



School Social Work
Association of America



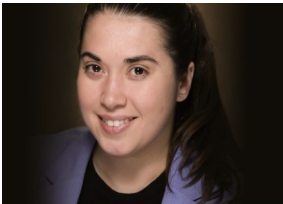
26TH ANNUAL NATIONAL SCHOOL SOCIAL CONFERENCE

March 29 - April 1, 2023— Broomfield, CO

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 17.5 continuing education credits.



Mary Dallas Allen, PhD, MSW, is a Professor of Social Work and the MSW Program Coordinator at the University of Alaska Anchorage. She assisted with creating the Specialization in School Social Work at UAA, and she taught the school social work practice course for many years. Dr. Allen is currently the social work faculty member for two interdisciplinary training programs at UAA: Project BLENDS and AK LEND without Walls. Project BLENDS trains graduate-level scholars in infant and early childhood mental health and LEND trains graduate-level fellows in leadership practice in working with children with intellectual and developmental disabilities. Dr. Allen's social work research focuses on infant and early childhood mental health consultation, rural social work practice, and climate change and social work practice.



Marina Badillo-Diaz, DSW, LCSW is currently a US Schools Ambassador Fellow with the US Department of Education and an adjunct professor at Hunter College. Prior to these roles, she was a counseling director at a charter transfer high school in Brooklyn serving over aged and under credited youth ages 16 to 21. She was also school social worker and a clinical supervisor for a charter elementary and middle school in East Harlem for grades K - 8. She has special clinical and research interests in social work ethics, charter schools, organization structure and leadership, and clinical supervision in schools.



Chanda Bass, DSW, LCSW, C-SSWS, CCTP, CATP, has worked in public schools for the past 24 years as a School Social Worker. Dr. Bass has earned two professional certifications in trauma-informed treatment and has obtained clinical licensure. She recently graduated from California Baptist University with her Doctor of Social Work degree. Dr. Bass completed her final research project on culturally adapting an evidence-based trauma intervention for use in schools in her region. She is the founder of MotivatEd Strategies, LLC, which provides training for educators and mental health providers. Dr. Bass earned a Master of Social Work degree in 1998 from Virginia Commonwealth University. Dr. Bass is currently an adjunct instructor in social work at the University of Kentucky and Virginia Commonwealth University.



Cherie Benjoseph, MSW, LCSW, earned her Master of Social Work from Boston University and since 1989, has served as a Licensed Clinical Social Worker in various school settings. Cherie co-founded Kid-Safe Foundation in 2009, approaching her work as an expert in Child Sexual Abuse Prevention from a proactive lens. She believes educating SW professionals working with children in a school setting about CSA will strengthen our families and help protect our children; breaking the cycle of abuse.



Kenneth Bourne, MSW, LSW, is the founder/CEO of Bourne ANEW LLC. He provides healing-centered engagement interventions to Black boys and young men. Clinically, there are no diagnoses or language to effectively communicate the systemic trauma absorbed by Black bodies in America, allowing for common misdiagnosing, over-diagnosing, misunderstanding, and ignoring of lived experiences. Kenneth helps his clientele take back their power via integration within the body, people, and environment.



Natasha K. Bowen, Ph.D, MSW, is a professor at the College of Social Work at Ohio State University. In her research and practice, she works closely with schools to help them obtain and use data on students' social environments. Goals of her work include racial equity in disciplinary practices and academic achievement. Dr. Bowen is committed to providing school social workers with free online assessments and reports, and resources for finding interventions that are appropriate and feasible in their schools.



Philip Breitenbucher, EdD, MSW



Tish Brookins, MSSW, Ed. D., is a School Social Worker with Jefferson County Public Schools and has excitedly served as an educator for over 20 years. She is also a Field Liaison for the University of Louisville's Kent School of Social Work and adjunct faculty for Spalding University. Additionally, she currently serves as the Vice-President of KASSW, JCTA Rep, Smoketown Family Wellness Center Board Member, Forester Financial Branch Councilor, and SSWAA Secretary.



Anne-Marie Brown, LCSW, MSW, MCAP, CIP, ICADC, is an EMDRIA Certified Therapist and Approved Consultant, a TF-CBT Certified Therapist, a Registered Circle of Security Parenting Facilitator, and a Qualified Supervisor for Clinical Social Workers and addiction professional candidates. She has presented on the topic of Trauma and Resiliency at many conferences including National Association of Social Workers. She currently focuses on providing individual and family therapy for children and families who experience trauma.



Tia Marie Brumsted, MSW, LICSW, LCSW-C, NCSSW, is a clinical social worker, performance coach, and educational leader in the metropolitan DC area. She serves as the deputy assistant superintendent of health and wellness for the DC Office of the State Superintendent of Education. She is a graduate of Spelman College and Smith College School for Social Work. Tia Marie is the owner of Centered Self, a mental wellness practice providing integrative psychotherapy and coaching for children, adolescents, and adults.



Ricardo Canelo, MPH, is the Associate Project Coordinator for the Mental Health Technology Transfer Center (MHTTC) Network Coordinating Office (NCO), based at Stanford University School of Medicine. Ricardo helps coordinate the work of 12 centers that provide training and technical assistance to the mental health workforce to increase the use of evidence-based mental health prevention, treatment, and recovery support services across the United States.



James P. Canfield, Ph. D., MSW, BSW, LSW, is an Assistant Professor in the School of Social Work at Louisiana State University. He is an expert on child and family homelessness and has done extensive work developing measures for use in school social work practice. He is the author of *School-based Practice with Children and Youth Experiencing Homelessness*, in the SSWAA series, available through Oxford University Press. Dr. Canfield has published many studies on school-based responses to homelessness.



Stephanie Carnes, LL.M., LCSW, is a 2022 doctoral candidate and adjunct professor at the University at Albany. She is a former bilingual school social worker. She has spent the past decade engaged in trauma treatment with Latine immigrant youth, and her research interests focus on culturally competent and responsive mental health and education. She frequently presents and publishes on topics related to refugee and immigrant well-being, and holds a Masters degree in international human rights law.



Saras Chung, Ph. D., MSW, holds over two decades of experience in practice and research with children and adolescents in schools and youth development organizations. Her interests stem from her own experiences growing up as a child of new, working-class Korean immigrants in rural Missouri. As a system dynamicist trained in social work, she is interested in social and emotional adolescent development in schools, specifically with a lens for ethnic and cultural identity.



M. Annette Clayton, Ph. D., MSSW, ACSW, is currently an Associate Professor who is also the Chair and Field Education Coordinator for the Baccalaureate Social Work Program at Virginia Wesleyan University. Before entering academia full time, Dr. Clayton worked as a School Social Worker for many years and was the Lead School Social Worker for Newport News Public Schools for five years. Dr. Clayton completed her undergraduate education at Howard University. She earned her MSSW degree from the University of Texas at Austin and completed her PhD studies at Virginia Commonwealth University. Dr. Clayton's scholarship thus far has primarily focused on school social work practice, the overarching issues of practice efficacy, and the influence of risk and protective factors on adolescents' educational outcomes.



Abby Cobb, LISW-CP, is the Lead Social Worker in Richland School District Two and has served in that capacity since 2012. Abby also serves as the district's McKinney Vento Liaison, Foster Care Liaison, and Attendance Lead. Abby currently serves on the SC Association of School Social Worker's Board, has co-authored a chapter in an SSWAA publication, and serves as an adjunct professor at Columbia College in the Trauma-Informed Educators Master's Program.



Tory Cox, Ed. D, LCSW, PPSC, is the Assistant CalSWEC Project Coordinator for the CSULB School of Social Work, manages the CalSWEC child welfare grant's budget, teaches school social work and field education, and oversees the school's distance education program. In 2021, he was the lead editor for *The Art of Becoming Indispensable: What School Social Workers Need to Know in Their First Three Years*, which won the 2022 SSWAA National Book Award was featured as a SSWAA pre-conference workshop in Chicago.



Matthew J. Cuellar, PhD, MSW, is a tripartite faculty member in the School of Social Work at University of Alaska, Anchorage. Dr. Cuellar earned his PhD in Social Work from the University of Tennessee, Knoxville with a Minor in Statistics from the Haslam School of Business. He earned his MSW from The University of Alabama. Dr. Cuellar has extensive experience working in various child serving systems and has served as principal investigator and lead evaluator on several externally funded projects sponsored by local, state, and federal agencies. Dr. Cuellar's current research focuses on school social work leadership and the role social workers play in keeping schools safe. Dr. Cuellar's interdisciplinary scholarship has been published in several notable journals and textbooks. Dr. Cuellar oversees the Specialization in School Social Work program and serves as President for the Alaska Association of School Social Workers.



Alisa Daniel, EdD, LCSW, was a School Social Worker for nineteen years, and a Field Supervisor for 7 years. She is currently the Coordinator of Student Support Services and oversees the Internship program.



Shadonna Davis, Ph. D, LCSW, is an Assistant Professor at Clark Atlanta University. She is a licensed clinical social worker with over 15 years of experience in school social work, child welfare, and juvenile diversion. Her research focuses on YPAR projects and youth development interventions conducted in school and community settings. Dr. Davis received a Ph.D. in Educational Policy Studies, a Master of Social Work, and a Bachelor of Business Administration from Georgia State University.

Erica Davis, LICSW, MSW, is currently pursuing her Doctorate in Clinical Social Work at New York University (2023). Erica earned her BSW from the University of Kansas (2016) and her MSW from NYU (2017). Erica is the Lead Social Worker at Maya Angelou Public Charter school in Washington DC. She has committed her career to serving opportunity black youth in schools and enrichment programs.



Lily DeFrank Glantz, MSW, PCMSW, PLMHP, works as a School Social Worker serving Native American students through Title VI Indian Education for Omaha Public Schools. Lily is a Southern Arapaho woman from Weatherford, OK. She obtained her MSW from the University of Oklahoma Tulsa, where she worked for the OU Center for Tribal Social Work. Lily works as an adjunct instructor at the University of Nebraska at Omaha. She is serving as the Member at Large for the School Social Work Association of Nebraska.



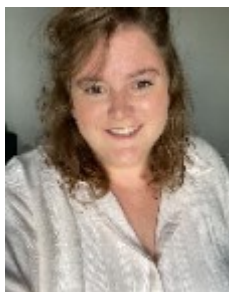
Tracey DeMaria, OTD, OTR/L, has been an occupational therapist for more than 25 years. She received her bachelor's degree at Colorado State University and both her masters and doctorate in OT from Misericordia University. Tracey has worked in outpatient clinics, early intervention, schools, and was owner/director of Sensation Whole Child Center for many years. She currently lives in Easton, PA and works in Phillipsburg Public Schools in NJ. She is passionate about the power of emotional regulation.



Xiao Ding, MSSA, LMSW, is a doctoral student at The University of Texas at Austin Steve Hicks School of Social Work, and the recipient of the Michael R. Daley Endowed Presidential Scholarship for Doctoral Students. Xiao's research is grounded in her past research and practice experiences in school social work, school mental health, and brief intervention with high-needs schools and adolescents.



April Duncan, DSW, LCSW, RPT-S, obtained her Bachelor's in Arts & Science from the University of Missouri-Columbia (2006), Masters of Social Work from Saint Louis University (2012) and Doctorate of Social Work from the University of Southern California (2021). She has a private practice in Charlotte, North Carolina, is the Co-Owner of St. Louis Play Therapy Institute and is an adjunct instructor in the online MSW program at Tulane University. Dr. April is also the founder of BMH Connect, a for-profit organization that works closely with community members, educators, parents, and professionals to learn better ways to connect with Black children and provide a safe place to process negative race-based experiences.



Jeni Free, MSW, graduated from the University of Illinois with her bachelor's degree in Psychology and continued on at the U of I to complete her MSW. Jeni has worked as a school social worker in Illinois for the last 5 years. In her current position she is the field clinician for a partnership grant between University of Illinois and an area school. This grant concentrates on child mental health and creating a community-district partnership.



Jasmine Gaines, M.Ed, LMSW is an educator in Grand Prairie ISD with over 10 years' experience. She has served as a Teacher, Behavior Intervention Specialist, Counselor, and most recently, Student Mental Health & Safety Advisor. She is an advocate for people of color and has served as the Vice President and Founding Member of the African American Social Worker Student Alliance at The University of Texas at Arlington, the Co-Chair of SSWAA's Practitioners of Color Advisory Committee, and the Executive Director and Founder of Hopeful Heartbreakers Literary Donations & Charities, a non-profit dedicated to promoting literacy to at-risk populations. Miss Gaines has been honored with being recognized as Teacher of the Year in Grand Prairie ISD in 2016 and NASW's Student of the Year in 2020.



Lindsey Gallegos, M. Ed., MSW, is a school social worker, registered yoga teacher, and certified mindfulness instructor. She has 20 years experience working with P-20 students and staff in Aurora Public Schools. In addition to teaching SEL skills, she spent 5 years creating and implementing a schoolwide mindfulness and yoga program at Altura Elementary School in Aurora, CO. For the past 3 years she worked with a team of professionals to create a mental wellness program for staff in Aurora Public Schools.



Jessica E. Gonzalez, MSW, has worked in the community as a social worker providing mental health services in school and outpatient clinic settings to youth of diverse socioeconomic, cultural, and ethnic backgrounds. Jessica also has over 6 years of experience in project management support and coordination for research and evaluation in the areas of early childhood learning and development, special education, post-secondary education attainment, and delivery of school mental health services.



Heather Gotham, Ph. D., has significant experience in clinical teaching and training behavioral health and health care students and professionals. She has designed curricula and provided training and technical assistance to behavioral health and health professionals on treatments for adult and adolescent substance use disorders, implementing EBPs into behavioral health settings, co-occurring mental health and substance use disorders and treatment, integrating behavioral and primary health, and SBIRT.



Kashera Guy Robinson, LCSW, who has served as a School Social Worker for 19 years. She received a Bachelor of Social Work at Alabama State University, a Master of Social Work at the University of Alabama, and is pursuing her Doctor of Social Work at Barry University. Kashera is a member of the School Social Work Association of America (SSWAA), the School Social Workers Association of Georgia (SSWAG), and the National Association of Social Workers (NASW).



Karla B. Horton, Ph. D., LMSW, is an Assistant Professor at the University of North Texas in the Department of Social Work. She has her Professional Educators License in School Social Work from Illinois and is a Licensed Master Social Worker in Texas. Her areas of research are relational aggression and other forms of bullying, workplace bullying (specifically in academia), trauma-informed curriculum development for schools (trauma-informed schools), parental incarceration, and performance evaluation.



Greg Hudnall, Ed. D., MSW, is founder of Hope Squad, a school-based, peer-to-peer suicide prevention program, with over 10,000 students referred for help. He has been involved in suicide prevention, intervention and postvention over 30 years. Dr Hudnall was invited to testify before the US Surgeon General and the US Dept of Health. Dr Hudnall was a Principal at Provo HS, and an Asst. Supervisor with Provo School District. He was an adjunct professor at BYU, over the School Social Work class.



Shannon Hudson-Odoi, M. Ed., began her career as a Therapeutic Day Treatment Specialist, providing intensive in-school behavioral and mental health support to identified students, while earning her Master's degree in School Counseling. She served as an elementary school counselor for 7 years providing a comprehensive school counseling program based on the ASCA national model prior to moving into her current role as Mental Health Specialist where she provides coaching and support to school based clinicians.



Faiza Jackson, MSW, began her career as a school social worker in Chicago, where she ultimately became the Dean of Social Emotional Supports, providing professional development, overseeing the implementation of schoolwide SEL, and leading student services personnel. Currently, Ms. Jackson is the Director of School Social Work for Alexandria City Public Schools where she supervises the social work team across the division, providing ongoing professional development and implementation of best practices.



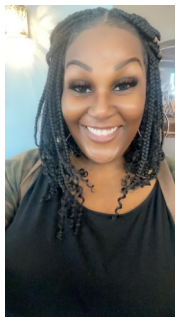
Annette Johnson MSW, LCSW, ACSW, is a Clinical Associate Professor at the University of Illinois at Chicago, Jane Addams College of Social Work where she teaches School Social Work Policy and School Social Work Practice. Her research interests are social and emotional learning and critical service learning. Annette has published and presented in both subject areas, as well as school policies to promote a positive learning environment for all children. As a national and local speaker/consultant, she has focused on helping schools districts develop school-based practices that are based on strengths and assets. Ms. Johnson has a keen interest in the utilization of innovative approaches to school social work practice that empower youth.



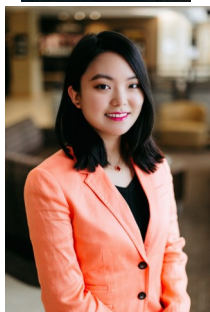
Ashley Johnson, EdD, LSSW, is a longtime advocate for social equity within the academic setting. Dr. Johnson's purpose is driven by personal experiences at a young age as a Black girl and has equipped Dr. Johnson to navigate the landscape of school social work and the provisions of service to students, particularly young Black girls. Dr. Johnson has founded her very own educational consulting agency. Dr. Johnson continues to shake tables with advocacy with one cup of coffee at a time!



Tynisha Jointer, M. Ed., LCSW, MSW, is a Chicago native and product of Chicago Public Schools. She is passionate about educating all children and building the capacity of school staff and leaders to utilize a holistic approach to supporting student achievement. She brings an array of experiences and expertise from years of providing direct supports to students and their families as a school social worker in charter and public schools, and in a behavioral health hospital. She is the founder of Invested Consultant Firm, LLC.



Brittanee C. Jones, LMSW, has been employed as a Certified School Social Worker for eight years. She earned a Master of Social Work degree and is presently a Doctoral Candidate in the Social Work Policy, Planning and Administration Ph.D. Program at Clark Atlanta University. Miss Jones' future aspirations include adding to the body of literature surrounding truancy and truancy interventions for minority students in urban school districts.



Anna Kim, Ph.D. candidate, is completing her studies in Social Work at the University of Missouri, with an emphasis on social-emotional learning in children and youth with an expected graduation date of May 2023. Anna's research potential has been strongly established through professional training and experiences while a graduate research assistant at the Missouri Prevention Science Institute (MPSI) during her doctoral program. During her time at MPSI, Anna had the opportunity to work with school counselors, school administrators, and students from different school districts gaining experience as one of the leading data collectors for conducting classroom observations, student observations, and overall school climate observations from multiple school districts in St. Louis, Jefferson City, and Columbia in the state of Missouri.



Amy N. King, MSW, is a 3rd-year Ph.D. student in the School of Social Work at Louisiana State University, where she specializes in issues affecting the LGBTQ+ community. She received her bachelor's degree in social science with a concentration in anthropology and a master's degree in criminal justice at Troy University. After four years in the United States Air Force, she received a second master's degree in social work at the University of Central Florida.



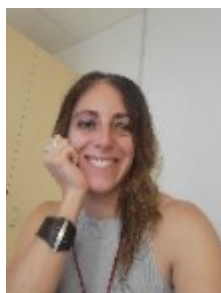
Lauren Knapp, MSW, BSc (Hons), is a Registered Social Worker working in the role of Mental Health Clinician for the Kawartha Pine Ridge District School Board, located approximately an hour east of Toronto, Ontario. She is a tenured clinician and has a passion for working within schools to support students, their families and their school teams to achieve success and wellbeing.



Sheri Koller, LCSW, LCSW-C, NCSSW, PPSC, is the third individual to become a National Certified School Social Worker (NCSSW). With over 20 years of experience as a school social worker, Sheri is an expert in the field of student mental health and suicide prevention. She is an experienced clinician who focuses on individual and family therapy, clinical supervision, program development, advocacy, data analysis, crisis intervention and training. As a professor for seven years, Sheri educated hundreds of MSW students on mental health and human behavior. As the owner of Brave Journeys LLC, she currently supports schools nationwide through her consulting business, and is passionate about helping schools understand the intersection between student mental health, social justice, and academic outcomes. Sheri develops programs to address the complex mental health issues facing our schools, including a fundamentally different approach to suicide prevention and intervention.



Peggy Kubert, LCSW, has been with Erika's Lighthouse since 2006 helping school communities raise awareness about teen depression, suicide prevention and develop skills to embrace good mental health. As Senior Director of Education, Peggy assists schools to create opportunities for young people to receive the help they deserve. Peggy received her Masters from the University of Chicago in Social Service Administration and her Bachelors of Arts in Education from Northwestern University.



Joanna LeCaprara, MSW, BA (Hons), is a Registered Social Worker working in the role of Mental Health Clinician for the Kawartha Pine Ridge District School Board, located approximately an hour east of Toronto, Ontario. She is a tenured clinician and has a passion for working within schools to support students, their families and their school teams to achieve success and wellbeing.



Marsha Lewis, Ph. D., MPA, is an associate professor at Ohio University's Voinovich School of Leadership and Public Service. She teaches courses in the MPA program and leads applied research and evaluation projects. Marsha's work focuses on making data accessible to practitioners and supporting the use of data to make the best decisions for children. She also serves as a data analyst for the Ohio Colleges of Medicine Government Resource Center and as lead researcher for the Appalachian Children Coalition.



Ryan Lindsay, LCSW, MSW, is a clinical social worker and social work educator at the Brown School at Washington University in St. Louis where he teaches, advises, and chairs the mental health curriculum. His substantive area includes implementation of evidence-based treatments, school-based suicide prevention policies and practices, and prevention intervention development. He founded the Hope Policy Academy in 2019 to connect school stakeholders with resources to prevent youth suicide.



Brenda Lindsey, Ed. D., is a Teaching Professor at the University of Illinois at Urbana-Champaign School of Social Work. Her scholarship and teaching interests are focused on how school social workers can integrate evidenced-informed approaches that strengthen social emotional learning competencies for students. She is the Managing Editor for the International Journal of School Social Work.



Robert, Lucio, Ph.D., has over 18 years of experience working directly with youth “at-risk” of adverse behavioral, academic, and mental health outcomes. Dr. Lucio has also consulted with local school districts to enhance social workers use of evidence informed interventions, advocacy, and has been actively involved school behavioral health. He is experienced at developing models of risk and protective factors in youth, provided trainings on advocacy, data informed decision making, and cultural diversity.



Jenna Mahoney, LCSW, MSW, earned her bachelor's degree in Psychology from California State University, Sacramento, and her MSW from University of Illinois, Urbana-Champaign. She has been a school social worker in Illinois for the past seven years. She is a second year as a Ph.D. student at University of Illinois, Urbana-Champaign. Her research interest is teacher self-efficacy when teaching social-emotional learning as a means to decrease the equity gap in education systems.



Grace McClowry, MSW, was the previous student representative on the SSWAA Board. She graduated from the University of Illinois at Urbana-Champaign with her Master's in Social Work in May 2022. Grace specializes in supporting student Social-Emotional Learning as a grant-funded School Social Worker through a partnership between the University of Illinois, School of Social work - Danville School District 118 - and the Illinois Criminal Justice Information Authority R-3 Program.



Christy McCoy, LICSW, MSW, As a practicing school social worker for the past 19 years in St. Paul Public School District, Christy offers clinical mental health expertise combined with leadership experience for state and national school social work organizations. Christy's a nationally recognized speaker dedicated to reducing barriers to academic achievement and ensuring access to equitable services and supports for all children. Previous presentations have focused on the following topics: Macro-Advocacy and School Social Work; School Crisis and Mental Health: Role and Expertise of School Social Workers; Impact of Trauma on Students; Early Warning Signs of Childhood Mental Illness, New School Social Workers-What you Need to Know, etc. She has also co-presented with Leticia Villarreal Sosa Ph,D LICSW and Carlos Evans MSW LSW COVID-19 Health Crisis: Unpacking and Addressing Underlying Equity Issues and with Dr. Leticia Villarreal Sosa at the SSWAA National Conference 2020 on the topic School Social Work Response to Current and Long-term Inequities.



Brandon D. Mitchell, MSW, is a university fellow and doctoral candidate in the Kent School of Social Work and Family Science at the University of Louisville. His scholarship is aligned at the intersection of education and social work. He focuses on the role of the school social worker, uprooting deficit-based ideology, and the impact of the media on educational structures.



Patrick Mulkern, LCSW, PPSC, (he/they) is a school social worker and culturally responsive counselor with experience and training in providing long term individual therapy, evidence-based treatments, and group therapy as well as intensive case management to children, adolescents, transitional age youth and their families. He is the President of the California Association of School Social Workers, the Western Representative of SSWAA, and a community lecturer at the University of California, Berkeley School of Social Welfare. In addition to school social work, Patrick's interests include working with LGBTQ+ youth, students experiencing homelessness, healing-centered and anti-oppressive social work, and narrative practices.



Jennifer Murayama, MSW, LCSW is a Licensed Clinical Social Worker in private practice and a candidate in the Doctorate of Social Work program at New York University. She has had extensive training in family therapy and has spent the bulk of her career helping families in NYC's child welfare system turn crises into opportunities for necessary growth and change, so they could stabilize, keep their children out of foster care, and reclaim a greater sense of agency and control within their circumstances.



Stephanie Ochocki, DSW, LICSW, practices school social work in Minnesota, serving as the Student Support Coordinator for Rosemount-Apple Valley-Eagan School District 196. Stephanie has held a variety of leadership roles to advocate for the needs of children, families and schools, and currently serves as the Midwest Representative for the School Social Work Association of America.



Lou Paschall, LAPSW, NCSSW, has practiced School Social Work for nearly 20 years. In 2022, she became the first Tennessean to earn the Nationally Certified School Social Worker (NCSSW) designation. She attended the Manchester City Schools as a child and is honored to provide School Social Work services there. Her research interests are the ethical use of technology, School Social Work supervision, Social Work history, play therapy, bibliotherapy, and animal-assisted interventions.



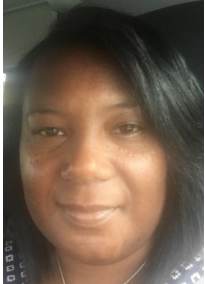
Nida Paul, LMHC, NCC, RPT, is a Qualified Supervisor with the state of Florida. She is passionate about working with children and families who experienced trauma and helping them heal from these adverse experiences. She provides trainings for caregivers and professionals in variety of topics including impact of Trauma and ACEs on children to help adults promote resiliency in children.



Courtney Porter, M. Ed., LSSW, MSW, has spent the past ten years as the School Social Worker, McKinney-Vento Liaison, and DCYF Point of Contact for the Claremont School District. As the President of the New Hampshire School Social Workers Association, Ms.Porter advocates for students and families all over the state. In addition, Ms.Porter is an active member of National Association of Social Workers: NH and sits on their Children's Issues Committee. In her free time, she enjoys the outdoors and her family.



Jennifer Poteat, LCSW, is a Licensed Clinical Social Worker who has been a School Social Worker with Loudoun County Public Schools for 19 years. She is the Lead School Social Worker for LCPS and supports the School Social Work team on a daily basis.



LaVernda Ragins, LMSW, is a Social Worker in Richland School District Two. She has recently begun working as the Lead Attendance Interventionist. LaVernda served as the School Social Worker at Ridge View High School for the past four years. She serves on the board of Christian Assistance Bridge.



Jim Raines, Ph. D., calls himself an accidental academic with the heart of a practitioner. He earned his MSSW at Columbia University in New York City and his Ph.D. from Loyola University of Chicago. Jim has been President of the Illinois Association of School Social Workers, Midwest Council, and the School Social Work Association of America. He has written five books published by Oxford University Press on evidence-based practice, school social work, ethical decision-making, and treating DSM-5 disorders.



Anita H. Reed, Ph. D., LCSW, is a licensed clinical social worker and therapist who specializes in the treatment of adolescents, adults, and families. Dr. Reed has more than 30 years of experience serving at-risk youth and families as a direct service provider and also as a developer and analyst of programs and policy. She has worked as a mental health therapist in educational settings, providing services to students with emotional/learning disabilities and supporting staff in meeting student needs.



Terriyl N. Rivers-Cannon, MSW, EdD, is a co-author, speaker, and transformative leader who inspires everyone she meets. She's devoted over 20 years to improving the lives of **ALL** school-aged populations. She has served in many leadership roles including, past District and State Presidents for Georgia, SSWAA Endowment Board member, and Southern Regional Representative. As a history maker in the field of Social Work, Dr. Rivers-Cannon has received letters of acknowledgment, recognition, and Proclamations from Georgia School Superintendent Richard Woods, Atlanta Mayor Keisha Lance Bottoms, Senator Tonya Anderson, and U.S. Representative Henry "Hank" Johnson Jr. along with having April 5th designated as Dr. Terriyl N. Rivers-Cannon Day. Dr. RC has collaborated on several publications with the Georgia Department of Education and School Social Workers Association of America. She is the Founder and CEO of "Soar with K.A.T.I.E. (Karing Actions Towards Inspiring Eagles)" and hosts a nationally syndicated radio/talk show "Dare To Soar with Dr. RC."



Blanca Sanchez McGee, DSW, LCSW-S, received a doctor of social work degree from Tulane University in 2021 and master's degree in social work from Barry University in 2003. She is the current Executive Director of Social and Emotional Learning for Grand Prairie ISD. She was the lead author of Utilizing a Critical Race Theory Lens to Reduce Barriers to Social and Emotional Learning: A Call to Action published in the NASW Journal of Children & School, Jan., 2022.



Kelcey Schmitz, MSEd, has been involved in many Positive Behavioral Interventions and Supports (PBIS) efforts providing training, coaching, and evaluation to schools, districts, families and community organizations to support the social, emotional, and behavioral strengths and needs of students within an MTSS framework.



Tricia Sedlacek, MSW, LICSW, is a Clinical Social Worker and Early Childhood Mental Health Specialist from St. Paul, Minnesota. While she has spent over 20 years in the school system working with primarily Early Childhood-Elementary ages, her background also includes medical social work and working as a mental health therapist. Tricia's experience includes facilitating parent groups for families with children who have Special Education disabilities as well as providing trainings to parents and educational staff. Tricia is passionate about supporting caregiver/child dyads to empower adults with tools in order to strengthen the most important relationship in a child's life. Tricia currently works in Early Childhood Special Education with children, ages 3-5, and their families.



Emily Shayman, PhD, MSW, LSW, PEL73, joined the Department of Social Work at Lewis University in Fall 2019. Prior to this position, she worked as a school social worker with students in PreK through twelfth grades. Dr. Shayman continues supporting social emotional learning and trauma-informed practices within school settings.



Amanda Simons LCSW, M.Ed. has been an educator for 19 years and is currently in her ninth year as a Certified School Social Work Specialist. She currently works for Clark County Public Schools in Las Vegas, Nevada and provides support to students and their families and/or guardians who have had an acute psychiatric hospitalization or long-term residential placement back into the schools; crisis support services for the district as needed when there is a student or staff death; and also supports families in need as determined through threat assessments. She serves on the Legislative Committee of SSWAA; actively involved in the Nevada State chapter of SSWAA; and serves as the Southern Nevada Representative for the Nevada State chapter of the National Association of Social Workers.



Kennesha Smith is a byproduct of Milwaukee, Wisconsin and Atlanta, Georgia. She earned a Bachelor of Arts in both Psychology and Sociology, in addition to a Master of Social Work from Georgia State University. Throughout her career, she has served different populations in a variety of roles, but her passion resounds with school social work practice. She served as a School Social Worker for five years in Metropolitan Atlanta prior to transitioning to Louisiana State University in pursuit of a Doctor of Philosophy in Social Work. Her research interests include school social work practice, homelessness, and community organizing.



Michelle Sorensen, MSW, LICSW is a School Social Worker and Licensed Independent Clinical Social Worker. This is Michelle's 18th year in the Richland School District. She currently serves as a District Wellness Coordinator. Michelle is a board member for the Washington Association of School Social Workers. She was recognized as the 2017 Washington State School Social Worker of the Year. Michelle believes in the power of relationships and a holistic approach to education.



Emilie Souhrada, MSW, LISW, is a licensed independent social worker and currently works as a school social worker in Waterloo, Iowa. Emilie is a Past President of the Iowa School Social Workers' Association, ISSWA. Emilie is a Past President of the Iowa School Social Workers' Association, ISSWA. In addition to serving as the Vice President of the Midwest School Social Work Council, Emilie also serves as the ISSWA Advocacy and Legislative Committee Chair and the School Social Work Association of America, SSWAA, Advocacy, and Legislative Action Committee Co-Chair.



Dee Stalnecker, DSW, LSW, BCBA, is a certified school social worker in Hershey, PA. Her primary role is to connect families to resources, truancy prevention, and addressing food insecurities. She completed a DSW through Millersville/Kutztown Universities joint program and is a board-certified behavior analyst. She is a board member of the Pennsylvania Association of School Social Work Personnel (PASSWP) and the NE Region Rep board member of SSWAA.



Kevin Tan, Ph. D., is an Associate Professor at the School of Social Work at University of Illinois, Urbana-Champaign. He has 6 years of practice experience in school social work and his research focuses on promoting K-12 social-emotional learning as a means of fostering diversity, equity, and inclusion. He currently serves as the Editor-in-Chief for Children & Schools.



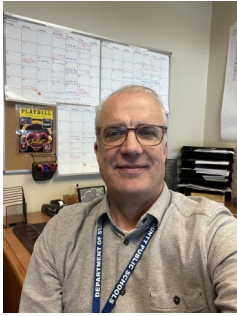
Nancy Viana Vazquez, Ed. D., was born in San Juan, Puerto Rico and has been working with different families in health and educational settings and in graduate and undergraduate social work and education programs for more than two decades. She has a bachelor's and master's degree in social work with a specialty in families and a doctorate in education with a specialty in educational administration and supervision. She is currently an assistant professor and academic advisor in the Department of Social Services.



Leticia Villarreal Sosa, Ph. D., A.M., LCSW, PEL SSW, is associate dean at Dominican's University. She earned her Ph.D. at The University of Chicago. She has 14 years experience as a school social worker and is a Licensed Clinical Social Worker. Her research focuses on Latinx youth, school social work, immigrant adaptation, international social work, and school equity. She is the Editor in Chief of the International School Social Work Journal and an active supporter of the school social work specialization.



Lisa Vratny-Smith, MSW, E-RYT 200, RYT 500, RCYT, holds a Master of Social Work from the University of Denver and has been a School Social Worker in Aurora Public Schools since 1994. She has been practicing yoga, mindfulness, and meditation since 1994 and teaching since 2002. Lisa currently serves as a Sustainable Wellness Coach for APS supporting development and implementation of wellness programs for staff and students. She is also a Trained Teacher of Mindful Self-Compassion and a Trainer in the Neurosequential Model in Education.



John P. Walker, PhD, is the Student Support Services Supervisor for School Social Workers at Loudoun County Public Schools. He provides supervision and training to support his team on best practices in School Social Work. John has worked in school settings as a mental health therapist, group facilitator, and as a consultant to develop and implement programs for students with disruptive behavior. He was the founder of Loudoun County Family Connections program for traumatized and acting out teens and has worked with thousands of families in private practice to help parents hear and respond to their children's vulnerability during adolescence. He has given trainings around the country on suicide intervention/prevention, engaging oppositional children, trauma, compassion fatigue, and self-care.



Kelsi Walters is a Graduate Student in the School of Social Work at University of Illinois, Urbana-Champaign. She is currently a School Social Work Intern at the Bourbonnais Upper Grade Center in Bourbonnais, Illinois. Kelsi is a Research Assistant for Dr. Kevin Tan and works with him on various research projects. Her interests in School Social Work include providing support to developing youth as they grow into strong and capable adults.



Lisa E. Watson, Ph. D., LCSW, is an Associate Professor in the Department of Social Work at Springfield College. She has been a clinical social worker for 30 years with children, youth, and families, and has a small clinical practice in Amherst, MA. She was a school social worker for 12 years and developed an outdoor club and adventure programming for youth in both public and alternative school settings. Adventure Therapy is her favorite class to teach to social work students.



Tanya Weigand, MSW, LCSW, is a doctoral Candidate at the University of Missouri-Columbia, Social Work program. As a practicing Social Worker for over 22 years with LCSW licensure, work experience includes; Owner/Therapist in her own private practice, Social Worker/Teacher, Regional Director of Addiction Recovery, Residential Assistant Director and Case Management Supervisor in child welfare. Tanya's research interests include children and families, trauma, school-based interventions, crisis mediation, emotional intelligence, and resiliency.



Amanda Wentz, LCSW, has worked to connect youth and families in Colorado with basic resources and mental health support for over a decade, culminating in her employment with Denver Public Schools since 2015. Amanda also maintains a small private practice. Across these professional environments, she specializes in trauma-informed supports and program development. Amanda has offered several professional development opportunities in her district focused on therapeutic modalities and interventions.



Wendy L. Wilson, LCSW, is a Board Approved Clinical Supervisor, and Certified School Social Worker in Louisiana. She has 13 years of School Social Work experience in Pupil Appraisal and Child Welfare and Attendance. She has a part-time private practice where she specializes in early childhood mental health consultation and children and adolescent mental health. Wendy earned her BSW from Southern University and MSW from Louisiana State University. She's currently pursuing a Ph.D. in social work at Louisiana State University. Her research interests include examining school social workers' perceptions of building supportive school environments.



Angela Withers, Ed.S, BS, has her B.S. in Psychology, an Honors College Certificate of Completion, and an Ed.S. degree in School Psychology. She has worked with various grade levels and programs within Richland School District and is now working at the district level as a Wellness Coordinator to integrate mental health services into the school setting. Additionally, she coordinates community-based, student behavioral threat assessments for the district. Angie is a Nationally Certified School Psychologist, Co-Lead of Richland School District's Mental Health Assistance Team, and was awarded the *2021 School Psychologist of the Year* award from the Washington State Association of School Psychologists.



Dr. Summer Woodside, PhD, MSW, is Chair and Associate Professor in the Department of Social Work at UNC Pembroke. Dr. Woodside completed a BSW degree at UNC Pembroke, MSW degree at UNC Chapel Hill, and PhD in Specialized Education Services and UNC Greensboro. She is licensed as a school social worker, school administrator, Licensed Clinical Social Worker and holds certification as a Financial Social Worker. Dr. Woodside serves on the Scotland County Board of Education, Eastpointe Local Mental Health Entity board, School Social Work Association of America board, and Public School Forum of North Carolina advisory board. She has published and presented on topics related to equity issues, mental health, and self-care.



Taha Zaffar, LSW, first worked in various educational capacities in Chicago. He joined Denver Public Schools in 2016, where he has since served in school-based roles. Taha values the unique access schools provide for mental health and focuses on providing culturally-responsive and trauma-informed care. He is familiar with providing programming across all levels within a multi-tiered system of supports. Taha integrates mindfulness into his practice and is working on becoming a Registered Yoga Teacher.

INTERNATIONAL PRESENTERS



Marie Kjellgren is an authorized social worker (MSc social work), a Licensed psychotherapist, a Licensed Health care Social Worker, Supervisor and teacher of psychotherapy and a PhD student in social work at the Umeå university. Her thesis research is about school social worker's individual counseling practice with children in the Swedish elementary school. Maria Kjellgren has over 30 years of clinical work with children, adolescents and their families.



Jennifer Rafter is a qualified social worker, who started her career in adult mental health in East London. She then worked for a children's charity as a social based social worker across schools in the East of England. Jenny then joined Anglia Ruskin university, where she has always championed the role of social workers in schools. In response to the pandemic she launched the SWIS (social workers in schools) project - the project now entered its third year and works with over 130 schools who host social work student placements. She was then commissioned to roll out a project in the region by a neighboring teaching partnership. She is now in her 4th year of doctoral study in relation to school practice. She has formed a network of academics who share her passion and interest in school social work and she has begun to



Marelize Vergottini has been a social worker for 25 years. She has a rich experience within different areas of social work, but the last 11 years of her practice was within the education system. This is where her interest in school social work was sparked. She completed her PhD study in the field of school social work during 2018 and was appointed during 2022 as a senior lecturer at the North-West University, Vaal campus, South Africa. Currently, she is not only lecturing undergraduate social work students, but is also the program leader for a proposed Masters qualification in School social work which is currently under planning and development. Furthermore, she is involved in training postgraduate social workers working in schools with the aim of enhancing their knowledge and skills.