



26TH ANNUAL NATIONAL SCHOOL SOCIAL CONFERENCE

March 29 - April 1, 2023

Broomfield, CO

SSWAA proudly introduces our distinguished Keynote Speakers



Jessica Pfeiffer

Thursday Opening Keynote: Prioritizing Social Emotional Learning to Promote Regulation

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 that 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.



Na'ilah Suad Nasir

Friday Keynote: Designing Learning Ecologies for Equity

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 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).



Ramona Beltrán

Saturday Closing Keynote: Indigenous People Are Still Here: A Beginning Conversation on Undoing Educational Indoctrination

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

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