



2023 National Conference

Thursday March 30th, 2023 (Sessions A & B)

PLEASE NOTE:

Any Sessions with asterisks (*) have been changed from the original program due to unforeseen late cancellations.**

A1 It's About More Than Showing Up: Improving School Connectedness to Increase Attendance

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.

Learning Objectives:

1. Identify various barriers to attendance experienced by students and families by using ecological theory.
2. Evaluate the ways in which your practice, school, and district reinforce problem narratives and/or create barriers to student attendance and success.
3. Develop schoolwide and individual strategies to increase a student and/or family's sense of connectedness and belonging at school.

Presenter: Patrick Mulkern MSW, LCSW, PPSC

A2 School Social Workers as Cultural and Resource Navigators for Immigrant Students

This workshop will provide a culturally informed and anti-oppressive framework for work with immigrant students in your schools. Participants will learn a practice model grounded in Borderlands theory, which considers the ways in which school social workers act as bridges, negotiators, disruptors, advocates, and healers.

Learning Objectives:

1. Understand what an anti-oppressive framework means for school social work practice.
2. Learn about the key issues facing immigrant children in U.S. schools.
3. Apply a borderlands/nepantla framework to work with immigrant children and youth.

Presenter: Leticia Villarreal Sosa A.M., LCSW, PEL SSW, PhD

A3 Addressing DSM-5 Disorders in Schools

Based on the 2nd edition of Evidence-based Practice in School Mental Health, this workshop explores how to address the most common mental disorders for children and adolescents using an ecological, multi-tiered systems of support framework. It will address DSM-5-TR prevalence, appropriate diagnostic criteria, differential diagnosis, comorbid disorders, available rapid assessment instruments, school-based interventions, and easy-to-follow suggestions for progress monitoring.

Learning Objectives:

1. Participants will learn how to support students across a multi-tiered systems of support.
2. Participants will learn how to engage school, home, and community resources.
3. Participants will apply concepts to real life case examples.

Presenter: Jim Raines Ph.D.



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A4 Creating Hopeful Schools: An Evidence-Based Approach to Hope In School Settings

Hope can be a major factor in helping students successfully navigate school settings and beyond. It can be malleable outcome school social work practitioners can address from the micro through macro levels. This presentation will focus on addressing hope within diverse populations in the context of school social work practice.

Learning Objectives:

1. To explore empirical-based perspectives of what hope means within a school environment.
2. To be able to identify, assess, and implement areas for intervention in a school environment for school social workers and related service providers to improve hope within a school
3. To be able to identify and assess the empirical base of how hope can be addressed in school settings.

Presenter: James Canfield Ph.D., MSW, BSW, LSW, Wendy Wilson MSW and Kennesha Smith

A5 Strengthening the Triangle: Decreasing The Overidentification Of Minority Students Through Tiered Supports

Research shows that significant disproportionality exists regarding the identification of minority students for special education services. The literature shows that this causes short-term and long-term harm over time, specifically for students of color. In the state of Virginia, Black or African-American students are 1.6 times more likely to be identified as a child with an Emotional Disability (ED) than all other children. This workshop will provide an overview of one school district's approach to addressing this issue through the use of the multi-tiered systems of supports, evidence-based practice, and staff professional development implemented by a cross-departmental central office team. The role of school social workers in providing leadership, data-driven feedback, and evidence-based interventions will also be discussed.

Learning Objectives:

1. Participants will analyze current data regarding the significant disproportionality in special education and identify root causes that contribute to these outcomes.
2. Participants will identify and evaluate specific structures and practices that can be implemented and supported by school social workers to decrease the over identification of minority students for special education.
3. Participants will be able to apply key concepts and skills from this workshop to their own practice in the school setting.

Presenter: Faiza Jackson MSW, Anita Reed Ph.D., MSW and Shannon Hudson-Odoi M. Ed

***A6 Revisioning School Social Work

School social workers provide an array of services, though such approaches may lead to role ambiguity within schools and the profession itself. This presentation provides an analysis of the NASW Standards for SSW Services, SSWAA National Practice Model, and the SSWAA National Evaluation Framework identifying critical components of SSW practice.

Learning Objectives:

1. Define critical components of School Social Work Practice
2. Review the relationship of critical components across national SSW guiding documents
3. Develop action steps to create a unified scope and vision of SSW practice

Presenter: Robert Lucio, PhD, LCSW, Dr. Emily Shayman, and Emilie Souhrada, MSW, LISW

***A7 Facilitating Health Equity Practices in Health Care and School Settings

This session will provide an overview of the Health Equity Project, aimed at improving access to quality care for expecting and parenting mothers of diverse ethnic groups by targeting health care and education professionals as systems for change within the southeastern region of North Carolina, which presents



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multiple racial disparity and health risks for expecting and parenting individuals across the life span. Participants will be able to apply the knowledge gained in their work school settings.

Learning Objectives:

1. Explain education professionals' obligation to facilitating racial equity in health care and school settings,
2. Conceptualize themselves as leaders in addressing racial inequities in the work environment, and
3. Identify options for creating an individualized plan for assessment and analysis of individuals' implicit biases as well as systemic data related to racial equity in participants' health and school settings.

Presenter: Dr. Summer Woodside

A8 Advice from National Certified School Social Workers (NCCSW) Presenters will share research findings regarding reasons practitioners apply for SSWAA's National School Social Work Certification, the most advanced certification in the field. A panel of NCSSWs will discuss certification requirements, encourage potential candidates, and answer questions.

Learning Objectives:

1. Participants will outline a competency statement to become familiar with the process.
2. Participants will gain an understanding of the requirements to earn the National School Social Work Certification.
3. Participants will learn practical strategies for completion of the certification from each panelists experience.
4. Participants will explore the findings from the first two research publications about National School Social Work Certification

Presenter: Brenda Coble Lindsey Ed.D

A9 Practical Tools and Interventions for Supporting Students Contending with Anxiety

With so many students referred to us as a result of struggles with anxious feelings, we are excited to present a wide array of practical tools and interventions that we have gathered; which you can put to work immediately in your own practice. We will use a biopsychosocial framework to organize current theory, and offer experiential learning opportunities to introduce participants to methods for improving the psychological flexibility of students wanting to better manage anxiety.

Learning Objectives:

1. Participants will be able oriented to current theory related to anxiety using a biopsychosocial framework.
2. Participants will experience and be able to apply a wide variety of tools for intervention focused on increasing the psychological flexibility of students contending with anxiousness.
3. Participants will receive tools, links and activities; which they can utilize in their own practice working with students wanting to address barriers related to anxiety.

Presenter: Lauren Knapp MSW, BSc and Joanna LaCaprara MSW, BA

B1 Black Kids Matter: Play Therapy to Address Black Youth Experiencing Racial Trauma

Black youth spend their childhoods navigating negative race-based experiences due to systemic racism. The daily interaction with microaggressions, prejudice, discrimination, and racism can lead to race-based stress in these youth and, left untreated, evolve into racial trauma. This workshop will explore the signs of race-based stress and racial trauma in Black youth in the playroom, along with fun and creative interventions to apply in individual, group and family play therapy. Participants will leave this workshop with an awareness of play themes associated with racial trauma in Black youth and creative play therapy interventions to support Black youth experiencing racial trauma in any playroom and beyond.



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Learning Objectives:

1. Explore play therapy techniques to support Black youth through grief and bereavement
2. Discuss cultural considerations when gaining play therapy buy-in with Black youth and families
3. Analyze cognitive-behavioral play therapy strategies to apply in the playroom to address race-based stress and trauma in Black youth.

Presenter: April Duncan DSW, LCSW, RPT-S

B2 Essential Tools for Effective Home Visiting

The profession of school social work was pioneered circa 1906 by teachers who sought to bridge communication between the school and home through the work of home visiting. As a result, home visiting has remained the cornerstone of our profession, but little instruction is provided through education or professional development. This webinar will focus on the effectiveness of purposeful home visiting, safety considerations, and cultural competencies necessary for productive outcomes. Additionally, participants will connect the practice of home visiting to the SSW National Practice model and Code of Ethics.

Learning Objectives:

1. Participants will learn how purposeful home visiting and data collection lead to effective home visits.
2. Participants will connect home visiting to the National SSW model and Code of Ethics.
3. Participants will learn tips to be safe while conducting home visits.

Presenter: Dee Stalnecker MSW, BCBA, DSW, Stephanie Ochocki DSW, LICSW and Lou Paschall LAPS, NCSSW

B3 Adventure Therapy for Middle And High School Youth

Adventure Therapy shows increasing promise for youth at-risk, but most social workers have limited opportunity to learn and utilize Adventure. This session will provide an overview of Adventure Therapy and then an experiential (hands on) opportunity to learn some Adventure Basics. Participants will learn how to structure an Adventure session within a school setting, and how to choose activities to build skills for specific populations of youth. Resources and an Adventure Therapy session outline will be provided.

Learning Objectives:

1. Participants will be able to describe the benefits and efficacy of Adventure Therapy for youth.
2. Participants will have an opportunity to practice using adventure experientially within the session, including how to use metaphor, framing of activities, choosing school-based Adventure activities, and debriefing of Adventure.
3. Participants will use an Adventure session outline to begin developing the skills necessary to plan and implement Adventure in middle and high school settings.

Presenter: Lisa Watson PhD, LICSW

B4 How to Surf The Waves: Understanding and Improving Emotional and Behavioral Regulation Skills in Children.

This interactive workshop provides participants tools to improve intervention skills for children with emotional and behavioral dysregulation. Blending cognitive-behavioral, mindfulness, yoga, and sensory strategies, participants improve theoretical understanding and clinical skills to help children experiencing adverse life events, trauma, or disabilities improve competence in social, emotional, and academic areas.

Learning Objectives:

1. Explore emotional and behavioral regulation skills from a developmental, neurologic, and psychologic perspective and the impact of these skills on children's competence and sense of self-worth.
2. Understand the theoretical perspectives workers that support selection and appropriate application of presented evidence-based interventions and strategies.



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3. Understand and be able to implement a wide range of evidence-based interventions to help children understand and improve their emotional regulation and related behaviors as needed for competence in social, home, community, and academic activities.

Presenter: Tracey DeMaria Doctor of Occupational Therapy OTD, OTR/L

B5 Self-Care Matters: Ethical And Proactive Approaches To Personal Wellbeing

Clear your mind, increase your self awareness, and strengthen your mental wellbeing! This workshop will explore ethical considerations and practical approaches to prioritizing self-care. Participants will practice gentle movement, mindful breathing exercises, and guided reflection and gain actionable practices that encourage daily self-care and support overall mental wellbeing - for yourself and your clients.

Learning Objectives:

1. Increase awareness of social work ethics and the critical connections between personal wellbeing, client care, and contributing to the field of school social work.
2. Learn actionable practices to increase mindfulness, healthy boundaries, and personal accountability.
3. Gain knowledge necessary to introduce concepts and actionable practices into work with students and colleagues.

Presenter: Tia Marie Brumsted MSW, LICSW, LCSW-C, NCSSW

***B6 Charter Schools & Anti-Oppressive School Social Work Practice

Currently, in the US there are over 7,500 charter schools providing an education for over 3 million students. In recent years, charter schools have been growing as a popular alternative school option for families, particularly in urban areas with children of color who live in poverty. However, the "No Excuse Policy", associated with charter schools, where there is no excuse for student failure or gaps in achievement results in rigid behavior expectations of children and militant discipline policies.

Furthermore, researchers have argued that charter schools can perpetuate white supremacy, neoliberalism, disinvestment, mass displacement, and the politics of disposability. This workshop will examine how charter schools can impact school social work practice creating ethical challenges for social workers who are employed by them but also at the same time create new opportunities for leadership and clinical interventions for the students who are attending them. This workshop will also discuss anti oppressive social work practice and ways social workers can intervene in charter schools on a micro, mezzo, and macro level.

Learning Objectives:

1. Understand what charter schools are and what social work practice can look like in these school settings.
2. Understand charter school history, culture, organizational structure, and the "No Excuse Policy" and how that impacts the ethics of school social work practice.
3. Use tools for anti-oppressive practices in the organization structure of charter schools, stake holders, advocacy, data gathering, sustainability, and self-care for social workers working in these charter school settings.

Presenter: Dr. Marina Badillo-Diaz, LCSW

B7 It's Still Up To All Of Us: Continuing The Conversation In Leading Equitable Suicide Prevention In Schools

Building Upon The Success Of The 2022 Program "It's Up To All Of Us: Leading Equitable Suicide Prevention In Schools" this workshop will deepen the conversation by continuing to assess school-based suicide prevention and practices from an anti-racist and anti-oppressive social work frame. The Council on Social Work Education recently released its 2022 Educational Policies and Accreditation Standards,



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elevating anti-racist practice. This workshop will explore assessment tools and strategies for equitable, culturally responsive, anti-racist, anti-oppressive, and youth-centered suicide prevention policies and practices.

Learning Objectives:

1. Participants will be able to critically examine existing school suicide prevention and policies from an equitable, culturally responsive, anti-racist, anti-oppressive and youth-centered suicide frameworks
2. Participants will gain knowledge of current research which highlights the scope, risk and disparities related to youth suicide, and how school policies and practice can either hinder or advance suicide prevention priorities
3. Participants will gain knowledge of anti-racist, anti-oppressive, culturally responsive and youth-centered suicide prevention policies and practices

Presenter: Ryan Lindsay MSW, LCSW, Tynisha Jointer MSW, LCSW, M.Ed. and Saras Chung PhD, MSW

B8 Using ESSA Tiers Of Evidence And Online Databases To Find The Best Interventions For Students

School social workers can be valuable assets to school teams looking for evidence-based interventions consistent with ESSA. This highly interactive workshop will explain ESSA's tiers of evidence and their implications for practice. Participants will practice selecting appropriate interventions from social worker-friendly online intervention databases based on sample student assessment results.

Learning Objectives:

1. Be able to explain the nature of research evidence required for each of ESSA's tiers of evidence and how they relate to choosing evidence-based interventions.
2. Effectively navigate two online databases of evidence-based interventions that rate interventions by ESSA criteria.
3. Choose one or more universal, group, or individual-level interventions from the databases that are appropriate given example student data.

Presenter: Marsha Lewis MPA, PhD, and Natasha Bowen MSW, PhD

B9 Positive And Adverse Childhood Experiences: Creating A Path From Trauma To Resilience

This workshop provides an overview of the Adverse Childhood Experiences (ACEs) and Positive Childhood Experiences (PCEs) studies. It focuses on the impact of trauma and toxic stress on the developing brain in children as well as impact of positive childhood experiences (PCEs) on children. The training helps participants recognize trauma symptoms, behaviors and responses in traumatized children. This training also focuses on the importance of resilience based on the research and provides strategies for social workers to help promote resilience in children through a trauma focused care approach.

Learning Objectives:

1. Participants will learn the Adverse Childhood Experiences (ACEs) and Positive Childhood Experiences (PCEs) studies, including outcomes and findings.
2. Participants will learn definition of toxic stress and its impact on the developing brain in early childhood and throughout the lifespan, and symptoms of trauma in children.
3. Participants will learn the importance of resilience and ways to address trauma symptoms and promote resilience in children.

Presenter: Anne-Marie Brown LCSW, MSW, MCAP, CIP, ICADC and Nida Paul LMHC, NCC, RPT



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Friday March 31st, 2023 (Sessions C & D)

C1 And D1 Ethical Decision-Making In The Digital Era

This workshop will cover seven issues relevant to ethical decision-making and record-keeping with a focus on digital communication-related challenges. Issues to be addressed will include privacy, accuracy, confidentiality, access, communication, documentation, and destruction of records. The workshop will

highlight standards outlined in both the NASW Code of Ethics (2017) and the 2021 updates that focus on electronic communication and practitioners' use of technology.

Learning Objectives:

1. Participants will increase their knowledge of the Code of Ethics technology standards that address electronic record-keeping, social media use, and electronic communication with clients and stakeholders.
2. Participants will gain implementation understanding of the 2017 and 2021 updates to the NASW Code of Ethics' electronic communication standards.
3. Participants will learn about the seven ethical issues related to ethical record-keeping and electronic communication.

Presenters: Tory Cox LCSW, EdD, PPSC, M. Annette Clayton, PhD, MSSW, ACSW, and Jim Raines, Ph.D.

C2 School Social Workers Advocating For The Profession: Demystifying The Role Of The School Social Worker

By promoting the national practice model and national certification for school social workers, we will discuss how SSW's can identify stakeholders in their communities to advocate for the profession. Data from an Illinois Administration Survey and SSW's Survey will be utilized to illustrate the disconnect around the roles of SSW.

Learning Objectives:

1. For participants to increase knowledge of community stakeholders and politicians to advocate for school social work.
2. Participants will learn three ways to advocate for the school social work profession in their communities.
3. Increase understanding of the variety of roles school social workers play in the eyes of administrators versus school social workers.

Presenter: Jenna Mahoney MSW, LCSW, PhD Student and Jeni Free MSW

C3 School Social Worker Performance Evaluation: Illustrations Of Domains And Components From The National Evaluation Framework For School Social Work Practice

To describe the performance evaluation model endorsed by the School Social Work Association of America (SSWAA), the National Evaluation Framework for School Social Work Practice (SSWAA, 2013). This model can be used by school social workers and school administrators who are tasked with participation in annual or bi-annual performance evaluations. Also, this presentation will explain how school social workers can apply this framework using a synthesis of recommendations on performance evaluation documentation.

Learning Objectives:

1. Learn about the performance evaluation developed for school social worker; explain the Domains and Components of the model.
2. Explain how school social work duties fit into the framework, and which domain and component the duty may fit in.



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3. An explanation of how a school social worker must be proactive in identifying key outputs or products of their work and assisting the school administrator's understanding regarding the type of data they can expect to receive to validate effective performance.

Presenter: Karla Horton PhD, LMSW

C4 School Social Work and Mckinney Vento: Utilizing Our Skills To Support Vulnerable Students And Families.

Students experiencing homelessness require an added layer of support. As school social workers, we have an ethical obligation to remove barriers and provide the resources students need to access their education. Through this engaging session, participants will look at School Social Work through the lens of a McKinney Vento liaison.

Learning Objectives:

1. Participants will increase their understanding of the McKinney-Vento Law
2. Participants will increase their understanding of outreach strategies to identify children and families experiencing homelessness
3. Participants will increase their understanding the intersection of school social work and a McKinney Vento liaison

Presenter: Courtney Porter MSW, M.Ed, LSSW

C5 Confronting The Legacy Of Indian Boarding Schools: Supporting Indigenous Students

The policies of forced assimilation and family separation imposed on Indigenous families through the Indian boarding school system went on for over 150 years. This session will examine continued structural racism in schools and explore pathways for school social workers to support Indigenous students within a cultural humility framework.

Learning Objectives:

1. Summarize the impact of forced assimilation practices carried out in Indian boarding schools for survivors and their descendants
2. Examine current school policies and practices that affect educational outcomes of American Indian/Alaska Native students.
3. Develop strategies for supporting American Indian/Alaska Native students and families that align with the principles of cultural humility.

Presenter: Lily DeFrank Glantz MSW, PCMSW, PLMHP

C6 The Impact Of Institutional Racism On Attendance Trends In Urban School Districts

There is a lack of literature and evidence based practices surrounding long-term interventions for minority youth who have a history of chronic absenteeism. The historical traumas of racism and poverty continue to impact many of these students' lives today. Implications for effective social work practice with this group will be discussed in this session.

Learning Objectives:

1. Attendees will be introduced to information that will enhance their clinical perspectives regarding the impact of institutional racism and poverty on attendance trends in work with urban youth
2. Attendees will be able to recognize the causes and consequences of institutional racism and how it impacts minority attendance trends from a macro perspective
3. Attendees will be exposed to a variety of research based interventions that can be implemented to address attendance related concerns with minority youth

Presenter: Kashera Guy-Robinson LCSW and Brittanee Jones LMSW



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C7 What We Know And Don't Know About Teen Suicide - Lessons Learned From The Pandemic Challenges

Suicide is the second leading cause of death among 10-19 year olds. In Dr. Hudnall's experience, youth suicide is also the most preventable death. During this presentation, audience members will learn the most current research, including the impact of COVID-19, on youth suicide. Participants will gain an increased knowledge of suicide warning signs and how to strengthen the collaboration between schools, families, and communities to create a holistic model surrounding suicide prevention. Participants will also learn what to say and not say to youth struggling with mental health challenges and suicidal ideation.

Learning Objectives:

1. Understand the current research and the impact Covid-19 has on youth suicide.
2. Recognize the warning signs and risk factors associated with youth suicide and learn what to say and what not to say to youth struggling with mental health conditions.
3. Study examples of community and school suicide prevention efforts.

Presenter: Greg Hudnall Ed.D, MSW

C8 A Trauma-Informed Approach to Child Sexual Abuse Prevention

Child sexual Abuse (CSA) is a prominent Adverse Childhood Experience, so much so that the CDC considers CSA to be a public health crisis in America. Join Cherie as she presents a trauma-informed approach to empower students, parents, and educators with prevention skills, and foster a schoolwide culture of safety.

Learning Objectives:

1. Participants will gain knowledge and awareness of child sexual abuse and exploitation as a national public health crisis effecting their students and school community.
2. Participants will gain an in depth understanding of the characteristics of CSA victims and CSA offenders including recognizing and responding to educator sexual misconduct.
3. Participants will learn how to integrate sexual abuse prevention skills into their daily practice with students, parents and educators through a trauma-informed lens.

Presenter: Cherie Benjoseph MSW, LCSW

C9 Working to Create A Culture Where Attendance Matter in a Post-Pandemic Climate

Chronic absenteeism rates are at all-time highs and have been increasing at an alarming rate. However, the pandemic has had a tremendous impact, including the perspective that you do not have to attend school every day to be successful. In this session, you will learn what one school district is doing to build and focus on a culture where attendance matters.

Learning Objectives:

1. Learn from the experience of one school district in how they started addressing system barriers to creating a culture where attendance matters before the pandemic.
2. Engage with facilitators and session participants on how to capitalize on the lessons we've learned from the pandemic and how to incorporate that into a culture where attendance matters.
3. Understand how a culture where attendance matters is directly tied to tiered interventions. Receive examples of tier 1 and tier 2 attendance interventions implemented to create a culture where attendance matters.

Presenter: Abby Cobb LISW-CP and LaVernda Ragins LMSW

C1 And D1 Ethical Decision-Making In The Digital Era

This workshop will cover seven issues relevant to ethical decision-making and record-keeping with a focus on digital communication-related challenges. Issues to be addressed will include privacy, accuracy, confidentiality, access, communication, documentation, and destruction of records. The workshop will



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highlight standards outlined in both the NASW Code of Ethics (2017) and the 2021 updates that focus on electronic communication and practitioners' use of technology.

Learning Objectives:

1. Participants will increase their knowledge of the Code of Ethics technology standards that address electronic record-keeping, social media use, and electronic communication with clients and stakeholders.
2. Participants will gain implementation understanding of the 2017 and 2021 updates to the NASW Code of Ethics' electronic communication standards.
3. Participants will learn about the seven ethical issues related to ethical record-keeping and electronic communication.

Presenter: *Tory Cox LCSW, EdD, PPSC, M. Annette Clayton, PhD, MSSW, ACSW, and Jim Raines, Ph.D.*

D2 Solutions To Combatting Chronic Absenteeism: Collaboratively One School At A Time

Chronic Absenteeism is a national epidemic across this country and is increasing in our schools. In this session, we will explore the myths about the root causes, as well as discuss evidenced-based strategies to combat the growing problem. School leaders, parents, and teachers play a vital role in increasing school attendance and developing positive outcomes for students. Participants will not only be able to identify precipitating school factors that lead to low attendance but also provide action steps towards a comprehensive school plan. The session will have a conversational dialogue flow to help learners grasps the concepts and ideas around chronic absenteeism.

Learning Objectives:

1. Participants will work collaboratively in groups to develop action steps towards writing plans or goals for their school community. The presenter will give a small presentation on the topic and provide detailed directions and steps to help create a plan.
2. The presenter will provide a template and a rubric for participants to use as a guide for developing the strategies on the plan.
3. Participants will learn evidence-based attendance strategies that can be implemented immediately or for the upcoming school year. Attendance Systems that support student engagement: (Student-Staff Relationships, School Culture and Climate, Attendance Incentives, Leadership Vision, Parent Engagement, and Collaborative Support) The action plan will help schools to develop specific strategies for chronically absent students and support good and improved attendance

Presenter: *Dr. Tish Brookins Ed.D.*

D3 Mapping Therapeutic Care: A Vision For Sustainable School-Based Mental Health Services

Explore one urban district's practices in assessment, intervention, and evaluation within a pilot program providing therapeutic services to students in schools. Role differentiation, program sustainability, and nuances of offering therapeutic care in schools will be discussed from the perspectives of the program's supervisor and one of its practitioners.

Learning Objectives:

1. Participants will develop an understanding of the systems level framework and rationale for a therapeutic service provision pilot in a large, urban school district.
2. Participants will be exposed to a model of assessment, intervention, and evaluation that is responsive to quantified and specific needs across student populations.
3. Participants will evaluate opportunities for providing school-based therapeutic interventions in their practice settings, as well as related benefits and limitations.

Presenter: *Taha Zaffar LSW and Amanda Wentz LCSW*



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D4 Building A Strong Internship Program: Supporting Field Supervisors And Interns

A strong school social work intern program can build a pipeline of competent applicants and enhance your overall program. Field Supervisors are the cornerstone of a quality intern program. Building capacity within the school social work team can offer a variety of Field Supervisors, who can be matched with intern candidates to enhance the learning process and the internship experience. This workshop will outline the training provided to Field Supervisors in Loudoun County Public Schools, as well as the ongoing support structure for Field Supervisors and Interns throughout the school year.

Learning Objectives:

1. This session will provide information on how to Identify Field Supervisors on staff and building capacity for quality supervision.
2. Participants will be provided with handbook templates to guide learning for Field Supervisors and Interns.
3. Participants will discuss various ways to structure internship programs based upon school district staffing.

Presenter: Alisa Daniel Ed.D, LCSW

D5 En Nuestras Propias Palabras: Unpacking The Experiences Of Latine Immigrant Students, In Their Own Words

This workshop will share new, groundbreaking research on the lived experiences of Latine immigrant youth in the educational milieu. Learn more about their journeys to the U.S., the process of acculturation, their search for belonging, and their experiences in the classroom, clinician's office, and hallways of American public schools.

Learning Objectives:

1. Participants will deepen their understanding of the experiences, feelings, concerns, and frustrations of Latine immigrant youth, in their own words.
2. Participants will critically appraise their own educational settings for the characteristics and dynamics described by Latine immigrant youth
3. Participants will work collaboratively with the presenter and co-attendees to brainstorm opportunities and strategies for more inclusive, equitable policies and practices vis a vis Latine immigrant youth.

Presenter: Stephanie Carnes LL.M., MSW, Ph.D (anticipated Dec. 2022)

D6 Mental Health & Prevention: Getting Back To Basics To Lighten Your Load

Do you feel like you are spending most of your time putting out fires and providing crisis intervention? This session will review the data behind youth mental health and enhance your building's tier 1 intervention strategies around mental health education. We will guide you through establishing a robust tier 1 mental health program that will ensure everyone in your school community has a shared vocabulary that fosters rich conversations and promotes a culture of student well-being.

Learning Objectives:

1. Understand the most recent data surrounding youth mental health and the research supporting best practices in regards to supporting student mental health.
2. Understand how to utilize tier 1, universal programming in the early identification & intervention of youth struggling with mental health
3. Identify key components of depression and suicide prevention programs and how to effectively implement in a school setting.

Presenter: Peggy Kubert LCSW



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***D7 Beyond Backpacks and Bus Tokens: Utilizing MTSS and ARP Funds to Support Students and Families Experiencing Homelessness

This session provides school social workers and other school staff information and resources they can quickly implement in order to better support students and families experiencing homelessness. Attendees will receive a review of federal legislation, recent funding opportunities through the American Rescue Plan, and supports that can be embedded into already existing Multi Tiered Systems of Support.

Learning Objectives:

1. Identify and explain the responsibilities of an LEA under the McKinney-Vento Act
2. Appraise current services and examine areas for growth that can be supported by ARP and/or Title 1A funds
3. Build upon the existing strengths and resources in the school community to design healing centered spaces by implementing strategies across all three tiers of interventions in order to support the academic, social, emotional, and health of students experiencing homelessness

Presenter: Patrick Mulkern, LCSW, PPSC

***D8 Functional Behavior Assessments for School Social Workers

Dr. Stalnecker is a board certified behavior analyst and school social worker which makes this session perfect for school social workers who are responsible for conducting functional behavior assessments. Dr. Stalnecker will review behavior concepts that are often misunderstood and misused so participants will be able to accurately identify behaviors of concern, choose appropriate data collection tools, and then develop a plan focused on decreasing undesired behavior and increasing desired behavior.

Learning Objectives:

1. Develop an understanding of the basic behavioral concepts and how they are related to behavioral change
2. Identify the motivation for behavior through concept review and video exemplars
3. Complete a functional behavioral assessment and behavior plan that is geared toward decreasing undesired behavior and increasing desired behaviors

Presenter: Dee Stalnecker LSW, BCBA, DSW

***D9 Interconnected Systems Framework: Enhancing School Mental Health Services for Students

Understand/learn how and why the Interconnected System Framework (ISF) enhances the delivery of mental health in the educational setting using the multi-tiered system of support for social-emotional-behavioral wellness. Perspectives of ISF will be provided from the national, state, and district levels. Key messages of ISF will be shared, which include the importance of a single system of delivery, mental health wellness as a protective factor, measuring impact as opposed to access, and using the MTSS framework to guide an integrated approach.

Learning Objectives:

1. Identify how and why the Interconnected System Framework (ISF) enhances the delivery of mental health in the educational setting using the multi-tiered system for social-emotional-behavioral wellness.
2. Examine how districts of multiple sizes are implementing formal and informal screening to detect students who need more and when to adjust Tier 1 supports.
3. Explain the key components of integrating mental health and wellness in the MTSS framework and the role of the district.

Presenter: Michelle Sorensen MSW, LICSW, Kelcey Schmitz, MSEd, and Angela Whithers



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Saturday April 1st, 2023 (Sessions E)

E1 Culturally Informed Responses To Grief And Loss

There is no one way to process grief and loss. The predominant approach to addressing grief and loss is rooted in white, Christian, dominant culture and often does not acknowledge or allow space for the many ways that people from different identities support each other through grief. This is particularly true when it comes to young people experiencing loss and the systems around them. In this workshop we will address ways to build a culturally informed and responsive system within a school setting that helps young people from marginalized identities who are experiencing many different types of grief and loss.

Learning Objectives:

1. Participants will be able to articulate two ways to develop a culturally responsive approach to grief and loss in a school setting
2. Participants will be able to identify two ways young people may experience grief and loss related to racialized trauma
3. Participants will be able to illustrate at least one way grief related to systemic loss can impact an entire school setting

Presenter: Sheri Koller, LCSW, LCSW-C, PPSC, NCSSW and Chanda Bass, DSW, LCSW, C-SSWS, CCTP, CATP

E2 Responding to Power And Proximity: Maximizing Family Engagement From A Structural Perspective

While there is little debate about the importance of family engagement, there is much uncertainty about the actual art and science of developing strong family-school partnerships. In this workshop, school social workers will apply concepts from Structural Family Therapy to address engagement challenges from a relational, resourceful, and strategic perspective.

Learning Objectives:

1. To develop eco-maps that represent the power dynamics and relational patterns in play and illustrate how to utilize them to guide your engagement approach
2. To demonstrate the ability to make active use of your physical environment, positioning, and stance to maximize a parent or caregiver's receptivity and sense of agency
3. To demonstrate the ability to use brief and practical strategies to help reduce tension, build rapport, and/or re-establish a connection with a "challenging" parent in simple, efficient, and powerful ways

Presenter: Jennifer Murayama MSW/LCSW

E3 Get Published! Sharing Your SSW Expertise and Practice

This workshop brings together editors with experience in publishing (e.g., journals, books). We discuss the process of publishing, including identifying your expertise and topic, and we highlight the contemporary trends in the field that is worth publishing. We discuss resources, strategies and opportunities that can support you in getting published.

Learning Objectives:

1. For participants to learn about the publishing process and opportunities in school social work.
2. For participants to understand contemporary trends in the field of school social work research.
3. For participants to be aware of resources, strategies, and opportunities that can strengthen their opportunities to getting published.

Presenter: Kevin Tan PhD, Leticia Villarreal Sosa PhD and Brenda Lindsey Ed.D



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E4 (Un)Spoken Words: Challenges Of Black Female School Social Workers In Practice When You See Yourself In Your Clients.

This session will focus on Black female School Social Workers and the pushout, and overdisciplined of Black female students in the academic setting. The presenter will provide practical advice on how to support and CARE for Black girls in the academic setting derived from a quantitative study that explores the lived experiences of Black female school social workers, and the strategies to advocate for equity in the academic setting while experiencing racial battle fatigue.

Learning Objectives:

1. Participants will increase practitioner skills to create a collaborative effort to support Black girls in the academic setting.
2. Highlight the lived experiences of Black female school social workers to increase a system of work wellness practices.
3. Create a space of empathy and observe practices through the lens of Black female School Social Worker practitioners.

Presenter: Ashley Johnson Ed.D/LSSW

E5 Shifting From Trauma-Informed To Healing Centered Engagement In Schools

A Healing-Centered approach is holistic involving culture, civic action, and collective healing. A Healing-Centered approach highlights the ways in which trauma and healing are experienced collectively. Healing-Centers Engagement expands how we think about trauma and offers an holistic approach to restore well-being.

Learning Objectives:

1. Distinguish trauma-informed care from healing centered engagement strategies
2. Apply a salutogenic approach to current policies and practices
3. Practice how to apply a healing-centered engagement approach by analyzing case studies

Presenter: Kenneth Bourne MSW, LSW

E6 Where Everybody Knows Your Name: Rural School Social Work

Having worked in various-sized districts, the presenter will highlight how School Social Work practice differs in urban/suburban and rural areas. Practitioners in rural settings may be the only School Social Worker the district employs. The presenter will discuss strategies for effective services and share resources regarding rural School Social Work.

Learning Objectives:

1. Participants will engage in discussion regarding the differences between urban/suburban and rural School Social Work practices.
2. Participants will become aware of various options to obtain assistance whether working in an urban/suburban or rural district and methods to access support when employed as the only School Social Worker in a rural school district.
3. Participants will become aware of available resources to further explore the practice of School Social Work in urban/suburban, and rural areas.

Presenter: Lou Paschall LAPS, NCSSW

E7 Promoting Regulation Through Mindfulness

Students across the country are struggling with cognitive, emotional, and physical regulation, which is key to their mental health as well as their social and academic success. In Aurora Public Schools, mental health providers serving as Sustainable Wellness Coaches will share a range of interventions they developed using the tools of mindfulness to support regulation, teaching staff to both practice mindfulness and lead it with their students.

Learning Objectives:

1. Participants will be able to define Mindfulness



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2. Participants will be able to identify at least 3 benefits of mindfulness practices
 3. Participants will be able to list 6 options for implementing mindfulness into the school setting

Presenters: Lisa Vratny-Smith MSW, E-RYT 200, RYT 500, RCYT and Lindsey Gallegos MSW, M.Ed

E8 Rainbow Fiction: Fostering Connectedness And Self-Esteem Of LGBTQ+ Youth

LGBTQ+ youth face increased rates of negative mental health outcomes such as depression, anxiety, and low self-esteem. This presentation will describe techniques for using bibliotherapy in a group setting that can help to minimize these negative outcomes.

Learning Objectives:

1. To explore empirical-based approaches to addressing outcomes for LGBTQ+ youth.
 2. To describe and discuss how to implement bibliotherapy techniques to foster connectedness and improve self-esteem for LGBTQ+ youth.
 3. To be able to identify and assess the empirical base of LGBTQ+ youth.

Presenters: Amy King MSW and James Canfield Ph. D., MSW, BSW

*****E9 Building SSW capacity: Advocacy and controversial topics**

This session will strengthen and enhance your advocacy and leadership skills to be a voice for those that feel voiceless and to be an agent of change. As a unified force, SSW practitioners can be agents of change bringing about the best outcomes for all students. Participants will be guided through an application of the advocacy process applying the SSWAA Macro Advocacy Toolkit modules to strengthen the skills needed to be effective agents of change. Participants will learn how to develop talking points, fact sheets, and resources to support their advocacy efforts. This is a working session, so bring your laptops, phones, iPads, or anything else you might want.

Learning Objectives:

1. Articulate the steps in the advocacy process
 2. Apply the SSWAA Macro Advocacy Toolkit to a specific legislative issue impacting students, families, schools, and/or our profession
 3. Develop an action plan to advocate for students, families, schools, and communities.

Presenters: Robert Lucio, PhD, LCSW, Amanda Simons LCSW, M.Ed. and Emilie Souhrada, MSW, LISW

PLEASE NOTE:

This listing is provided to aid individuals with registration. All session descriptions, learning objectives, and sessions themselves are subject to change at anytime and without notice.

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