



School Social Work
Association of America



2023 VIRTUAL National Conference

April 17th – May 29th, 2023

PLEASE NOTE:

As a Virtual Attendee, you are able to access these pre-recorded sessions (11.5 CE credits) between April 17th and May 29th, 2023. After watching a full recorded session, you will be able to complete a post-test (80% passing rate required), and then complete an evaluation of that session for credit. Upon completion, you will be able to immediately download your certificate for your records. Access will end on May 29, 2023. (Please plan accordingly, no extensions will be available or granted. Refund Policy: Due to the format of this event, NO REFUNDS OFFERED).

Distinguished Keynote Speaker Presentations:

Prioritizing Social Emotional Learning to Promote Regulation (1 CE)

Covid-19 has shown so many in education why we must prioritize regulation of our students and those serving them. This keynote presentation will focus on six specific principles of neuroplasticity that can be used to create an optimal learning environment for students and staff. We will also identify three different modes of human regulation the need to be embedded in our educational environments to promote regulation and learning.



Jessica Pfeiffer, PsyD, LCSW is the Founder of Intricate Roots. Dr. Pfeiffer received her doctorate in Clinical Psychology in School Psychology at the University of Colorado, Denver. Over the last 16 years, Dr. Pfeiffer has provided keynote presentations, trainings, consultations, coaching, and observations to educational systems around the world. She focuses on embedding a neurobiological lens in the school setting and providing recommendations that are developmentally relevant for students and staff. Dr. Pfeiffer partners with school districts, day treatment facilities, public and charter schools, early learning centers, and state and federal

education entities to create customized and engaging trainings and supports. Dr. Pfeiffer is a co-host of Education Suspended, the co-author of "Implications of Animal-Assisted Psychotherapy for the Treatment of Developmental Trauma through the Lens of Interpersonal Neurobiology as well as an adjunct professor at the University of Colorado, Denver.

Designing Learning Ecologies for Equity (1 CE)

We have learned a lot in recent decades about the science of learning, and what we now understand about learning has profound implications for how we would design learning environments to support robust and equitable learning. At the same time, the challenges we face in education are steep. In this talk, I will explore some of the key learnings about the intersections of race, culture, and learning, and discuss what it would look like if we were to design schools as well as informal learning environments with



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these principles in mind. Key to this discussion is the centrality of psychosocial and socio-emotional aspects of learning, as well as attending to community and family learning ecologies as core to where and how young people learn.



Na'ilah Suad Nasir is the sixth President of the Spencer Foundation, which funds education research nationally. Prior to joining Spencer, she held a faculty appointment in Education and African American Studies at the University of California, Berkeley where she also served as the chair of African American Studies, then later as the Vice Chancellor for Equity and Inclusion. She also served on the Faculty of the Stanford Graduate School of Education. Nasir's research examines the racialized and cultural nature of learning and schooling, with a particular focus on the experiences of African American students in schools and communities. She recently co-edited *The Handbook of the Cultural Foundations of Learning* (Routledge) and *We Dare Say Love: Supporting Achievement in the Educational Life of Black Boys*. She is also the author of *Racialized Identities: Race and achievement*

for African American youth, published by the Stanford University Press in 2012. Nasir is a member of the National Academy of Education and a Fellow of the American Educational Research Association. She formerly served as President of the American Educational Research Association (2021-2022).

Indigenous People Are Still Here: A Beginning Conversation on Undoing Educational Indoctrination (1 CE)

This presentation will provide a foundation for considering the complexity of Native and Indigenous identity, sovereignty, and self-determination in relation to education. We will share personal and professional experiences as diverse Indigenous women and parents of children who have gone through or are navigating the public-school landscape. We will offer recommendations for best practices and skills that school social workers can use to be "good relatives" to Native and Indigenous students, families, and communities.



Ramona Beltrán, MSW, PhD (Multiracial Chicana/Yaqui descendant) is a mother of three and dancer/scholar. As an Associate Professor at the University of Denver Graduate School of Social Work, her scholarship is committed to interrupting legacies of historical trauma that affect Indigenous and Latinx communities. She focuses on disrupting the problem-focused approach to understanding Indigenous/Latinx health that dominates mainstream research. She does this through centering culture in knowledge

production with and for Indigenous/Latinx communities.



Donna Chrisjohn (Sicangu Lakota and Dine) is a mother of five, a wife, and a Native of Denver. She is a legal professional with over 25 years of experience in private, public, and tribal law. Donna stays active in the Native community, both locally and nationally, by volunteering and participating in several organizations. Currently, she serves on the Denver American Indian Commission (former Co-Chair), Chinook Fund's Board of Directors (Co-Chair) and the board for the People of the Sacred Land. Education is not only a passion but a purpose for Donna. She is an Indigenous Education Consultant (Inyan Consulting) and has been presenting the



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Indigenous perspective to schools and organizations for over 40 years. Donna is a 2021 Moonshot EdVentures fellow.

Virtual Conference Sessions:

Addressing DSM-5 Disorders in Schools (2.0 CE)

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, multitiered 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.

How To Surf the Waves: Understanding and Improving Emotional And Behavioral Regulation Skills In Children (2.0 CE)

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.
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



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School Social Workers Advocating for The Profession: Demystifying the Role Of The School Social Worker (1.5 CE)

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

Solutions To Combatting Chronic Absenteeism: Collaboratively One School At A Time (1.5 CE)

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 grasp 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.





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Shifting From Trauma-Informed to Healing Centered Engagement in Schools (1.5 CE)

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-Centered Engagement expands how we think about trauma and offers an holistic approach to restore wellbeing.

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

School Social Work Association of America SSWAA, #1789, is approved to offer social work continuing education by the Association of Social Work Boards (ASWB) Approved Continuing Education (ACE) program. Organizations, not individual courses, are approved as ACE providers. State and provincial regulatory boards have the final authority to determine whether an individual course may be accepted for continuing education credit. School Social Work Association of America SSWAA maintains responsibility for this course. ACE provider approval period: 07/27/2022 – 07/27/2023. Social workers participating in this conference will receive up to 1.5 continuing education credits.