socio-cultural, political, and historical context.
2. Participants will be able to engage in self-awareness activities that will support the growth of inclusive and transformative leadership.
3. Participants will take actions that lead to equity and effectiveness through cultural humility in turn strengthening their ability to provide culturally responsive leadership.

B5

LEARNING
GOALS

1. Participants will gain an understanding of how funding drives program development and the focus of the services to be provided and defining the role the social worker will function in.
2. Participants will receive a strategic guide to the implementation of program policy and procedure, and the "nuts and bolts" of creating a sustainable program.
3. Participants will learn the importance of data collection and measurable interventions to aid in program evaluation and promote continued growth.

B7

LEARNING
GOALS

1. The participant will be able to will list three needs related to mental health literacy for educators.
2. The participant will be able to identify the three components of the Classroom WISE mental health literacy package.
3. The participant will be able to describe how to partner with educators to implement Classroom WISE content in practice.

B8

LEARNING
GOALS

1. Learn and practice methods to collect, analyze, and use universal social emotional screening data to better understand students' needs and measure their response to intervention over time.
2. Understand how social emotional learning, instruction, and services can be delivered at school through an MTSS framework. Participants will have an opportunity to draft Social Emotional MTSS programming during activity-based learning.
3. Learn techniques to develop or enhance students' social/emotional learning through the Transformative SEL framework.

B9

LEARNING
GOALS



SSWAA Manifesto

A manifesto is a public declaration of policy and aims. This is a statement of what we believe as an organization along with our intent as we serve School Social Workers across the nation.

We believe school social workers play a *Vital* and *Valuable* role in serving and connecting school, home, and community.

We believe in providing quality training to professionals as they *Expand* their knowledge in best practices.

We believe professionals should have access to high-caliber tools and resources that *Elevate* their practice.

We believe in the value of relationships and the power of *Engaging* with colleagues through professional community.

We believe in raising *Visibility* through the empowerment of our members as advocates and providing a voice for our profession at the national level.



School Social Work Association of America

P.O. Box 3068 | London, KY 40743 | www.sswaa.org | 800.588.4149

Friday

April 8
2022

Agenda

CONFERENCE REGISTRATION 7:30 AM - 5:00 PM
REGISTRATION DESK - RAVINIA PRE-FUNCTION

WAKE UP: VISIT THE EXHIBITORS/MORNING COFFEE AND TEA SERVICE 7:30 AM - 8:30 AM
EXHIBIT AREA - RAVINIA AND LAKE MICHIGAN PRE-FUNCTION

BREAKOUT SESSION C | 1.5 CEUs 8:30 AM - 10:00 AM
VARIOUS LOCATIONS - SEE PAGES 26-29 FOR DETAILS

SPECIALTY GROUP MEETINGS 10:15 AM - 11:00 AM
MICHIGAN B (K-12 ISSUES)/BOTANIC B (ADVOCACY/LEGISLATIVE)
MICHIGAN A (POC AFFINITY GROUP)
BOTANIC A (NEW SSWers AND STUDENTS)
RAVINIA A (NATIONAL MODEL INTEREST GROUP)
WILLOW (UNIVERSITY PROFESSIONALS)

SSWAA LUNCHEON/AWARDS PRESENTATION/ADVOCACY ADDRESS | .5 CEU 11:00 AM - 1:00 PM
RAVINIA BALLROOM CDEF
Robert Lucio and Emilie Souhrada: Building School Social Work Capacity

NETWORKING TIME/SELF-CARE/VISIT EXHIBITS 1:00 PM - 1:30 PM
EXHIBIT AREA - RAVINIA AND LAKE MICHIGAN PRE-FUNCTION

BREAKOUT SESSION D | 1.5 CEUs 1:30 PM - 3:00 PM
VARIOUS LOCATIONS - SEE PAGES 30-33 FOR DETAILS

GENERAL SESSION | 1 CEU 3:15 PM - 4:15 PM
RAVINIA BALLROOM CDEF
Karen Rice: Building Authentic Alliances

SSWAA MEMBERSHIP MEETING 4:15 PM - 4:45 PM
RAVINIA BALLROOM CD

SSWAA AFTER-HOURS EVENT: BUSES TO DOWNTOWN CHICAGO 5:00 PM - 11:00 PM
(ADD-ON TICKET PURCHASE REQUIRED)
FRONT LOBBY

DINNER ON YOUR OWN/EVENING FREE TO ENJOY CHICAGO EVENING

TOTAL CEUs AVAILABLE FRIDAY = 4.5

Breakout Friday

C

April 8
2022

8:30 AM-10:00 AM
Session Descriptions

C1/D1

GP—BEG
Lake Michigan B

Ethical Decision Making in School Mental Health – Part I

Tory Cox, EdD, MSW, LCSW, PPSC, Jim Raines, PhD, LCSW and Annette Clayton, PhD, MSSW

Participants will learn to apply a seven-step model of ethical decision making with real-life case studies. Part I will focus on ethics within an MTSS framework focused on Tier I and Tier II issues. Part II will focus on ethics when providing mental health services to minors in Tier III.

Ethical Decision Making in School Mental Health – Part II

will be offered as session D1 at 1:30 PM - 3:00 PM in Lake Michigan B

C2

GP—BEG
Ravinia CD

Strengths-Based Approach to Self-Harm Disorders

Liz Kruger Hommerding, MSW, LCSW and Jim Raines, PhD, LCSW

This workshop will address two proposed DSM-5 diagnoses for self-harm: Suicidal Behavior Disorder and Non-Suicidal Self-Injury. It will address the prevalence rates of both disorders, differential diagnosis, screening and assessment, and intervention using a multi-tiered systems of support framework. Case studies will be used for discussion.

C3

EDF—ADV
Ravinia B

Relationships and Influencing Factors in Family-School Partnerships: A Recalibrated Framework

Laura Rice Stein, MSEd, LCSW, PhD

The goal of this workshop is to share this recalibrated framework, why it is needed, and how it supports an anti-oppression, equity, and liberatory-based practice. In doing so, the aim is for school social workers, and other key stakeholders, to strengthen their ability to best guide, promote, and support family-school partnerships in benefit of all students, families, and communities served.

C4

GP—BEG
Willow

School-Based Health Centers (SBHCs) Partnering with School Social Workers for Comprehensive Care

Katy Stinchfield, MS, LPC

SBHCs provide the nation's vulnerable children and youth with access to primary care, behavioral health, oral health, and vision care, via in-person and telehealth care, where they spend the majority of their time – at school. Working at the intersection of health and education, SBHCs collaborate with school staff, families, and students. Learn about the SBHC model and how SSWs and SBHCs can partner to provide comprehensive, coordinated care.

Friday Breakout

April 8 2022

C

8:30 AM-10:00 AM
Learning Goals

1. Participants will learn a 7-step model for managing ethical dilemmas.
2. Participants will apply the 7-step model for managing dilemmas to case studies in Tiers 1 and 2.
3. Participants will interpret how changes to the NASW Code of Ethics in 2018 and 2021 are relevant to school social work.

C1/D1
LEARNING GOALS

1. Participants will learn about both proposed diagnoses by the DSM-5.
2. Participants will learn screening and assessment techniques.
3. Participants will learn how to provide three-levels of support for students at risk for self-harm.

C2
LEARNING GOALS

1. Workshop participants will understand this recalibrated framework, critically developed with the perspective and experience of parents, and how it will enable them to support schools to understand the strengths and struggles in their family-school partnership relationships more deeply.
2. Workshop participants will understand how this recalibrated framework supports anti-oppression, equity, and liberatory-based practice.
3. Workshop participants will leave with knowledge and tools to help their schools effectively build and improve their family-school partnerships in service of all families and students.

C3
LEARNING GOALS

1. Describe the school-based health center model.
2. Identify the benefits of partnerships between school-based health centers and school social workers.
3. Explain how school social workers can advocate for school-based health centers in their schools.

C4
LEARNING GOALS

Breakout Friday

C

April 8
2022

8:30 AM-10:00 AM
Session Descriptions

C7

EDF—BEG
Botanic A

Beyond Inclusion: Showing Up for LGBTQIA+ Students

Denise Reddinger, M.Ed, NBCT and Serena Blue Tudela

The student advocacy group Save Queer Youth will teach foundational knowledge on sexuality and gender identity from the student perspective. Their presentation will consist of the modern language used to describe queer identities and experiences. Save Queer Youth will address the need for LGBTQ+ tools for mental health support and provide a variety of crisis resources for staff and youth. The presentation will breakdown the unique obstacles faced by LGBTQ+ youth and methods of supporting them. Information will be shared via PowerPoint followed by a student panel for open questions & answers.

C8

EDF—ADV
Ravinia A

Is the Push to “Harden” Schools Widening the School-to-Prison Pipeline?

Natalie Beck Aguilera, DSW, LCSW-S

Students from oppressed groups have been falling into the school-to-prison pipeline for decades. In today's climate, the hardening of schools in response to mass shootings may be making a wider range of students more susceptible to this reality. How can we stop this from becoming our “new normal?”

C9

GP—BEG
Lake Michigan A

Belonging as a Solution for Student Mental Health Crisis

Casey Pettit, LICSW

We are at a critical moment in the state student mental health, but there is a solution. Attendees of this session will leave with the tools to shift classroom focus to student wholeness, development, and healthy identity formation to improve mental health and well-being.

C10

SP—INT
Birch

Beyond the Rainbow: Supporting Queer Youth in Schools

Patrick Mulkern, MSW, LCSW, PPSC

This expanded session, informed by queer and narrative theories, provides school social workers information and resources on ways to implement support for LGBTQ+ students at all three tiers of intervention in order to improve academic, social, and emotional outcomes. At the completion of this session, attendees will be able to support and empower individual students, educate staff and families, and improve the climate of the school community.

Friday Breakout

April 8 2022

C

8:30 AM-10:00 AM
Learning Goals

1. Attendees will learn the definitions of modern vocabulary used to describe LGBTQ+ youth identities and experiences.
2. Attendees will learn about changes that can be implemented through their counseling offices, at their schools, and at district levels that create safer environments for LGBTQ+ students.
3. Attendees will learn about protective practices that can be applied in their offices and language that can assure student safety.

C7
**LEARNING
GOALS**

1. Participants will discuss the history and effects of the school-to-prison pipeline.
2. Participants will apply their understanding of the school-to-prison pipeline to today's climate around hardening schools in response to school shootings.
3. Participants will demonstrate understanding about policies and practices to advocate for in their communities which counter the school-to-prison pipeline.

C8
**LEARNING
GOALS**

1. Review the research and discuss the student mental health crisis.
2. Understand SEL as a solution for student mental health and well-being.
3. Learn how to apply SEL practices within your classroom, community, and school.

C9
**LEARNING
GOALS**

1. Identify the ways in which schools contribute to academic and health disparities experienced by LGBTQ+ students.
2. Learn about current federal, state, and school level policies that create safe environments for LGBTQ+ students.
3. Build upon the existing strengths and resources in the school community to create healing centered spaces for queer youth by learning strategies across all three tiers of interventions in order to create and support affirming and supportive spaces for LGBTQ+ students.

C10
**LEARNING
GOALS**

Breakout Friday

D

April 8
2022

1:30 PM-3:00 PM
Session Descriptions

D2

GP—BEG
Ravinia CD

Build Family Skills through Strength-Based Engagement and Problem-Solving *Marius Massie, BA*

How can you engage families in a way that builds their capacity, confidence, and self-efficacy? How do you inspire them to act with hope through discouraging circumstances? Using tools from the evidence-based Check & Connect Student Engagement Intervention Model, spark continual growth and leave families feeling equipped to win.

D3

RP—ADV
Ravinia A

'Strengthen' your VALUE to Your Administration by 'Flexing' Your Data Collection and Marketing Muscles

Dee Stalnecker, DSW, LSW, BCBA

SSWs are incredibly skilled at providing services to students and families, but we balk at collecting data and marketing ourselves. This leaves us vulnerable to budget cuts and inappropriate tasks assigned by those who do not know our role. This workshop will share the results of a recent study on administrator perceptions of SSWs and give participants solid tools to collect data that will demonstrate their value. Participants will walk away with simple marketing methods that promote the SSW's role and worth. Participants are encouraged to bring their own tools and methods to share.

D4

RP—BEG
Lake Michigan A

You can't Read a Book and Run from a Lion at the Same Time

Tara Brown, M.Ed

Youth are struggling with a barrage of toxic environmental challenges at home that can have a huge impact on how they feel at school. This session examines supportive school climates that put kids before content, build positive connections, and allow for kids to stop running and start learning.

D5

SP—BEG
Willow

Enhancing Resiliency of Military Families Through School Engagement

Paula Recchia, MSW, LCSW

Students in military families move frequently, both throughout the country and overseas. Families can also be separated due to deployments and training. This can have both negative and positive impacts on the family. School Social Workers can assist students, their families, and staff by addressing challenges and supporting growth.

Friday Breakout

April 8 2022

D

1:30 PM-3:00 PM
Learning Goals

1. Inspire families to believe in their abilities by applying values-centered practices.
2. Successfully partner with families using the 4 A's (Approach, Attitudes, Atmosphere, and Actions) of family engagement within the context of Check & Connect.
3. Use data strategically to plan meetings that cultivate trust.

D2
LEARNING GOALS

1. Participants will learn the types of data administrators want collected from SSWs and how they want it reported.
2. Participants will learn simple data collection tools that will lead to impressive reporting.
3. Participants will walk away with a myriad of ideas of how they can promote themselves to their administration, school boards, and their colleagues to show how invaluable they really are.

D3
LEARNING GOALS

1. Identify areas of the brain responsible for cognition, comprehension, and memory storage and how stress/cortisol negatively impacts each one.
2. Participants will be able to describe the role of emotions on both stress and the motivational 'on switch' and identify 4 strategies to get students in the optimal emotional state for increased engagement and achievement.
3. Identify the biological/emotional importance of a safe learning environment and strategies to increase and enhance a stress-free climate.

D4
LEARNING GOALS

1. Identify challenges experienced by students from military families.
2. Identify opportunities to engage with students and military families in the school setting.
3. Identify resources to promote resiliency in students and families.

D5
LEARNING GOALS

Breakout Friday

D

April 8
2022

1:30 PM-3:00 PM

Session Descriptions

D6

GP—ADV
Botanic A

A New Framework for School-Based Mental Health Services

Jared Taylor, PhD, Piper Sangston, MSW, and Sarah Kermgard, MSW

The Mental Health Assistance Team represents a unique research-based intervention framework that utilizes school-employed practitioners to identify students in need, provide them with greater access to services, and increases outcomes through the use of Evidence-Based Practices. Throughout its three-year existence, the MHAT framework has shown success. A majority who received the intervention displayed positive outcomes through the 12-15-week intervention. This advanced presentation, intended for program administrators and practitioners, will show how to implement the framework.

D7

RP—BEG
Ravinia B

Interrogating Your Data: A Guide for Telling Your Data Story

Robert Lucio, PhD

This interactive workshop (bring your laptops!), helps participants learn to use data to inform decision-making, determine the type of data they might need, learn how to use different types of data (including the new SSP2020 universal screener) to answer important questions and learn how to effectively share results with others.

D8

RP—BEG
Birch

Evaluating Social-Emotional Interventions: A University-School Partnership

Michelle Sherman, MSW, LMSW and Sarah VanZoeren, PhD, LMSW

How do we know if our interventions are having the intended impact? This workshop will highlight a research project that is looking at the impact of an intervention on the development of social competencies. Presenters will share specifics about their collaboration and research process, including strategies for building university-school partnerships.

D9

RP—ADV
Botanic B

Racism, Adultism, and Ableism: Action Theories Affecting the Academic Success of Minority Populations

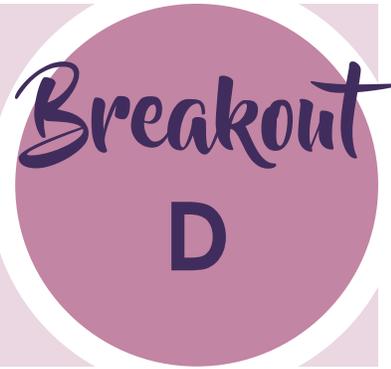
Timmesha Butler, PhD

Over the past few decades practitioners and researchers have developed hundreds of interventions to address the academic challenges faced by minority populations. The purpose of this presentation is to illustrate how racism, adultism, and ableism are the antecedents to most of the academic adversities experienced by minority students. This presentation will explore how the dissolution of these theories in school settings can effectively bridge the academic achievement gap between minority students and their peers.

Friday Breakout

April 8 2022

1:30 PM-3:00 PM
Learning Goals



1. What facilitators and barriers exist toward successful implementation of mental health EBPS in schools and how to change them.
2. How to set up a sustainable implementation framework to use mental health EBPs.
3. What resources it takes to set up the MHAT Framework and how to measure successful implementation of the framework.



1. Participants be able to identify appropriate high-quality assessments.
2. Participants will gain skills to analyze and apply their data in practice.
3. Participants will gain skills to discuss their data with others.



1. Participants will gain knowledge about university-school partnerships and opportunities for collaboration.
2. Participants will learn how to engage in practice-based research.
3. Participants will learn about an intervention designed to support social competencies.



1. Participants will understand how to engage in anti-racist practices in the school setting when servicing and advocating for minority students.
2. Participants will understand the nature of adultism and how it impacts student learning and development.
3. Participants will learn how to engage in anti-ableist practices and advocacy for students living with disabilities.



26TH ANNUAL NATIONAL SCHOOL SOCIAL WORK CONFERENCE™



WE RISE

School Social Work
Association of America

March 29-April 1, 2023
Omni Interlocken Hotel
Denver, Colorado

**SAVE
THE
DATE**

Saturday
April 9
2022

Agenda

SSWAA AFTER HOURS EVENT: SWAA ENDOWMENT FUN RUN/WALK 7:00 AM - 8:00 PM
OUTDOOR WALKING TRACK - MEET ON OUTDOOR TERRACE

CONFERENCE REGISTRATION 8:00 AM - 8:45 AM
REGISTRATION DESK - RAVINIA PRE-FUNCTION

BREAKOUT SESSION E | 1.5 CEUs 9:00 AM - 10:30 AM
VARIOUS LOCATIONS - SEE PAGES 36-39 FOR DETAILS

CLOSING STUDENT AND PRACTITIONER PANEL KEYNOTE ADDRESS | 1 CEU 10:45 AM - 11:45 AM
RAVINIA BALLROOM CDEF
Aaron Mallory: What is Safety from the Lens of Teens

NETWORKING BOX LUNCH 11:45 AM - 12:30 PM
RAVINIA BALLROOM CD

CONFERENCE ADJOURNS 12:30 PM

TOTAL CEUs AVAILABLE FRIDAY = 2.5

#sswaa2022
#timetoshine

25th Annual National School Social Work Conference

Time to Shine



School Social Work
Association of America

April 6-9, 2022 | Chicago, Illinois

Breakout E

Saturday

April 9
2022

9:00 AM-10:30 AM
Session Descriptions

E1

MP—ADV
Botanic A

Advocacy 201: Taking Advocacy to the Next Level

Emilie Souhrada, LISW, MSW and Robert Lucio, PhD, LCSW

This presentation will assist SSWs in building capacity to advocate for the profession and the students, families, schools, and communities we serve. Beyond the basics of advocacy 101, participants will be guided through an application of the advocacy process to strengthen the skills needed to be an effective agent of change.

E2

GP—BEG
Ravinia B

Partnering with Educators to Support Early Identification and Intervention of Depression in Students

Peggy Kubert, LCSW

Erika's Lighthouse will present its free video-based classroom programs for grades 4-12. The programs take a hopeful and empowering approach for students to learn about taking care of their mental health and what to do if concerned about themselves or a friend. These best practice programs are evidence-informed and easily adapt to the needs of your school.

E3

RP—BEG
Lake Michigan B

Lessons from School Gun Violence: Implications for Social Work Education

Lisa Wobbe-Veit, MSW & Kerry Doyle, MSSW

School social workers on the front lines- what do they need to know to be prepared to support school communities, impacted by gun violence? Do gaps exist in school social work preparation? Learn from one social work educator's experiences supporting students and families following the deadliest high school shooting.

E4

EDF—ADV
Ravinia A

Spiritually and Culturally Sensitive Services to Latinx Students

Jim Raines, PhD, MSSW

Research shows that in the Latinx/Hispanic population, youth are more susceptible to mental distress relating to immigration and acculturation. Religion can be a protective factor for mental health in Latinx/Hispanic communities (faith, prayer) but can also contribute to the stigma against mental illness and treatment. Mental health issues are on the rise in Latinx/Hispanic youth ages 12-17. Ethical guidelines for using spiritually based activities in school mental health will be explored.

Saturday Breakout

April 9
2022

E

9:00 AM-10:30 AM

Learning Goals

1. Articulate the steps in the advocacy process.
2. Apply the Art and Science of Advocacy to a SSW issue.
3. Develop an action plan to elevate SSW practice in your state.

E1

LEARNING
GOALS

1. Learn how to leverage programs from grades 4-12 as both educational programs and early-intervention resources.
2. Identify key components of a depression and suicide prevention program and how to implement in a school setting or remote learning environment.
3. Describe how you can tailor a depression program to best serve your student population.

E2

LEARNING
GOALS

1. School based gun violence statistics will be introduced with opportunities to explore experiences.
2. Participants will be able to identify effective support services offered to communities experiencing trauma.
3. Participants will recognize the benefits of personnel and policy shifts for schools impacted by mass violence.

E3

LEARNING
GOALS

1. Participants will learn about the 6 spiritual factors endorsed by the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC).
2. Participants will learn cultural considerations for working with Hispanic/Latinx families regarding mental health issues.
3. Participants will learn the 4 conditions for determining when spiritually based activities are appropriate.

E4

LEARNING
GOALS

Breakout E

Saturday

April 9
2022

9:00 AM-10:30 AM
Session Descriptions

E5

MP—BEG
Ravinia CD

Advocating for Students' Mental Health Needs and Trauma-Informed Schools *Lori Vogel, MSW, LCSW, Lisa Willner, PhD, and Sheila Schuster, PhD*

A school social worker, a state legislator/psychologist, and a mental health advocate discuss the history of Kentucky's Trauma-Informed Schools Bills and explore opportunities for Trauma-Informed Schools policies in other states. We will consider components of an effective trauma-informed school plan, along with advocacy strategies to address students' mental health needs.

E6

GP—BEG
Birch

Strengthen School Culture with A Proactive Approach to Child Sexual Abuse Prevention

Cherie Benjoseph, MSW, LCSW

One of 13 children will experience sexual abuse by the age of 18. Most never disclose. Join Cherie Benjoseph, LCSW Child Sexual Abuse Prevention Expert as we focus on this child health crisis. Learn how to proactively integrate personal safety education skills into your practice, empowering your most vulnerable students.

E7

GP—ADV
Botanic B

Social Stories Expanded: Nontraditional and Effective Use of Stories to Support Teachers, Students, and Families

Laura Heller, MSW, LICSW and Allie Perez

Social stories, an evidence-based practice for children with autism, can be expanded as a trauma-informed classroom tool. Developing a social story builds relationships between social workers, teachers, students, and families. Participants will learn an intervention to improve both student behavior and school-home connection as students adjust to the new normal.

E8

SP—BEG
Willow

Loud Whispers, Light Screams: Utilizing Expressive-Arts with Homicide Co-Survivors *Brandi Anderson, SSW, LMSW*

This workshop is designed to assist practitioners in providing services to youth who have been exposed to community violence, particularly homicide co-survivors. Using expressive-arts modalities, school social workers will provide safe opportunities for youth to express themselves, leading to trajectories of healing.

Saturday Breakout

April 9
2022

E

9:00 AM-10:30 AM

Learning Goals

1. Describe the history and origins of Kentucky's Trauma-Informed Schools bills and the advocacy strategies to pass them.
2. Identify essential components of a good Trauma-Informed School Plan and how it addresses different kinds of trauma.
3. List specific strategies to advocate for improved school climate and student mental health, and the creation of Trauma-Informed Schools.

E5
LEARNING
GOALS

1. Gain knowledge and awareness of child sexual abuse and exploitation as a national health crisis effecting their students.
2. Gain an in depth understanding of the characteristics of CSA victims and CSA offenders including recognizing and responding to educator sexual misconduct.
3. Learn how to integrate sexual abuse prevention skills into daily practice with students and families.

E6
LEARNING
GOALS

1. Identify non-traditional uses of social stories.
2. Write a social story after developing knowledge of best practices for a standard social story and learning how to best modify the standard format to be trauma-informed and tailored to students' differing needs.
3. Practice presenting social stories to teachers, students, and caregivers using a trauma-informed lens to increase teacher engagement in the behavior management process and family and student participation in the classroom.

E7
LEARNING
GOALS

1. Educate practitioners on the ways that traditional therapy approaches may not appeal to historically marginalized, minority populations of youth.
2. Inform practitioners on the ways that expressive arts can be used to enhance well-being and reduce negative mental health issues in this population.
3. To provide basic examples of an expressive arts activity that could be used in the school setting with these vulnerable youth.

E8
LEARNING
GOALS



SSWAA Values

School Social Work is a specialized area of the broader social work community. Tailoring the NASW values to the specialized area of School Social Work practice, these are the values and priorities that define and represent SSWAA.

Service	School Social Workers elevate and address the needs of students, families, and the school community, including linking children and families to community resources to reduce barriers to academic success.
Social Justice	School Social Workers advocate and affect policy on behalf of children and families; champion equitable resources for students, families, schools, and communities; and engage in activism in communities to give voice to marginalized populations.
Dignity and Worth of a Person	School Social Workers understand diversity, encourage self-determination, and build culturally competent educational settings.
Importance and Centrality of Human Relationships	School Social Workers build meaningful connections with children, families, and communities; model healthy relationships; and teach interpersonal skills.
Integrity	School Social Workers gain and maintain the trust of students, families, and schools by upholding the values and ethical principles of Social Work.
Competence	School Social Workers draw upon specialized training and skills to create trauma-informed environments, utilize evidence-based interventions to empower members of the school community, and educate stakeholders on the role and value of school social work.



School Social Work Association of America

P.O. Box 3068 | London, KY 40743 | www.sswaa.org | 800.588.4149

New York CEU Process 2022

Appendix A

The New York State School Social Workers' Association (NYSSSWA) is pleased to again partner with SSWAA to offer and provide up to 18 CEUs to New York attendees. The New York State Education Department has very specific criteria that must be met in order for a presentation to be approved, as well as for the release of CEU Certificates. As a result, a lot of time is required to vet and process CEUs. Although most sessions have been approved, as a conference attendee, you have the right to attend any session you choose. Please note, however, that only sessions that have been approved by NYSSSWA will be eligible for CEU credit.

In order to receive NYSSSWA approved CEUs, you must:

1. **Register with SSWAA** for the Conference
2. **Register with NYSSSWA** and pay the NYSSSWA CEU Fee
 - When registering, select your workshops so that your name will appear on the sign-in and sign-out sheets
3. Sign in AND sign out of ALL sessions and Keynotes/General Sessions. Sheets will be provided for NY attendees.
4. Complete the Workshop Evaluations after the conference. **Please note:** DO NOT USE SSWAA's conference app for the CEU process since SSWAA is not an approved NY CEU provider.

See [website for further details](#).



*Expand
Elevate
Engage*

school social workers are
vital • valuable • visible
with a global voice

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Poster Sessions

Appendix B

The Use of Photovoice to Understand Transformative SEL: Implications for School Social Work **Grace McClowry, MSW Candidate**

This poster showcases photographic images from young people on their identity, agency, and belonging. Transformative SEL focuses on the ways adults can promote these three elements among youths as a solution towards a just and equitable society. Implications for school social work will be discussed.

Promoting Youth Identity, Agency, and Belonging: Themes from Healing Illinois and Implications for School Social Work **Scarlett Davalos, MSW**

This poster highlights the themes around youth identity, agency, and belonging from a series of focus groups conducted under Healing Illinois at the University of Illinois, School of Social Work. Recommendations for school social workers on working with youths and adults to promote social justice will be presented.

Experiences of Special Education Social Workers: Tensions, Collaborations, Reputation, and Advocacy in Inclusive Environments **Kimberly Know, LCSW, ABD**

This poster focuses on the experiences of special education social workers from the southwest. Themes emerged around using a phenomenological approach importance of reputation, experience, COVID-19, relationships and the roles of the job. Collaboration tensions, powerlessness, proving their worth and advocating for students is an area of focus.

A Pilot Study of School Social Workers' Usage of an Online SEL Program: A SSWAA-QuaverSEL Collaboration **Katelynn Moser, MSW**

This poster features findings from a pilot study of school social workers' usage of QuaverSEL, a K-5 SEL program. In SY 2020/21, 40 school social workers enrolled to participate in a pilot project between SSWAA and QuaverSEL. Trends in school social workers' use of QuaverSEL and student outcomes are discussed.

Targeting Externalizing Behavior in a School-Based Approach to Early Substance Abuse Prevention **Alicia Lukachko, DrPH, MSW, LSW**

This poster session presents data from a selective primary prevention effort aimed at modifying early predictors of adolescent substance abuse, including externalizing behaviors and poor family functioning in young children, aged 8 to 11. The multicomponent, school-based intervention included family psycho-education and skills-building, social-emotional learning, modified biofeedback and cognitive enhancement.

THE SSWAA



Randy A. Fisher Legacy ENDOWMENT FUND

The Randy A. Fisher Legacy Endowment Fund provides funding through charitable donations for activities that are separate from the SSWAA budget. By including SSWAA in your current donations and/or your estate planning, you will provide opportunities for School Social Workers as well as new leaders in our profession. The Randy A. Fisher Legacy Endowment Fund is a 501(c)3 organization and is considered to be a public charity under IRS Rules. Donations are welcome from members, non-members, organizations, corporations, foundations, etc. Contact SSWAA to make your TAX DEDUCTIBLE donation today! Or visit the registration desk to pickup a convenient donation envelope!

Thank you for supporting the Endowment Fund!

Join us for these SSWAA After Hours Events!



"SCHOOL SOCIAL WORK STUDENT MEET UP"

**Wednesday, April 6, 2022
6:30 PM - 7:00 PM
Outdoor Terrace**

Join fellow school social work students for a mixer, fun, and networking!

"SSWAA 25TH NATIONAL CONFERENCE CELEBRATION"

**Thursday, April 7, 2022
6:00 PM - 9:00 PM
Ravinia Ballroom C and D**

Join the SSWAA Board and Staff, past presidents and board members, founding members, and other guests for a celebratory dinner in recognition of SSWAA's 25th National Conference! Dinner, cash bar, and guest speakers. (Separate ticket purchase required.)

"THE WHEELS ON THE BUS"

**Friday, April 8, 2022
5:00 PM - 11:00 PM**

Downtown Chicago - Meet in the Front Lobby

Join fellow conference attendees for a trip to downtown Chicago! Buses will pickup at the hotel and drop off at various locations in downtown Chicago. So get ready to have some fun with a night on the town! (Separate ticket purchase required.)

"ENDOWMENT FUN RUN"

**Saturday, April 9, 2022
7:00 AM - 8:00 AM**

Walking Track - Meet on the Outdoor Terrace

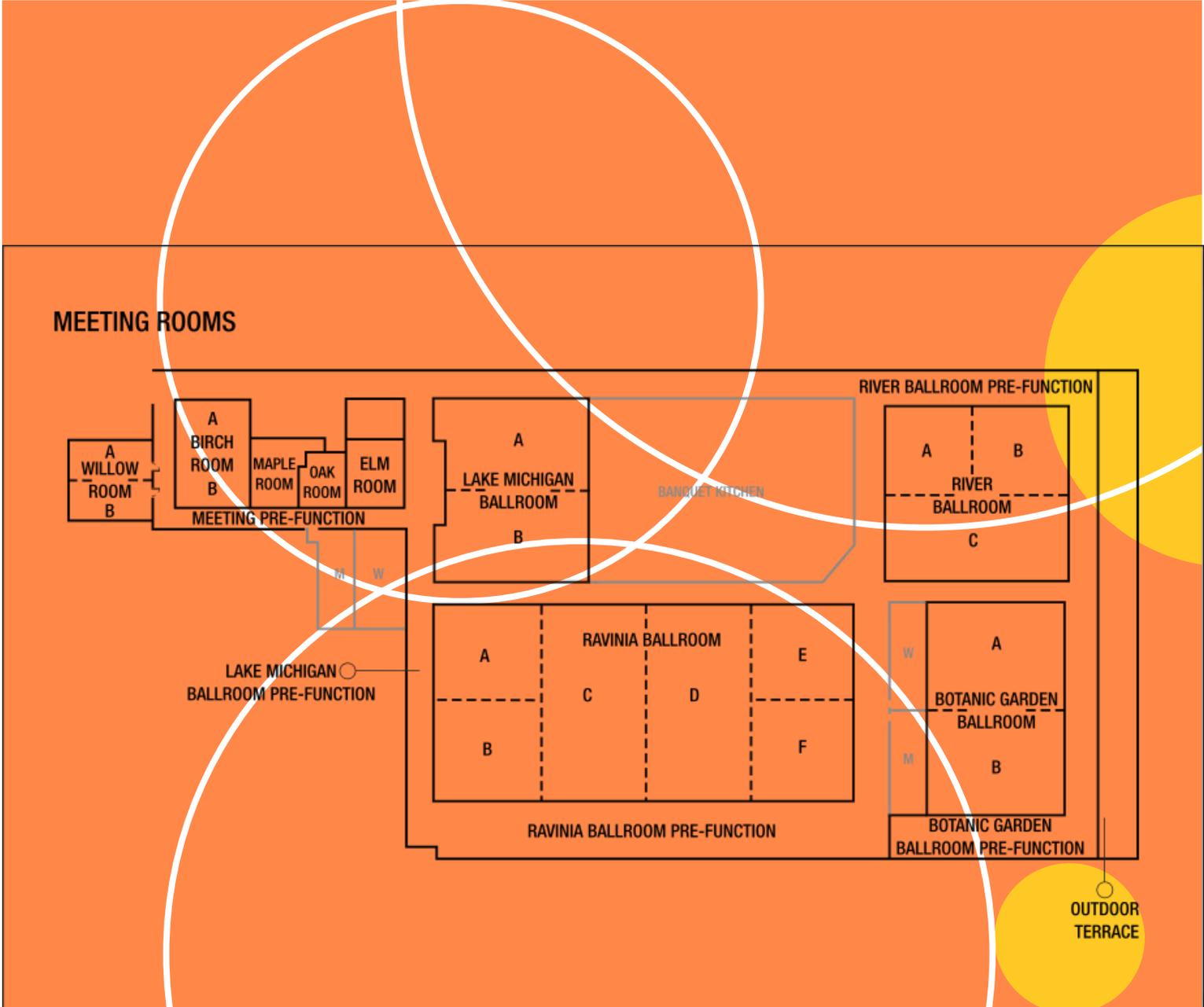
The Randy A. Fisher Legacy Endowment Fund Board invites you to get your steps in for some fund-raising fun! Walk or run while benefitting the Endowment Fund which supports student scholarships and mini-grants for School Social Workers. (Donations to the endowment fund requested.)



Westin Chicago North Shore Hotel

First Floor

Conference Facility Map



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Thank you for attending!

25TH ANNUAL NATIONAL SCHOOL SOCIAL WORK CONFERENCE™

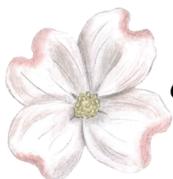
25th Annual National School Social Work Conference

Time to Shine



School Social Work
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