



21<sup>ST</sup> ANNUAL  
NATIONAL SCHOOL  
SOCIAL WORK  
CONFERENCE™



MARCH 14-17, 2018  
HYATT REGENCY

*Columbus*



# Celebrating 21 Years of School Social Work Leadership in America through the National School Social Work Conference™

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### Hotel Information:

**Hyatt Regency Columbus**  
350 North High Street  
Columbus, OH 43215  
614-463-1234

Located near the trendy Short North Arts and Arena Districts, the Hyatt Regency Columbus Hotel is the ideal home base for exciting adventures in the capital city of Ohio. There are plenty of interesting things to do in the area around the hotel. Besides being within walking distance to Short North and Arena Districts, the hotel is also within minutes to the John Glenn Columbus International Airport. Conference room rates are **only \$165** for single or doubles. Triples are \$175 and quads are \$185. The Hyatt Regency has established a registration website for SSWAA attendees. Go to our website's 2018 Conference page and click on "Hotel Information" for complete details at [www.sswaa.org](http://www.sswaa.org). Reservations must be received by the hotel by the cut-off date of February 18, 2018. Please note that ***once the SSWAA hotel block is filled, conference rates may no longer apply***, and availability may be limited - so make your reservations today!



# Come to Columbus in 2018!

The School Social Work Association of America would like to invite you to join us at our 21st National School Social Work Conference™ to be held on March 14 – 17, 2018, in Columbus, Ohio, at the Hyatt Regency Columbus Hotel. Organized in 1994, the School Social Work Association of America (SSWAA) is ***the only national organization solely dedicated to promoting the profession of School Social Work to enhance the social and emotional growth and academic outcomes of all students.*** SSWAA supports professional school social workers by providing training opportunities to practitioners in the use of evidence-based practices to meet the needs of students, families and schools.

Come join us in Columbus for professional development training (**up to 18.5 CEUs**) that will enhance your skill set and motivate and energize you as you return home to continue the meaningful work you do every day with youth and families. Our conference begins with optional Pre-Conference trainings on Wednesday, March 14<sup>th</sup>. The Full Conference continues Thursday, March 15<sup>th</sup>, through Saturday, March 17<sup>th</sup> and includes a wide variety of useful breakout workshop sessions, opportunities to connect and network with other social work professionals, and an exciting lineup of keynote presenters. Our keynotes include an inspiring opening on Thursday, by **Amy Oestreicher**, a motivating luncheon address on Friday, and a practice-focused closing keynote by **Dr. Nancy Chavkin** on Family Engagement. You won't want to miss this conference! [#SSWAANatlConf18](#)

Sincerely,



Jim Raines, Ph.D., LCSW  
President



*Rebecca K. Oliver*

Rebecca K. Oliver, LMSW, CSW  
Executive Director

## *Special Events and Special Opportunities:*

### Support the SSWAA Endowment

The SSWAA Endowment will be hosting a **Silent Auction** on Friday, March 16, beginning at 8:00 a.m. Stop by the Endowment Table in the Exhibit Hall to look at and bid on the items! Winners will be announced at 5:15 p.m. at the Endowment Table. Additionally, the Endowment Fund will host a paper airplane contest for individuals who donate to the fund. Details below on page 6.

*\*\*All proceeds benefit the SSWAA Endowment Fund.*

### LUCKY ENOUGH! Conference T-shirt

Borrowing from an Irish saying, special conference t-shirts celebrating School Social Workers are available for pre-order and purchase on the SSWAA website - "If you're lucky enough to be a School Social Worker, you're lucky enough!" Only a limited supply of t-shirts will be available on site - so order your t-shirt today!

*\*\*T-shirts will be available for pick up at the registration desk.*

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## Continuing Education Units (CEUs)

This program is approved by the National Association of Social Workers (Approval # 886418997-7724) for 18.5 continuing education contact hours. Details regarding CEU credits are listed on the conference app per session listing. Please note that SSWAA expects the highest ethical practice of our attendees. SSWAA follows the guidelines set forth by NASW, and therefore, in order to obtain CEU credits, attendees are expected to attend the full session. Attendees who arrive more than 5 minutes late or who miss a significant portion of the workshop will not receive full credit. **New York Attendees: Please see pg 5 for specific procedures and requirements for NY CEU credit.**

**CEU PROCEDURES:** To receive CEU credit, sign in at each session that you attend. Following the completed session, the speaker will give you a session code to input into the conference app. All CEUs will be tracked via the Conference App. It is the participant’s responsibility to sign in at sessions, complete necessary session evaluations, and maintain the certificate for licensing purposes. If you are not able or willing to use the Conference App, please make note of this on your registration so that a paper copy can be provided to you upon check in. *Please note that a \$10 CEU Processing fee will apply for a paper copy due at the conference by cash or check only.* When your license comes up for renewal, submit the information regarding your hours to your licensing agency. For more information, check at the registration desk, and/or consult with your licensing agency.

## Workshop Track Information

In 2018, SSWAA will again feature a *Research to Practice Track*. This track will highlight School Social Work research including innovative ways researchers and practitioners work together to evaluate programs providing tangible practice implications for School Social Workers. These sessions will be marked as “Research to Practice.” All other workshops indicate “Advanced” or “Beginning” practitioners for the target audience.

## Conference Regional & Specialty Networking Meetings

These meetings are an opportunity for school social workers to network with others from their geographical region and related area of interest.

### Thursday Afternoon: 4:15 PM — 5:00 PM

Region	Room
Northeastern Region	Delaware A
Midwest Region	Delaware B
Western Region	Delaware C
Southern Region	Delaware D

### Friday Morning: 10:15 AM — 11:00 AM

Specialty Area	Room
State Presidents/Delegates	Knox
New SSWAA Members/New School Social Workers	Morrow
University Educators	Madison
International Social Workers	Champaign
Legislative & Advocacy	Delaware D
Practice Issues K-12	Delaware C
School Social Work Students	Marion

## Exhibits & Resource Fair

As you make your way to workshops or enjoy the refreshment breaks, be sure to visit our conference exhibits. These exhibitors offer tabletop displays that represent a range of facilities and programs from throughout the United States. You may discover just the new resource you have been seeking, or learn about the latest programs being implemented at familiar facilities. You will also find vendors with “tools of the trade” for sale – books, therapeutic materials, and toys suitable for your home or office. Shop for jewelry, clothing or other souvenirs for a family member or friend, or even as a special treat for yourself. *Our exhibitors are key supporters of this conference and we ask that you support them by visiting their booths.*

# GENERAL INFORMATION AND SPECIAL NOTES

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



## Going Mobile and Going Green!

This year we will again be using a **Conference Event App** and **“Going Mobile!”** Information will be shared in December 2017 regarding the launch of our Event App. Attendees will be able to access speaker details, handouts, and sponsor and exhibitor information. Evaluations and CEU awards will be done through the App. SSWAA encourages all participants to use the **FREE** App, but paper copies will be made available for attendees who do not have access to technology (a \$10 paper processing fee will apply). **Since we are “Going Green”, please print and bring your handouts and/or bring laptops with**

**downloaded information. Please print this program if you prefer having a hard copy at the conference.**

## Internet Access

We are pleased to announce that **FREE** Internet access will be available for conference attendees in your hotel rooms. Additionally, SSWAA has been able to secure limited bandwidth in the meeting space for accessing the conference App!

## Registration

ALL registrations must be completed on-line. You will have the option to pay by credit card or print out an invoice to submit payment later or provide to your school district/agency to process a purchase order. Please make your workshop selections when registering. Room sizes vary, so be sure to sign up for workshops you hope to attend. Workshops will be assigned on a first come first served basis. **Registration fees not received during the registration window will be subject to current rates. Additionally, registration fees not received by the date of the conference will need to be paid on site. If you are submitting a Purchase Order, please register early enough for your district to process payment by the conference date.** Nametags, meal tickets, and conference packets will be issued at the hotel. If you are not pre-registered, alternative name tags, meal seating and menus may be necessary. Please note that **on-site registrants** are not guaranteed meals. **Register and pay by October 31<sup>st</sup> to receive Dr. Chavkin’s book as an early registration bonus!** (to be picked up at registration)

## Refund Policy

All cancellations **MUST** be in writing. Individuals sending written requests postmarked before **February 12, 2018** will receive refunds minus a 25% administrative fee. **There will be no refunds after February 12, 2018.**

## Americans with Disability Act

Please advise the Executive Director, Rebecca K. Oliver, at [rkunkel@sswaa.org](mailto:rkunkel@sswaa.org), by February 9, 2018, if you need any auxiliary aids or services to participate in the conference. Attendees who register after the published deadline will be invited to participate with the schedule in place at that time which will include all keynote speakers and select meetings & workshops.

## Moderators

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

## Student Volunteers

Full time students may volunteer for 4 hours in exchange for a Reduced Conference Rate of \$130. Student Volunteers can attend any session at the conference that does not interfere with his/her scheduled volunteer hours. Student volunteers are also asked to be “social media ambassadors” – posting and/or tweeting from sessions he/she attends. Please note, however, that **no meals will be included**. You may order an “extra meal” on the on-line registration form if you would like to attend any meal sessions. Student volunteers may also attend luncheon sessions to listen and learn without participating in

the meal. When registering online, students must note when they will be attending the conference so that volunteer hours can be scheduled. See website for more details. \*Please note: in order to allow time for proper planning, students must register by **February 9<sup>th</sup>** to be guaranteed the student volunteer rate. Individuals registering after February 9<sup>th</sup> may not be allowed the student rate if volunteer opportunities cannot be scheduled/accommodated.

## SSWAA Endowment Opportunities

The SSWAA Endowment Fund will be adding some fun activities to our annual conference. The Endowment will be hosting a **Silent Auction** on Friday beginning at 8:00am and concluding at 5:00pm. Additionally, the Endowment will be holding a **"Paper Airplane Contest"** on Friday at the SSWAA Luncheon. Individuals who make an "Ally" level or "Partner" level donation to the Endowment will have the opportunity to fold a paper airplane (paper provided) and launch it from the Ballroom balcony for a chance to win a complimentary SSWAA Annual Membership. Information on donation packages is listed below.

\* Make a **\$25 "Ally" donation** to the SSWAA Endowment and receive priority seating at the Thursday Opening Keynote and Friday SSWAA Luncheon, a donor lapel ribbon, and one (1) entry into the paper airplane contest (winner receives a complimentary annual membership to SSWAA).

\* Make a **\$50 "Partner" donation** to the SSWAA Endowment and receive priority seating at the Thursday Opening Keynote and Friday SSWAA Luncheon, a donor lapel ribbon, two (2) entries into the paper airplane contest (winner receives a complimentary annual membership to SSWAA) and a complimentary conference t-shirt.

## Conference Networking

Participants often comment on the value of networking opportunities during the SSWAA National Conference. *Many* opportunities are offered during the conference schedule of events including a welcome reception, snack breaks, regional meeting, specialty meeting, an extended networking break of 30 minutes on Friday and a networking lunch on Saturday. Even more networking opportunities will be occurring at this year's conference! Please see the schedule of events for more details; look for the new optional lunchtime walking tour, evening networking events, and morning run/walk! More information will be available at the registration desk for these events.

## Bus to Easton Town Center

There are plenty of restaurants and shops within walking distance of the hotel. For those who would like an evening opportunity to do a little more shopping, there will be an *optional* bus ride available Thursday evening to Easton Town Center where individuals can shop and/or dine. Round-trip bus tickets are available for purchase on the SSWAA website – departing the hotel at 5:30pm with a 7:45pm pick-up return or departing at 6:30pm with an 8:30pm pick-up return. SSWAA reserves the right to cancel this event if enough people do not sign up in advance for the excursion and tickets may not be available for purchase on site. If SSWAA must cancel the event for any reason, refunds will be issued.

## New York Attendees: Important Information Regarding CEUs

The New York State School Social Workers' Association (NYSSSWA) is pleased to again partner with SSWAA to offer and provide CEUs to New York attendees. Due to administrative costs, NYSSSWA will be charging NYSSSWA members \$40 for the provision of up to 18.5 CEUs. As you may know, the New York State Education Department has very specific criteria that must be met in order for a presentation to be approved as well as for the release of CEU Certificates. As a result, a lot of time is required to vet and process CEUs. As a conference attendee, you have the right to attend any session you choose. Please note, however, that only sessions that have been approved by NYSSSWA will be listed as CEU registration choices and eligible for CEU credit. This year ALL REGISTRATION will be done prior to the conference but will be a 2 step process: Step 1) Register with SSWAA for the Conference -- Step 2) Register with NYSSSWA to receive CEUs at <https://www.123signup.com/register?id=hjtpp> (You will be asked to select which approved sessions you will be planning to attend.) Please note: **If you are not currently a member of NYSSSWA**, you will need to join first (\$75 Full membership) in order to register to receive CEUs. For more information: <https://nyssswa.org/21st-national-school-social-work-conference/>

## SSWAA Booth

The School Social Work Association of America will have books, t-shirts, resources, and other items available at the SSWAA booth for purchase. Cash or check payment will be required at the SSWAA both for purchases that are less than \$50 so that we can efficiently serve all conference attendees. We appreciate your cooperation.

## Social Media

Please be sure to follow the School Social Work Association of America on Facebook, Twitter, Instagram, and LinkedIn. Use our 21<sup>st</sup> National School Social Work Conference hash tag - **#SSWAANatlConf18** - and get hyped for this great event!

# Keynote Presenters

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## Thursday, Opening Keynote

### *Transforming Trauma to Creative Growth and Cultivating Resilience through Mindfulness*

Amy Oestreicher

**What's a detourist?** A [detourist](#) travels along detours – simple enough. But in addition, a detourist embraces those unexpected routes as opportunities for growth, change and self-fulfillment. As a *detourist*, we look for the upside of obstacles. We welcome the unexpected change in my “thought-out” life, and see what opportunities may arise. In this inspiring Keynote address, Oestreicher shares her story and experience in overcoming trauma, shedding insights on navigating a range of life detours, through mindfulness, essential life skills, creativity, and resiliency. Serving to empower rather than inspire attendees with foundational knowledge, Amy shares vital tools which serve to assist School Social Workers in their work. Attendees will leave with energy and ideas to assist the children and families with which they work deal with the detours in their own lives.

**Amy Oestreicher** is a PTSD peer-to-peer specialist, artist, author, writer for Huffington Post, speaker for TEDx and RAINN, health advocate, survivor, award-winning actress, and playwright, sharing the lessons learned from trauma through her writing, mixed media art, performance and inspirational speaking. As the creator of “Gutless & Grateful,” her BroadwayWorld-nominated one-woman autobiographical musical, she's toured theatres nationwide, along with a program combining mental health advocacy, sexual assault awareness and Broadway Theatre for college campuses and international conferences. She has studied as a playwright and performance artist in the National Musical Theatre Institute at the world-renowned Eugene O'Neill Theater Center. Her original, full-length drama, *Imprints*, premiered at the NYC Producer's Club in May 2016, exploring how trauma affects the family as well as the individual. To celebrate her own “beautiful detour”, Amy created the #LoveMyDetour campaign, to help others cope in the face of unexpected events. “Detourism” is also the subject of her TEDx and upcoming book, *My Beautiful Detour*, available December 2017. As Eastern Regional Recipient of Convatec's Great Comebacks Award, she's spoken to hundreds of healthcare professionals at national WOCN conferences, and her presentations on diversity, leadership and trauma have been featured at National Mental Health America Conference, New England Educational Opportunity Association's 40 Anniversary Conference, and have been keynotes at the Pacific Rim Conference of Diversity and Disability in Hawaii, the Eating Recovery Foundation First Annual Benefit in Colorado. She's contributed to over 70 notable online and print publications, and her story has appeared on NBC's TODAY, CBS, Cosmopolitan, among others. Learn more: [amyoes.com](#).



## Saturday, Closing Keynote

### *“Putting the “C” Back in Schools”*

Nancy Feyl Chavkin, PhD., LMSW-AP

Based on forty years of research showcased in her new book *Family Engagement with Schools: Strategies for School Social Workers and Educators* (Oxford University SSWAA Workshop Series, 2017), Nancy Chavkin shares an easy-to-use “C” approach for supporting family engagement with schools. She will not only provide you with the evidence base, but also will share real-life examples for getting started and moving your current work with families to the next level of family engagement. Valuing the strengths of families and seeing families as leaders are central to her work, and she will share the secrets to being able to [connect](#), [communicate](#), and [collaborate](#) with families and their communities. Nancy's presentation will inspire you to want to learn more about the communities your families live and work in and give you the evidence-based tools to make authentic family engagement with schools a reality.

**Nancy Chavkin** is a first-generation college graduate who has been blessed with a family that valued education and who worked hard to be engaged with schools even though they did not have much money or any educational experience. Nancy was the first in her family of seven children to go to college, became a school social worker, a parent, and a professor who specializes in bridging the research-practice gap. She is currently Regents' Professor and University Distinguished Professor Emerita of Social Work at Texas State University, and spends her time consulting with schools and writing about ways for families to be engaged with schools and communities. She is the author of four books and more than 100 articles on family, school, & community partnerships. She has been the principal investigator of grants and contracts totaling more than \$20 million dollars. Her program evaluation experience spans two decades and includes work with grants from the US Department of Education, the Administration for Children and Families, foundations, and state agencies. Nancy can be reached at [nancychavkin@txstate.edu](mailto:nancychavkin@txstate.edu).



# WEDNESDAY, MARCH 14, 2018

## Pre-Conference Sessions

9:00 a.m. – 12:00 p.m.

### Special Session – Researcher Forum (9:00 a.m. – 4:15 p.m.)

**Dr. Michael Kelly, Loyola Chicago SSW and Dr. Ron Astor, USC**

This will be the inaugural School Social Work Researcher Forum, a day-long meeting for SSW scholars and doctoral students. The attendees will share their current research projects and collaborate on developing a larger framework for a national school social work research agenda. This day is being presented as collaboration by SSWAA and the Society of Social Work and Research (SSWR)'s School Social Work Special Interest Group.

\*Please note: This session is not available for CEUs.

**Location: Knox**

### Pre-Conference – Workshop A

**Transforming the Intense Child to Greatness**

**Bryan Forney, MSMFT, MSW, LISW-S; Focus on Youth, Inc., West Chester, OH**

The Nurtured Heart Approach was developed to teach a few key concepts and practices to support parents in (1) cultivating awareness of the role energy plays in relationship; (2) stopping the pattern of rewarding negative behavior; and (3) transforming the relationship so that the same intensity that had gone awry became the very source of the child's greatness. Discover how this simple set of concepts and practices called the Nurtured Heart Approach can awaken greatness in all children - even the most difficult.

**Location: Delaware A & B**

### Pre-Conference – Workshop B

**Ethical Decision-Making with Minors**

**James Raines, Ph.D; Cal State University – Monterey Bay, Monterey Bay, CA**

Ethical predicaments are common for school social workers when working with minors. New interventions, conflicting loyalties, and confidentiality dilemmas abound. This interactive workshop will introduce and enable participants to apply a seven-step model of ethical decision making with cases drawn from real-life examples.

**ASL Interpreter Available**

**Location: Morrow**

### Pre-Conference – Workshop C

**Letters from Generation Rx - Film & Discussion**

**Kevin Miller, Noel Hunter, Michael Gilbert, and Cathy Cave; Kola Films, Cleveland, OH**

LETTERS from GENERATION RX, narrated by Academy Award winner Tilda Swinton, was produced after the Director received 2000+ letters from families about their experiences on psychotropic drugs. LETTERS tells their stories, in addition to providing insights from dozens of journalists, academics, Psychiatrists and others. Film also provides revealing insights from the leaders of the medical community, including a first-ever interview with Thomas Insel MD of the National Institutes of Mental Health (NIMH) and officials at the FDA. Film will be followed by panel discussion with director, mental health professionals, trauma experts, and survivors.

**Location: Marion**

**\*\*\*Lunch on your own - - 12:00 p.m. – 1:15 p.m.\*\*\***

## **Pre-Conference Sessions**

**1:15 p.m. – 4:15 p.m.**

### **Pre-Conference – Workshop D**

**Helping Students After a School Shooting or Student Suicide**  
**Jerry Ciffone, MSW, LCSW; Private Practice, Saint Charles, IL**

In the immediate wake of a school shooting or student suicide administrators, teachers, students and parents expect that the school social worker will take an active role with acutely-stressed or grief-stricken students. Participants in this workshop will learn a way to effectively assist individuals as well as groups of such affected students by using the presenter's twelve-phase evidence-informed intervention. This intervention incorporates a sequence of up to 80 specific and practicable tasks that are also often used in crisis intervention, psychological first aid, critical incidence stress debriefing and post trauma counseling.

**ASL Interpreter Available**

**Location: Delaware B**

### **Pre-Conference – Workshop E**

**Integrating Cultures of Thinking and Social-Emotional Learning**  
**Jennifer Hollander, LMSW; Huron Valley School District, West Bloomfield, MI**

Schools around the world are recognizing that a transformation in classroom culture is necessary to enable students to grow as learners and thinkers. As school social workers, with small shifts in what we naturally do, we can facilitate deeper thinking with our students too. Participants will learn the foundation of Cultures of Thinking, explore and engage in Thinking Routines and leave with specific ideas for integrating these routines into our work with students, parents, and staff.

**Location: Morrow**

### **Pre-Conference – Workshop F**

**Restorative Justice Circle Immersion Workshop**  
**Robert Spicer, MA & Michael Gilbert, PsyD; Restorative Strategies LLC, Chicago, IL**

This workshop focuses on introducing the philosophy of Restorative Justice (RJ) and will model and introduce the RJ practice of Peace-Making Circles, Victim/Offender Mediation, and Family Group Conferences both at the school and classroom levels. These practices can be used to facilitate check-in Circles, prevent and address disciplinary infractions, build relationships, provide support and safe space for difficult conversations. Attendees will be exposed to literature on this topic, analyze data, and be involved in visioning activities as they prepare to engage their district/school teams in implementing restorative practices across their school sectors.

**Location: Marion**

### **Pre-Conference - Workshop G**

**Building a Trauma-Informed School District: Strategies & Examples from 2 School Districts in Illinois**  
**Claire Coyne, Ph.D, Caryn Curry, MSW, Center for Childhood Resilience, Lurie Children's Hospital of Chicago, & Elizabeth deGruy, EdD, Champaign Unit 4 School District, Chicago, IL**

The Center for Childhood Resilience has partnered with school districts in Illinois to build & sustain trauma-informed practices aligned with MTSS. Examples of practices include: Tier 1 trauma training and ongoing coaching, Trauma Training Cadres, Behavioral Health Teams, & training/supported implementation of evidence-based Tier II trauma interventions (CBITS and Bounce Back). Local implementation successes and challenges from Chicago Public Schools and Champaign Unit 4 School District will be discussed in this workshop.

**Location: Delaware A**

# WEDNESDAY EVENING EVENTS



4:30 p.m. to 6:30 p.m.

## Welcome Reception and Poster Sessions Exhibit Hall Area – Fairfield and Delaware Foyer

Welcome to Columbus and to the 21st National School Social Work Conference™! Join us for hors d'oeuvres and a cash bar as we renew friendship and develop new ones. Take advantage of this time to network with your colleagues on current issues of interest and share your experiences. Bring business cards to share for follow up on great ideas, resources, or documents to assist you in practice. Also, visit the *Poster Sessions*, with great information that will enrich your practice! Leisurely explore the Exhibit Hall and all the wonderful books, apparel, resources and information being offered!

### Poster Sessions

#### **PS1. “Rethinking Ecological School Social Work”**

*Elizabeth Jackson, LMSW; Doctoral Student, University of Kansas; Topeka, KS.*

This systematic review examined existing research regarding the barriers to broadening the focus of school social work practice. Recent studies have shown that social workers spend most of their time on individual and small groups intervention, despite calls over the past decades to expand their practice to macrosystem level. A review of literature revealed that three major barriers maintain current social work practice: systemic, professional education, and identity barriers. This presentation includes recommendations for future investigation and practice and a discussion of reasons expansion of practice is important.

#### **PS2. “Assessing BSW Student Documentation Skills: An Exploratory Study”**

*Tiffany Welch, DSW, LSW; Chairperson, Social Work Department/Field Director; & Lisa Kunzmann, LSW; Mansfield University, Mansfield, PA.*

Using a modified version of an existing documentation review worksheet, researchers conducted an exploratory study that examined the quality of documentation among senior BSW social work majors in their last semester, in which they complete a 500-hour field practicum. Findings include that there is a need for an emphasis on strengths-based documentation as well as the need for signed documentation. Additionally, students appeared to have mastery in legible documentation and the documentation of service provision. Recommendations for further research and suggestions for replication are included.

#### **PS3. “How does Language, Race and Identity Impact the Work of Bilingual Latinx School Social Workers in NYC?”**

*Cindy Bautista-Thomas, LCSW, AB; Associate Director of Field Education, Columbia School of Social Work; New York, NY.*

The New York City Department of Education (NYCDOE) is the largest school district in the United States, serving 1.1 million students in over 1,800 schools. Of the 1.1 million students, the fastest growing demographic group is the Latinx population, which has been increasing steadily since 2011. The Latinx student population, defined as individuals who identify as having a Hispanic/Latino/a ethnicity, makes up 40.5% of all NYC public school students in 2015-2016 (Demographic Snapshots, 2016). Critical to meeting the needs of a growing Latinx population is having enough Latinx social workers prepared to deal with the myriad of sociolinguistic, sociocultural, and political issues that impact the educational experiences of these children. The purpose of this session is to discuss a mixed methods study done to explore how language, racial and ethnic identity influence the perceived experiences for Latinx school social workers in NYCDOE schools. Generally, this research hopes to examine how language and culture are integrated in counseling as well as other roles assigned to social workers in schools. The research questions guiding this study are: 1. How do bilingual, Latinx school social workers in New York City public schools understand their professional roles and how do they enact these roles? 2. What role does language, racial and ethnic identity play in the professional experience of bilingual, Latinx school social workers in NYCDOE schools?

#### **PS4. “School Social Worker Views on the Current State of Safety in United States Schools: A Qualitative Study”**

*Matthew Cuellar, PhD, Susan Mason and Viva White; Yeshiva University; New York, NY.*

The purpose of this study is to examine the shared concerns and remedies school social workers have about safety in their schools. A sample of school social work practitioners across the United States (N = 260) provided a response to the qualitative prompt: “In general, how do you think school safety in the United States can be improved?” Analyses identified three salient themes for increasing school safety: 1) increasing training

for school personnel; 2) focusing on school-community partnerships; and, 3) advocating for policy and school structural changes that affect school safety. Implications for school social work practice are discussed.

**PS5. “Evaluating Voluntary Social and Governmental Social Services Provided to Abused Women in Egyptian Society”**

*Amal El Gammal; Associate Professor, “Art and Social College” Social Work Program; Qatar University, Doha, Qatar.*

Violence against women (VAW) represents a severe violation of the most basic women's rights as a human being, and an infringement on the rights of women in Islamic law, and contrary to international covenants on human rights. VAW encompassed a wide range of abuse including physical, psychological, health, social, and financial. Purpose/Goals: the purpose of this paper is to evaluate the effectiveness of the services and intervention programs offered to abused women in a number of institutions that offer such services. Methodology: In order to achieve the goals of this research project, there is a need to collect data from various sources. These included, service users (abused women), service providers and experts in the field. Thus, data will be collected from a sample of abused women using a questionnaire. The questionnaire is designed specifically for this research. The sample will be selected from a frame of 1300 abused women, on simple random selection of (150).

**PS6. “Addressing Food Insecurity through School-Based Services”**

*Lakesia M. Tucker, MSW, EdD., Allison K. Dixon, BSW, & Jamie Rogers, MSW; South Carolina State University; Orangeburg, SC*

School social workers are the direct link between school and home, and can serve as a resource for students and staff. Research indicates that food insecurity can lead to challenges with student behavior, attendance and academic success. The overall goal is to educate participants about food insecurity and the value of social workers in addressing those challenges.

**PS6. “Foster Care Program - Model for Trauma Informed Care”**

*Nandranie Busjit Bhalai MSW, Ed.S., Broward County Public Schools, Plantation, FL*

This presentation will explore key components of foster care responses in the school system. Attendees will learn about the key components of trauma informed care in the classroom and learn how to use childhood aces to provide effective school based interventions.

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## Conference Courtesy

Please **wear your name badge** during conference activities.  
**Badges will be required for admittance into sessions, meetings & luncheons.**

### DURING SESSIONS

- **Silence your cell phone**
- **Take necessary in-person or phone conversations into the hallway**
- **Remain until the end of workshops to earn CEUs**

**Friendly reminder: Since it is very challenging to find a temperature in the meeting space that will make all attendees comfortable, please bring a jacket or wrap with you to aide you in being comfortable. Thank you.**

It's never too early to  
MARK YOUR CALENDAR for the  
22<sup>nd</sup> National School Social Work Conference™

**April 3-6, 2019 -- Orlando, FL**



# THURSDAY, MARCH 15, 2018

7:30 a.m. to 8:30 a.m. - - Coffee and Tea Service  
• Pick up coffee or tea and visit the wonderful exhibit hall

## OPENING KEYNOTE ADDRESS

8:30 a.m. to 9:45 a.m. ....Regency Ballroom

Welcome: Rebecca Oliver, LMSW, SSWAA Executive Director

### Keynote Presentation:

**Transforming Trauma to Creative Growth and Cultivating Resilience through Mindfulness**

by Amy Oestreicher

(1.0 CEUs)

What's a detourist? A detourist travels along detours – simple enough. But in addition, a detourist embraces those unexpected routes as opportunities for growth, change and self-fulfillment. As a detourist, we look for the upside of obstacles. We welcome the unexpected change in my “thought-out” life, and see what opportunities may arise. In this inspiring Keynote address, Oestreicher shares her story and experience in overcoming trauma, shedding insights on navigating a range of life detours, through mindfulness, essential life skills, creativity, and resiliency. Serving to empower rather than inspire attendees with foundational knowledge, Amy shares vital tools which serve to assist School Social Workers in their work. Attendees will leave with energy and ideas to assist the children and families with which they work deal with the detours in their own lives.

ASL Interpreter Available

9:45 a.m. to 10:00 a.m.  
BREAK – browse exhibits

## SESSION A 10:00 a.m. to 12:00 p.m. (2.0 CEUs) Location/Room

**A1) *Implementing SSW Services Effectively: A Research to Practice Symposium*.....Champaign**

These two symposium presentations will offer examples of how SSW researchers and practitioners have come together to learn how to implement effective programs with fidelity while also attending to the unique challenges and needs of the specific setting.

**Supporting Program Fidelity with Implementation and Sustainability Rubrics** by G. Lawrence Farmer, PhD, MSW

**School Based Mentoring: A Framework for Program Development and Implementation** by Megan Callahan Sherman, PhD, LCSW

**A2) *Meeting the Challenge of Building SSW Practice in Complex Systems and Diverse Contexts: A Research to Practice Symposium*.....Knox**

For this symposium, researchers will share concrete examples of how to build effective consultation and practice models to serve teachers, students, and diverse school contexts. There will be specific examples focused on developing teacher consultation models and responding to school needs in rural contexts.

**Collaborating with Teachers to Promote Student Mental Health** by Annahita Ball, PhD, MSW

**Measuring School Social Work Consultation Practice Tasks: Research Guiding Practice** by Christine Anlauf Sabatino, PhD and Karlynn BrintzenhofeSzoc, PhD

**Meeting the Challenge of Rural School Social Work Service Delivery** by Laura Richard, PhD, LCSW and Amy Henderson, LSW

**A3) *Navigating Life Detours through Mindfulness: A Hands-on, Creative Approach to Working with Trauma* .....Regency Ballroom**

This interactive workshop focuses on how to help students overcome PTSD/Trauma using the same techniques of mindfulness and reliance with practical, hands-on activities participants will be able to take away and apply to their work with students/children/teens. K-12 / Beginning

**Presenter:** Amy Oestreicher, MA; Westport, CT

ASL Interpreter Available

\*Not approved for New York CEUs.

- A4) Promoting Your School Social Work Program.....Delaware C**  
 Using a framework, learn how to use resources creatively to maximize data collection based on program goals in order to promote your school social work program to teachers, principals, administrators, district officials and more. Participants will share their successes in promoting their programs as well as hear what other school social workers are doing that has led to success. Learn how to best promote student success with data as well as stories of student achievement. K-12  
Experienced  
**Presenter:** Leandro Galaz, MSW, PPS; California State University, San Marcos, CA
- A5) Generations of Pain: It is the trauma?.....Delaware D**  
 This workshop looks at pain from a cultural perspective. It reviews the impact of our society on all of us; Native, African, Gay, White, even the viewpoint of the supremacist. This training has been helpful with the teachers in a predominantly African American school with the majority of teachers being from mainstream. It is interactive and will open up the room with the desire to share in the exercises I really enjoy the response each time I present this piece. I am always tweaking it to be more scientific based and less emotional. The emotional impact just cannot be ignored. *\*Not approved for New York CEUs.* K - 12  
Experienced  
**Presenter:** Arthur Seabury, MSW,CTP-C; Hogan Preparatory Academy, Kansas City, MO
- A6) Evaluating Check & Connect: A Path for Successful Implementation and Increased Results.....Marion**  
 Evaluating Check & Connect (C&C) is critical during the first few years of implementation. C&C coordinators use tools to monitor implementation fidelity and identify areas for program improvement. Documenting initial outcome data (attendance, behavior, and course performance) allows coordinators to track progress towards program goals. These data can then be used to make adjustments in implementation practices and plan for necessary professional development for improved results. K - 12  
Experienced  
**Presenter:** Eileen A. Klemm, Ph.D. Candidate, M.A.; University of Minnesota, Eagan, MN
- A7) Multi-Tiered School Social Work Interventions to Address Bullying in Elementary Schools .....Madison**  
 Helping participants link research to practice, this session will provide a brief overview of the negative impacts of bullying with emphasis on evidence-based interventions appropriate for Universal/Tier 1, Secondary/Tier 2, and Tertiary/Tier 3 use in addressing bullying in the elementary school setting. School community engagement and practical applications for interventions you could use tomorrow will be highlighted. PK / Elem  
Beginning  
**Presenters:** Heather Alden, MSW, LICSW; St. Paul Public Schools, Minneapolis & Stephanie Ochocki, DSW, LICSW; Anoka-Hennepin Schools, Anoka, MN
- A8) Equipping School Social Workers with Gender-Responsive, Evidence and Researched-Based Models to Effectively Meet the Needs of Students, Schools, and Families .....Delaware A**  
 Gender Matters-Utilizing two nationally recognized gender- responsive program models implemented across all cultures, race, ethnicities and socioeconomic statuses - Girls Circle, and The Council for Boys and Young Men. These programs are being adopted by several states' education departments as a developmentally appropriate approach and are recognized for their effectiveness in engaging school-aged youth, including LGBTQ population. K-12  
Beginning  
**Presenters:** Victoria Mahand, MSW; One Circle Foundation, San Rafael, CA
- A9) Adolescent Girls with Autism Spectrum Disorder and Internalizing Behaviors: Building Responsive School Environments .....Morrow**  
 Research indicates that adolescent girls with autism spectrum disorders (ASD) present with high rates of internalizing behaviors such as depression, anxiety, school refusal, suicidality, and withdrawal. Girls with ASD are at increased risk for co-occurring mental health disorders as they transition to adolescence, and encounter increased social and academic expectations within middle and high school environments. This workshop will provide an overview of research findings, and will outline best practices for building more responsive school environments. MS / HS - Experienced  
**Presenter:** Lisa E. Watson, PhD; Springfield College, Springfield, MA
- A10) Journey through the School Year: A Guide for Navigating Service Delivery from September to June .....Delaware B**  
 Looking from the perspective of the school calendar, participants will understand the unique environment of a school and the challenges and opportunities that arise throughout the year. This workshop will walk you through the corresponding programs, interventions, and tools needed to support your work with students, families, and staff. Presenters will share specific strategies related to individual and group work, classroom lessons, parent programs, and teacher education. Highlights at this workshop also include discussing and exploring resources to complement or add to your social work practice. K - 12  
Beginning  
**Presenter:** Michelle White, LMSW and Leslie Madill, LMSW; Pinckney Community Schools, Ann Arbor, MI & Sarah VanZoeren, PhD, LMSW; Eastern Michigan University, Ypsilanti, MI

<b>12:00 p.m. to 1:30 p.m.      LUNCH ON YOUR OWN</b>
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**SESSION B**

1:45 p.m. to 3:45 p.m. (2.0 CEUs)

Location / Room

**B1) School Social Work Leadership: Evidence-informed Approaches to Facilitate Racial Equity in Schools: A Research to Practice Symposium.....Champaign**

For this symposium, three school social work researchers will share different data-driven and evidence-informed approaches to address components of racial equity in schools (implementing restorative practices, addressing the achievement and discipline gaps) with practical suggestions on how to implement these strategies in your own school contexts.

**Let's Reduce the Number of Black and Brown Students Being Suspended: Why Race Neutral-interventions Aren't the Answer** by Andrea Joseph, MSW, MA and Eric Kyere, PhD, MSW

**Social Work Leadership: Facilitating Racial Equity in School Settings** by Summer Woodside, PhD, LCSW, LISW-CP

**A Framework for Evidence-Informed Practice with Academically At-Risk African American Adolescents** by M. Annette Clayton, PhD, MSSW

**B2) Strength-based Interventions That Work for Students, Teachers, and Parents: A Research to Practice Symposium.....Knox**

Schools can be places where parents and students are largely treated through the lens of deficits (SpEd labels, DSM-V disorders). This symposium offers specific examples of evidence-based practices to engage families, teachers, and students through the strength-based approaches of solution-focused brief therapy (SFBT) and motivational interviewing, with examples of current SSW using these approaches in their schools.

**SFBT Across All 3 Tiers: Evidence and Examples** by Michael S. Kelly, PhD, LCSW and Johnny Kim, PhD, MSW

**homeBase: A Motivational Interviewing-informed Intervention to Improve Positive Parenting Skills** by Andy Frey, PhD

**B3) Resilience Can Be Taught! 10 Tools to Motivate ANY Person .....Regency Ballroom**

Discover 10 tools to help you foster resilience in even the most unmotivated students. Once you understand them, you won't go another day without using them! Whether you work with students in one-on-one, small group, or classroom settings, you'll gain the skills you need to deliver the life-changing power of resilience to students of any background and learning style.

K - 12

**Presenter:** Christian Moore, MSW, LCSW; WhyTry Organization, Provo, UT

**ASL Interpreter Available**

Beginning

**B4) Educational Supports for Students Experiencing Homelessness .....Delaware C**

This session will provide an overview of educational supports available to youth experiencing homelessness, including those experiencing homelessness on their own (unaccompanied youth). Topics will include understanding the federal definition of homelessness used by U.S. public schools, K-12 educational rights available to students experiencing homelessness under the McKinney-Vento Act and other federal statutes, and supports for the transition to higher education included in the Every Student Succeeds Act and the Higher Education Act. Specific suggested next steps for school social workers and time for Q&A will be provided.

K - 12

**Presenter:** Christina Endres, BA, MSW; National Center for Homeless Education, Greensboro, NC

Beginning

**B5) Typical or Troubled School Mental Health Education .....Marion**

Typical or Troubled? is a national program, locally-based, educating and training adults including teachers, other school personnel and parents in thousands of school communities across the country to NOTICE. TALK. ACT. 1. NOTICE: Know the warning signs of mental illness, trauma, and bullying; and how it differs from standard teenage behavior. 2. TALK: How to talk to students, peers, and parents about mental health and emotional well-being; including how to discuss troubling behavior being exhibited by a teen. 3. ACT: Improve and develop student mental health referral systems within the schools; and take action to connect students to mental health supports and treatment. The 2018 Typical or Troubled? program includes an updated curriculum, and a plan of strategic, integrated activities with specific intended outcomes based on what we've heard from the field.

MS / HS

**Presenter:** Christopher Seeley, MSW; American Psychiatric Association Foundation, Washington, D.C.

Beginning

**B6) Let's get Gritty! The Role of Psychological Grit in Student Success .....Delaware A**

Educational systems are not sufficiently supporting the multidimensional needs of students. The lack of priority placed on student psychological, social, and emotional well-being has resulted in significant achievement disparities for many marginalized students. Dr. Angela Duckworth and colleagues (2007) have introduced the concept of grit as a personality trait critically influential to success. This interactive presentation introduces Grit Theory which contends gritty people have the unique ability to push forward toward their goals regardless of obstacles and adversity. Prior research suggests this ability is a greater determinant of success than intellectual ability.

K - 12

**Presenter:** Megan Callahan Sherman, PhD, LCSW; Georgian Court University, Neptune, NJ

Experienced

**B7) The Pursuit of Perfection: Mitigating Perfectionism's Impact on Student Achievement and Wellness ....**

.....**Madison**  
Perfectionism is expressed as rigid performance expectations directed toward self and others. It has a far reaching impact on social, academic and physical functioning. The same characteristics that can lead to success may contribute to a drive for perfection that can be crippling, and

result in fear of failure, self-defeating behaviors, negative self-evaluation, and an inability to achieve satisfaction from one's performance. This presentation combines didactic and experiential techniques to provide evidence based recommendations on how to identify and address perfectionism in schools. Participants will leave with tools to increase flexibility and emotional awareness with their perfection-driven students.  
**Presenter:** Jancey Wickstrom, LCSW; Renfrew Center, Northbrook, IL MS / HS – Experienced

**B8) Bridging Hearts & Minds: Social-Emotional Learning in Education .....Delaware D**  
 A large percentage of youth experience adverse childhood experiences. Chronic exposure can lead to toxic stress which impairs attention, emotion and mood regulation, sleep, and learning readiness. Childhood trauma and stress can adversely affect the way in which the brain develops, leading to, for example, extremes in anxiety or great difficulty in controlling emotions. However, there has been exciting research conducted showing that the brain is able to "rewire" itself, correcting its own faulty circuitry, and, thus, alleviating the behavioral and emotional problems caused by the original damage.  
**Presenter:** Michael Gilbert, Psy.D; It's About Childhood & Family, Inc., Syracuse, NY K - 12  
 Beginning

**B9) Understanding Emotional and Mental Health Concerns of Youth.....Morrow**  
 What is "normal behavior" for children and adolescents? Understanding typical behavior impacts how we diagnosis mental health disorders as well as special education disabilities. Research and evidence based practice will be discussed regarding mental health disorders as well as special education disabilities. Culture and ethnic minorities will also be a focus during this presentation. Attend this workshop in order to learn tools to assist you in this endeavor.  
**Presenter:** Shanel Bishop, DSW, LMSW, SSW; Indiana Wesleyan University, Redford, MI K - 12  
 Beginning

**B10) Mental Health Framework for Schools .....Delaware B**  
 In Wisconsin, a school mental health framework has been developed. The goals of the framework are to help reduce barriers to students, families and staff by promoting mental health at all tiers, linking with systems of care, promoting trauma sensitive practices, and collaborating with communities, families, and students. We will explore Wisconsin's model, discuss how to use this model in your district, and learn strategies you can take back and immediately use in your setting to improve the focus on positive mental health in your school.  
**Presenters:** Julie Incitti, MSW, APSW, and Monica Wightman, MSW; Department of Public Instruction, Madison, WI K - 12  
 Experienced

**3:45 p.m. to 4:15 p.m. Refreshment Break in Exhibit Hall Area**

**REGIONAL MEETINGS** 4:15 p.m. – 5:00 p.m.  
*\*See page 4 for regional meeting locations*

**OPTIONAL EVENING NETWORKING** 8:00 p.m. – 9:00 p.m.  
*\*Public area off hotel lobby*

**FRIDAY, MARCH 16, 2018**



**7:30 a.m. to 8:30 a.m.** - - Coffee and Tea Service  
 • Pick up coffee or tea and visit the wonderful exhibit hall

**SESSION C** 8:30 a.m. to 10:00 a.m. (1.5 CEUs) Location / Room

**C1) Understanding How School Social Work Culture Identities and Time Commitments Impact SSW Practice Choices: A Research to Practice Symposium.....Champaign**  
 School social workers learn early on about "use of self" as a clinical tool in their toolkit to help their school clients. This symposium takes two looks at the idea of SSW identity, first through the lens of bilingual Latinx SSW in New York City, and then through the experiences of 15 SSW in a time-study tool pilot study in the suburbs of Detroit. Both presentations will provide SSW with strategies and tools to learn how to better deploy their "use of self" to be more culturally aware and effective in developing their practice identity.

**How Does Language, Race and Identity Impact the Work of Bilingual Latinx School Social Workers in New York City Schools?** By Cindy Bautista-Thomas, LCSW

**It's About Time: Learning About SSW Practice Identities From A Time-Study Research Project** by Michael S. Kelly, PhD, LCSW and Steve Whitmore, LMSW

**C2) Research to Practice Workshop: University and School Collaborations That Enhance Social and Human Capital.....Knox**

University and school district collaborations that focus on the education of social work students are essential for professional sustainability. These collaborations provide students opportunities to practice and grow social work knowledge, values, and skills. Beyond this traditional goal, university and district collaborations can link urban students to higher education resources that help to build social and human capital in the secondary school settings. The Niagara University Public School Collaborative aims to train social work students in an interdisciplinary youth framework in order to translate those skills to high school students. Using a collaborative learning pedagogy, social work and high school students identify barriers to attendance and solutions for school improvements. H.S. - Experienced

**Presenter:** Rolanda L. Ward, Ph.D., MSW, MDiv; Tanyetta Carter, MSW, EdM; Niagara Univeristy, Niagara University, NY, & Tina Houston McCrea, MSW; Buffalo Public Schools, Buffalo, NY

**C3) Focus on Funding: How to Get \$\$ to SSW.....Delaware D**

The presenter will explain the federal appropriations, or funding, process and how knowing the system can lead to stronger advocacy for school social work. Over a number of years the process has become less predictable, making participation in the process more difficult. However, there are a few basics that can help school social workers and school districts to advocate for more funds directed to school mental health services. The presenter will also provide up-to-date information on the current status of education funding and opportunities for immediate action on behalf of school social work. K - 12

**Presenter:** Myrna Mandlawitz, M.Ed., JD; SSWAA Government Relations Director, Washington, D.C. Beginning

**C4) Bridging Gaps in School Safety: Reality Based Solutions .....Marion**

Reality based recommendations proven effective on bringing all stakeholders in school safety together to address safe school culture and climate. Attendees will leave with take aways they can implement in their schools. Presentation content is based on actual experiences of the presenter that have proved effective in schools. *\*Not approved for New York CEUs.* K - 12

**Presenter:** Jeff Kaye, BS; School Safety Operations, San Marcos, CA Experienced

**C5) Helping Traumatized Youth in Your Classrooms .....Regency Ballroom**

Early childhood experiences can have a profound impact on brain development, which subsequently impacts the development of our young people and how they show up in our classrooms. This workshop will review the impact of trauma on development; explore how these youth show up in our classrooms; discuss common misconceptions and misdiagnoses of these youth; and identify strategies to use within the school settings to help. K - 12

**Presenter:** Amber Rakoczy, LCSW; Camelot Care Centers, Inc., Crystal Lake, IL Beginning

**C6) Constructing a Positive Climate "TOOLKIT".....Delaware A**

This workshop will offer an interactive and collaborative conversation that will discuss strategies and design a toolkit on how to create a positive school culture from the top to the bottom. ASL Interpreter Available K-12

**Presenters:** Benita Whitfield, MSW, MA, LCSW; & Karyn Aguirre, MSW, MA; Chicago Public Schools, Chicago, IL Experienced

**C7) Seeds on the Sidewalk: Serving Undocumented Students in Public School Systems.....Delaware B**

This session will focus on the unique legal, social, and operational challenges that undocumented students face in the public school systems. Undocumented status impacts access to healthcare, restriction from public benefits to alleviate negative effects of poverty, and is often a deterrent from seeking assistance from any public source. *\*Not approved for New York CEUs.* K - 12

**Presenter:** Emilio Herrera, MSW. PLMHP; Omaha Public Schools, Omaha, NE Experienced

**C8) Calm Classroom: Helping Students Develop Self-Awareness, Mental Focus, and Emotional Resilience with 3-Minute Mindfulness-Based Techniques.....Delaware C**

The Calm Classroom program is composed of 3-minute research-based mindfulness techniques that develop breathing, stretching, focusing and relaxation skills. Participants learn to facilitate techniques to help students and staff become more self-aware and less impulsive, as well as gain the mental clarity and focus needed to think critically and problem-solve. *\*Not approved for New York CEUs.* PK - 12

**Presenters:** Maura Salisbury, BA & Ronna Pritikin-Berk BA; Luster Learning Institute, Chicago, IL Experienced

**C9) Utilizing Behavior Consultation within the RtI Framework.....Morrow**

Finding a process for implementing a Response to Intervention program that is truly responsive to student and teacher needs within your school, network, or district can be a daunting task. Utilizing the tenets of social work and behavioral consultation is one method that can help meet all

stakeholders "where they are". AppleTree Early Learning Public Charter School in DC has piloted this social worker-led approach for their network of 11 schools serving over 1,200 students and will share their outcomes and lessons learned.

PK - 12  
Beginning

**Presenter:** Megan Berkowitz, MSW, LICSW & Allie Perez, MSW, LGSW; AppleTree Early Learning PCS, Washington, D.C.

**C10) A Beginner's Guide to Implementing Check & Connect.....Madison**  
Check & Connect is an intervention used with K-12 students who show early warning signs of disengagement and dropping out. At the core of C&C is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student. C&C is the only dropout prevention intervention reviewed by the What Works Clearinghouse to show positive effects for staying in school. K-12

**Presenter:** Eileen Klemm, M.A.; University of Minnesota, Minneapolis, MN Beginning

**10:00 a.m. to 10:15 a.m.**  
BREAK – browse exhibits

### SPECIALTY MEETINGS

10:15 a.m. – 11:00 a.m.

*\*See page 4 for specialty meeting locations*

## SSWAA LUNCHEON & ANNUAL AWARDS with KEYNOTE ADDRESS

**11:00 a.m. to 1:00 p.m. ....Regency Ballroom**



Welcome: Jim Raines, PhD, SSWAA President

**Annual Awards:** Randy Fisher Lifetime Achievement Award  
Gary Schaffer Award  
National SSW of the Year Award  
Friend of SSWAA Award

### Keynote Presentation:

**Keeping a Close Eye on Washington: Be Part of the SSWAA Team!**

by Myrna Mandlawitz, Esq.

**(0.5 CEUs)**

Are you wondering what all the news from Washington means for YOU as a school social worker? Do you want to know how YOU can make a difference for school social work? SSWAA's Director of Government Relations Myrna Mandlawitz will give you the ABCs of what's happening right now in DC. Learn about the latest on school mental health, Medicaid, education funding, and more. And learn how YOU can be a part of the SSWAA advocacy team to promote the profession and help kids and families.

**1:00 p.m. to 1:30 p.m.**  
Break – **Networking Time** and browse exhibits

Don't forget to stop by the SSWAA Endowment table and bid on Silent Auction items!

**SESSION D**

1:30 p.m. to 3:00 p.m. (1.5 CEUs)

Location / Room

**D1) *Designing Effective SSW Programs for Marginalized Youth and their Families: A Research to Practice Symposium*.....Champaign**

Youth and adults involved in the justice system present significant challenges for SSW seeking to help youth and their families deal with the impacts of incarceration. Evidence-informed strategies and concrete examples of how to apply this work to your school population will be shared.

**Designing for Educational and Racial Equity in Programs and Services for Transitional-age Youth** by Morghan Vélez Young-Alfaro, PhD and Kizzy Lopez EdD

**Children Having Incarcerated Parents Succeeding: An Eight Session Group Model to Support Children of Incarcerated Parents** by Dakota King-White, PhD, LCP and Angela Flowers, LISW, MSASS

**D2) *Straight Talk about School Violence Prevention: Let's Look at the Facts*.....Knox**

Incidents of violence or threats of violence in schools are a daily occurrence in the United States. Regardless of the size, location, or demographics of your school, it will most likely face a threat or crisis event each year. Yet we often operate under false assumptions about how serious or pervasive these threats are, or how often violent incidents occur. ESSN has spent the last three school years collecting, categorizing, and analyzing school violence and threats. We will examine the facts about school violence, and more importantly how these research findings can improve violence prevention and response.

K - 12

**Presenters:** Amy Klinger, Ed.D; The Educator's School Safety Network, Genoa, OH

Beginning

**D3) *Intro to Data-Based Decision Making*.....Delaware B**

Bring your laptops to this session! It will cover how to track student progress using Excel for both individual clients as well as client groups. It will provide some simple rules of thumb to determine when to cease social work services, when to continue, or when to change them. No familiarity with Excel is needed for this workshop.

K - 12

**Presenter:** Jim Raines, PhD; Cal State University Monterey Bay, Monterey Bay, CA

Beginning

**D4) *When "I hate my body" becomes "I hate me!": Using our Current Understanding of Eating Disorders to Help Social Workers Identify and Provide Support to At-Risk Students*.....Delaware C**

The school years are times of increased risk for Eating Disorders. The academic, developmental and social pressures present during this time can cause serious eating disorders to go unrecognized and can be difficult for school personnel to detect. The ubiquity of body issues, development of disordered eating behaviors, and the accompanying disturbances in self-esteem can result in clinically significant eating disorders, which can cause significant disruptions in all aspects of students' lives. This presentation will outline our understanding of the development and clinical presentation of eating disorders and discuss ways that social workers can identify and develop interventions to provide support to students who may be struggling with these issues.

K-12

**Presenters:** Norman Kim, PhD; Reasons Eating Disorder Center and Center for Change, Brooklyn, NY & Chase Bannister, MDIV, MSW, LCSW, CEDS; Bannister Consultancy, LLC

Beginning

ASL Interpreter Available

**D5) *Addressing Summer Learning Loss for Homeless Students: Current Research and Implications for School Social Workers*.....Madison**

This lecture focuses on efforts to address the needs of children and youth experiencing homelessness spanning from the school year through the summer. Homelessness is a major issue facing our schools today and school social workers, along with related services personnel, are major front-line players in how our society and country address homeless children. In addition, school social workers, and related services personnel, are key components to ensuring continuity of services between the end of one school year and the beginning of the next. This lecture will highlight current research and programming that addresses what happens during summer.

PK-12

**Presenters:** James P. Canfield, Ph.D., MSW, BSW; Jessica Aigner, BA; University of Cincinnati, Cincinnati, OH; & Mike Moroski, MBA; UpSpring, Cincinnati, OH

Beginning

**D6) *Therapy Dogs- More than Just a Sweet Face*.....Morrow**

Come learn the first steps in obtaining a therapy dog and learn how they can help in the school setting. Participants will meet Bellevue City Schools' therapy dog: Ace of Heart..

K - 12

**Presenter:** Jill Miller, MSSA, LSW; Bellevue City Schools, Tiffin, OH

Beginning

**D7) *When Mental Health Comes to School: Tools and Strategies to Reach Every Student*.....Regency Ballroom**

This workshop is designed to give its participants tools and strategies on how to best work with students who experience emotional disturbances. Participants will learn how to build positive relationships, how to manage these students in the classroom, and teach skills on how to manage emotions appropriately. A toolkit of specific strategies will be emphasized and how to properly implement these strategies will be

discussed. These strategies will range from universal classroom usage to one on one interactions. Participants will walk away with a fresh perspective on their most challenging students. K - 12  
Beginning  
**Presenter:** Andrea Steward, LCSW-S; Houston Independent School District, Houston, TX

**D8) Anxiety and OCD in the Classroom.....** **Morrow**  
 Based on an International OCD Foundation survey of school personnel from across the country, anxiety in the classroom is a significant problem and school personnel want to learn more about it. This presentation will cover how anxiety and OCD manifest, how they impact learning, and practical strategies for what school social workers can do. In addition, we will review sample 504/IEP accommodations and several new models for addressing problematic behavior in the classroom. K - 12  
Experienced  
**Presenter:** Denise Egan Stack, LMHC; Private Practice, Boston, MA

**D9) What Can You Do to Support More African Americans and Latinos in Social Work?.....** **Delaware A**  
 According to the Bureau of Labor Statistics, the need for Social Workers is expected to grow twice as fast as many other occupations. Social Workers must be knowledgeable of and engaged in the communities in which they work. The Social Work profession maintains a discomforting silence in maintaining a diverse workforce that reflects the American population. African American and Latinos must be engaged at the macro, mezzo and micro level to address challenges in our communities. This workshop challenges Social Work students, practitioners, faculty and administrators to make a deliberate effort to recruit and retain more African American and Latinos. *\*Not approved for New York CEUs.* K - 12  
Experienced  
**Presenter:** Gregory Stewart, PhD, MSW, LSW; Miami University, Cincinnati, OH

**D10) Addressing Everyday Micro-Aggressions as a School Social Worker.....** **Delaware D**  
 School climate, staff and parent relations, and supervision of interns are all affected by having a school that is welcoming and supportive of all people. Effective methods of confronting micro-aggressions can be the key to not only improving your school climate and addressing PBIS, but addressing racial and social justice issues overall. As School Social Workers we have the unique role, and challenge, to not only confront racial and social injustice issues affecting individual students but also our staff, interns and community. K - 12  
Beginning  
**Presenter:** Jenny Braunginn, MSSW, CISW; University of Wisconsin-Madison, Madison, WI

**3:00 p.m. to 3:30 p.m. Refreshment Break in Exhibit Hall Area**

**SESSION E** 3:30 p.m. to 5:00 p.m. (1.5 CEUs) Location / Room

**E1) Research to Practice Workshop: Using Monitoring and Mapping Methods to Address Bullying and School Climate: Creating Welcoming Practices in Schools and School Districts:.....** **Champaign**  
 Addressing bullying and school climate problems at scale is an ongoing challenge for schools and districts. Incorporating voices of students, staff and parents through regional and local surveys or mapping can highlight the needs of vulnerable groups such as homeless, foster children, military connected students, and undocumented immigrants. Creating welcoming schools that make students feel connected and cared for is an approach that has benefited millions of students worldwide. This workshop builds on two new guides that focus on evidence informed ways to empower schools, districts, counties, and states to use monitoring and mapping methods. K - 12  
Experienced  
**Presenter:** Ron Avi Astor, PhD; Gordon Capp, MSW, LCSW; Hadass Moore, MSW; University of Southern California, Los Angeles, CA and Rami Benbenishty, Bar Ilan University, Israel

**E2) Research to Practice Workshop: School Social Work Performance Evaluation: The Application of Charlotte Danielson.....** **Knox**  
 Performance evaluation and evidence-based evaluation tools in the school social work field are a challenging reality the 21st century practicing-school social worker must face. The goals of this workshop are to examine the numerous duties of school social workers, and categorize these duties into measureable artifacts through the Charlotte Danielson framework. K - 12  
Experienced  
**Presenter:** Karla Horton, PhD, LMSW; University of North Texas, Denton, TX

**E3) Vitamin Z Deficiency Among Children: The Role of School Social Workers in Improving Outcomes by Supporting Sleep.....** **Delaware B**  
 Children in America face weekly sleep debt that they cannot repay, and the most sleep-deprived age group in the US is adolescents. Chronic deficient sleep is correlated with depression, suicide, substance abuse, aggression, learning difficulties, sports injuries, car crashes, and a host of medical problems. This workshop will review ways that school social workers can improve outcomes for students - from educating on sleep hygiene to shaping policy on school day start times. K - 12  
Experienced  
**Presenter:** Stacy Simera, MSSA, LISW-S, SAP; Kent Psychological Associates, Mogadore, OH

- E4) *Chronic Absenteeism & Meeting the Socio-Emotional Needs of Alternative Education Students*.....Regency Ballroom**  
 The purpose of this presentation is to provide administrators and practitioners with an example of a multi-tiered approach used within alternative education to address truancy & chronic absenteeism. The Monterey County Office of Education Transformational Change Project will be introduced along with its efforts aimed to improve the socio-emotional well-being of students in alternative education. MS / HS  
**Presenter:** La Toshia Palmer, Ed.D. Candidate, ASW, PPSC; Monterey County Office of Education, Monterey, CA Experienced
- E5) *Youth Voice Matters: Developing Youth Strengths and Assets*.....Delaware D**  
 This workshop will address a strengths-based, asset-driven, interdisciplinary approach that promotes youth voice and youth empowerment while enhancing social, emotional and academic skill development. Participants will learn about the importance of the critical service learning approach and how it may address youth's social and emotional skills. The community web mapping activity will be introduced as a tool that promotes youth voice and helps to build school engagement which impacts youths overall academic success. Additionally, this interactive workshop will provide participants with guidance on how to implement their own critical service learning project with youth. K - 12  
**Presenters:** Annette Johnson, MSW, MA; UIC, Jane Addams College of Social Work, Chicago, IL & Giesela Grumbach, Beginning PHD, LCSW, PEL; Governors State University, University Park, IL
- E6) *Bringing the Therapeutic Yoga Mat to School Setting; New Tools and Techniques for Those Treating Children With Trauma History*.....Delaware A**  
 School settings often see children presenting with behavioral struggles, anxiety, depression, poor self regulation, social and family issues. Such presentation can be strong indicators of a child with a trauma history. Children with a trauma history struggle with trust, self awareness, hyper arousal, and self regulation. Research shows that trauma can be held deep within the body and that yoga and mindfulness can be unique tools to help guide people to a more healing experience. PK - 12  
**Presenter:** Joanne Lloyd, BSW, MSW, LICSW; Consultant, Milton, MA Beginning
- E7) *Slingin' Dopamine and Embracing a Culture of Connections*.....Morrow**  
 Maslow was crystal clear that humans must feel seen, heard, validated, safe and loved before higher order thinking will occur. This fast paced, interactive session will cover the importance of supportive, caring school environments, what neuroscience says about emotional safety and regulation, the power of dopamine to prime the brain for learning. Proven strategies will be shared that successful teachers, social workers, school counselors and schools are implementing to reach a child's heart, calm the stress and help each student feel connected, emotionally safe and willing to open their minds to increase effort, engagement and achievement. PK - 12  
**Presenter:** Tara Brown, BS/M.Ed; Speaker and Consultant, Nashville, TN **ASL Interpreter Available** Experienced
- E8) *Have You Eaten Today? How School Meals Can Support Your Students*.....Marion**  
 Students experiencing hunger are more likely to be absent or tardy from school, more likely to have behavioral and attention problems, and less likely to do well in school. School breakfast and lunch and the afterschool and summer meal programs provide low-income students the nutrition they need to succeed academically. Join this session to learn how school meals reduces childhood hunger and supports academic achievement; and learn evidence-based practices that your school can use to ensure your students have access to these vital meals. K - 12  
**Presenters:** Alison Maurice, MSW; Child Nutrition Policy Analyst, Washington, D.C.; Makia Burns, BS; Uniserve Beginning Organizer, Columbus, OH; and Carrie Woodruff, Food Services Director, Lima, OH. *\*Not approved for New York CEUs.*
- E9) *Health Disparities and Risk Behaviors among Gender Expansive Students*.....Madison**  
 Gender expansive youth are receiving increased attention among health professionals, but there has been very limited population-based data about the health disparities facing this population. This workshop will present findings from a new report, based on Youth Risk Behavior Survey (YRBS) data using an optional gender expression question, to examine the associations between gender nonconformity and various health risk behaviors. MS / HS  
**Presenter:** Alison Gill, JD; Consultant for Advocates for Youth, Silver Springs, MD Beginning
- E10) *School Social Workers: Key to Preventing Health Risks and Promoting Healthy Outcomes among LGBTQ Youth*.....Delaware C**  
 The American Psychological Association (APA) Respect Workshop teaches social workers how to prevent health risks and promote healthy outcomes for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students. In this session, participants will learn about key aspects of the workshop including strategies to work directly with LGBTQ students and about policies, programs, and practices that school systems can adopt to implement safe and supportive environments for LGBTQ students. Participants will learn how to utilize APA's free resources to promote a safe and supportive environment for LGBT youth in their school or community. MS / HS  
**Presenter:** Lacey Rosenbaum, MEd, PhD; American Psychological Association, Washington, D.C. Beginning

**OPTIONAL FILM SCREENING**

5:15 p.m. – 6:00 p.m. ....Regency

Ballroom

“UNSTUCK: an OCD kids movie”

**OPTIONAL EVENING NETWORKING**

8:00 p.m. – 9:00 p.m.

*\*Public area off hotel lobby*

**SATURDAY, MARCH 17, 2018**



**SSWAA MEMBERSHIP MEETING**

8:00 p.m. – 8:45 a.m. .... Delaware A & B

All SSWAA Members are invited to join the SSWAA Staff and Board of Directors for the annual meeting and to participate in small group discussions and a time of Q&A.

**SESSION F**

9:00 a.m. to 10:30 a.m. (1.5 CEUs)

Location / Room

**F1) A Roadmap to SEL Success: Designing, Implementing, & Evaluating a School-Wide Multi-Tiered SEL Program.....Knox**

A review of SEL programs (Jones, et al. 2017) identified implementation challenges that hinder effectiveness and sustainability. These include integrating SEL in daily practices, extending beyond classrooms; staff support and training; program buy-in; and using data to inform decision-making. This session shows educators how "best practices" from SWPBIS can provide a framework to facilitate the successful implementation of an evidence-based SEL system (DiPerna, et al, 2016). We will discuss how these practices guide selecting targeted SEL skills, universal screening, applying lessons & interventions, teacher training, evaluation of outcomes, and providing feedback to stakeholders.

**Presenter:** Chris Huzinec MS; Pearson, Spring, TX and Stephen Elliott, PhD; Arizona State University

K -8  
Beginning

**F2) Digging in to Social Emotional Learning (SEL).....Delaware A**

Social Emotional Learning has become widely accepted as an integral component of student school success. The ability to function well in school, society, and globally is impacted by a student's ability to master a set of Social Emotional Learning skills: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, and Decision Making. School Social Workers assist students in the development of these skills as they offer support and interventions in a Multi-Tiered System of Support. This workshop will engage participants in an interactive workshop as they establish a foundation for using SSWAA's National SEL Standards and a working knowledge of how interventions at Tier 1, Tier2, and Tier 3 can be linked to these standards. Participants will leave with a working model that will inform and guide his/her work in school.

**Presenter:** Michelle Alvarez, MSW, EdD; Southern New Hampshire University, Manchester, NH; Brenda Lindsey, EdD  
University of Illinois at Urbana-Champaign, Champaign, IL, & Rebecca Oliver, LMSW, SSWAA, London, KY

PK - 12  
Beginning

**F3) It's Not About Being Neat: Recognizing and Dealing with OCD .....Marion**

OCD is often viewed as a minor annoyance, but it is a serious mental health disorder affecting 1 in 200 kids. School can be particularly difficult as students with OCD are distracted by obsessions and their rituals can interfere with basic functioning. OCD-related behaviors and school refusal can present challenges for teachers and school staff, and efforts to address them can increase student anxiety and exacerbate symptoms. We will screen the short documentary UNSTUCK: an OCD kid's movie. We will then introduce participants to the basic facts of OCD: what it is, what the symptoms are, and what evidence-based treatments exist.

**Presenters:** Kelly Anderson, BA; Hunter College, Brooklyn, NY; Denise Egan Stack, LMCH; Private Practice, Boston, MA; & Janet Doss, LCSW, MSSW; University of Kentucky College of Social Work, Lexington, KY

K – 12 - Beginning

**ASL Interpreter Available**

- F4) *Fostering Resilient Learners*.....Delaware C**  
 Living in a society where education is the key to success, often times other crucial skills to a student's achievement are overlooked. In this workshop we will explore childhood trauma and how adverse childhood experiences (ACEs) affect individual students' learning. We will look at the "why" behind students' behaviors, explore ways to implement strengths based concepts within the learning environment, and take a look at how caring for ourselves helps us to better serve our students. In this exploration of relationship-building and solution-seeking, we find ways to foster resilient learners that grow and learn to the highest degree. *\*Not approved for New York CEUs.* K - 12  
**Presenter:** Deidra Henry, LISW-CP & Georgia Gibson, LISW-CP; Richland School District One, Columbia, SC Beginning
- F5) *The Opioid Epidemic: What We Need to Know and What We Can Do About It*.....Delaware D**  
 Opioid drug abuse and related fatalities are increasing in our society and in our communities. People in all walks of life are affected, including the children we are working with in our schools. This session will focus on raising your awareness of the issue and will cover some of the necessary resources available and steps we can take to combat it. K - 12  
**Presenter:** Tiffany Welch, DSW, LSW; Mansfield University of Pennsylvania, Mansfield, PA Beginning
- F6) *Implementation of SOS Signs of Suicide in Central and Southeast Ohio*.....Champaign**  
 Suicidal thoughts and behaviors among youth are a concern in every school community, thus the discussion of how to implement suicide prevention programs in schools is imperative. This workshop will help facilitate an understanding of common school concerns and barriers, as well help school social workers consider how to move their schools towards readiness and implementation of suicide prevention programs. MS / HS  
**Presenter:** Melanie Luken, MSW, LISW-S, & Amy Coleman, MSW, LISW-S; Nationwide Children's, Columbus, OH Beginning
- F7) *Burnout Prevention For Busy School Social Workers*.....Morrow**  
 We are group of School Social Workers (SSW) from Cincinnati, Ohio that have learned how to make our jobs more enjoyable by de-stressing with our fellow SSW's from other school districts within the area. We want to share quick tips on how to engage with other SSW's in your area and how we prevent burnout. Participants will learn meditation/mindfulness techniques, Yoga techniques, the benefits of sharing with others and tips for success. *\*Attendees are advised to wear comfortable clothes. \*Not approved for New York CEUs.* PK – 12 - Experienced  
**Presenter:** Marla Givens, MSW/LISWS, Jill Gassett, MSW, LSW, Cincinnati Public Schools; Cathy McNair, MSW, LISW, Finneytown Local Schools; Belitta Croley, MRC, LSW, LCDCIII Sycamore Community Schools; and Joann Payne, MSW, LISW-S, Norwood City Schools; Cincinnati, OH
- F8) *Parent Engagement: Two Generation Approach*.....Delaware B**  
 Bronx Community College Early Childhood Center provides families and children with services that support their social and emotional needs. We use the "Two Generation Model" to support parents by providing counseling, educational and therapeutic workshops. Our parent engagement events provide parents with skills that enhance their relationships with their children. PK - 5  
**Presenter:** Jenna D'Anna, LMSW, and Ashley Hernandez; Bronx Community College Early Childhood Center, Bronx, NY Beginning
- F9) *Identifying Students for Multi-Tiered Social-Emotional Learning Interventions: A Researcher-Practitioner Partnership*.....Madison**  
 Creating a school-wide system of interventions is critical for student success. However, how do we effectively identify and respond to those students who are in need of social-emotional learning (SEL) intervention support? This workshop illustrates work at one high school to identify and respond to the SEL needs of students. HS  
**Presenter:** Kevin Tan, PhD, MSW; University of Illinois at Urbana-Champaign, Champaign, IL & Hasan Johnson, Doctoral Candidate, MSW, LCSW; Plainfield High School, Plainfield, NJ Beginning
- F10) *A Restorative Mindset and Ethical Practice* .....Regency Ballroom**  
 Restorative justice practices are replacing traditional punitive approaches in schools and communities across the nation, fostering dramatically improved outcomes for youth. The success of a restorative justice approach hinges on our commitment to a restorative mindset. Once we fully embrace this way of thinking that holds relationships over infractions, we turn our attention to the essential components of a restorative process. Participants will understand the tools and strategies employed and developmental neuroscience that underlies them. Participants will learn to strengthen professional boundaries while maintaining these meaningful relationships. K - 12  
**Presenter:** Susan Burns Chong, LCSW; Brunswick School Department, Brunswick, ME Beginning

<p>10:30 a.m. to 10:45 a.m. BREAK</p>
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# CLOSING KEYNOTE & NETWORKING LUNCH

10:45 a.m. to 12:45 p.m. ....Regency Ballroom

## Keynote Presentation:

### Putting the "C"s Back in Schools

by Nancy Feyl Chavkin, Ph.D., LMSW-AP

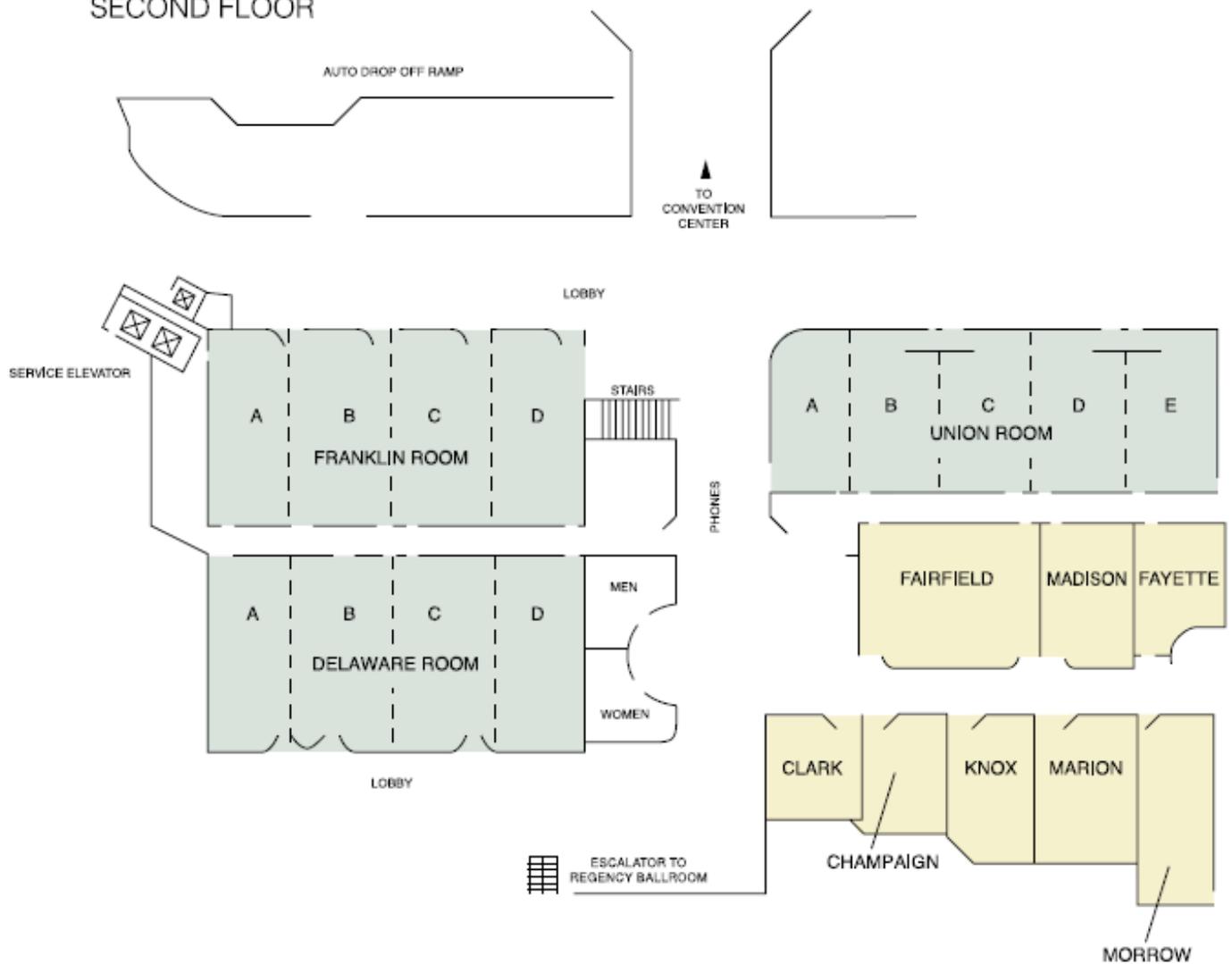
(1.0 CEUs)

Based on forty years of research showcased in her new book *Family Engagement with Schools: Strategies for School Social Workers and Educators* (Oxford University SSWAA Workshop Series, 2017), Nancy Chavkin shares an easy-to-use approach for supporting family engagement with schools. She will not only provide you with the evidence base, but also will share real-life examples for getting started and moving your current work with families to the next level of family engagement. Valuing the strengths of families and seeing families as leaders are central to her work, and she will share the secrets to being able to connect, communicate, and collaborate with families and their communities. Nancy's presentation will inspire you to want to learn more about the communities your families live and work in and give you the evidence-based tools to make authentic family engagement with schools a reality.

[ASL Interpreter Available](#)

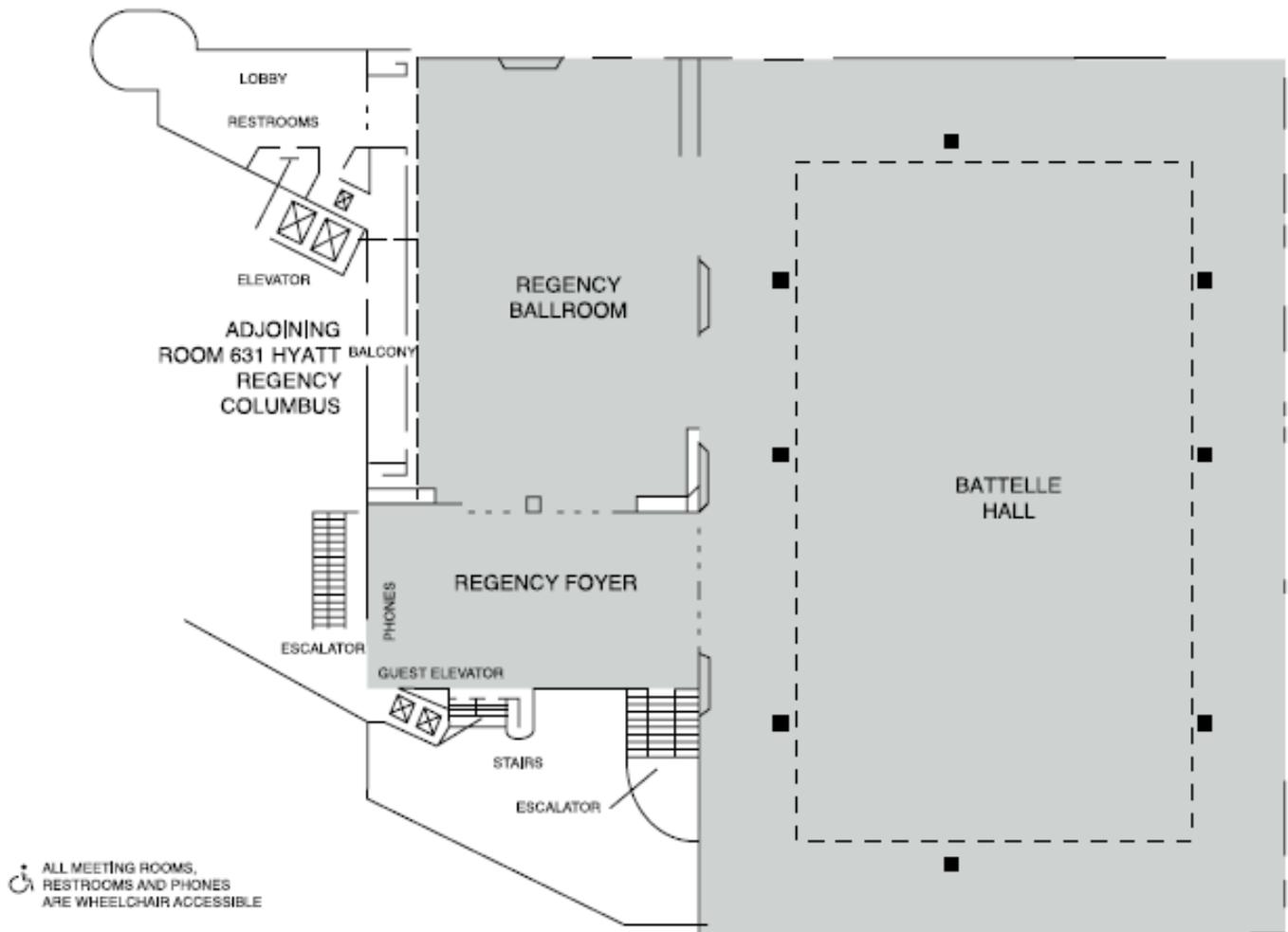
# HYATT REGENCY COLUMBUS FLOOR PLANS – SECOND FLOOR

## MEETING ROOMS SECOND FLOOR



# HYATT REGENCY COLUMBUS FLOOR PLANS –THIRD FLOOR

REGENCY BALLROOM  
AND EXHIBIT ROOM  
THIRD FLOOR



## Hyatt Regency Columbus Hotel

350 North High Street • Columbus, Ohio 43215

614-463-1234

1-888-591-1234 Central Reservations

# 21st National School Social Work Conference <sup>SM</sup>

## Schedule of Events

### Wednesday, March 14, 2018

7:30 a.m. - 7:00 p.m.  
9:00 a.m. - 12:00p.m.  
9:30 a.m. - 1:00 p.m.  
12:00 p.m. - 1:15 p.m.  
1:15 p.m. - 4:15 p.m.  
1:00 p.m. - 6:30 p.m.  
4:30 p.m. - 6:30 p.m.

Conference Registration  
**Pre-Conference Workshops**  
Exhibit Hall Set Up  
**Lunch on your own**  
**Pre-Conference Workshops**  
Exhibit Hall  
**Opening “Welcome Reception” in Exhibit Area & Poster Sessions**

### Thursday, March 15, 2018

7:30 a.m. - 5:00 p.m.  
7:30 a.m. - 8:30 a.m.  
7:30 a.m. - 5:30 p.m.  
8:30 a.m. - 9:45 a.m.

Conference Registration  
**Coffee/Tea Service in Exhibit Hall**  
Exhibit Hall  
**Opening Session & Keynote Address**  
**Amy Oestreicher**  
*“Transforming Trauma to Creative Growth and Cultivating Resilience through Mindfulness”*

10:00 a.m. - 12:00 p.m.  
12:00 p.m. - 1:30 p.m.  
1:45 p.m. - 3:45 p.m.  
3:45 p.m. - 4:15 p.m.  
**4:15 p.m. - 5:00 p.m.**  
Evening  
**5:30 p.m. & 6:30 p.m.**  
**8:00 p.m. - 9:00 p.m.**

Workshop Session A  
**Lunch on your own - - optional “Walking Tour to North Market”**  
Workshop Session B  
Snack Break in Exhibit Area  
**Regional Meetings**  
Enjoy Columbus/Entertainment/Dinner  
Optional Bus to Easton Town Center  
Optional Networking

### Friday, March 16, 2018

6:30 a.m. - 7:30 a.m.  
7:30 a.m. - 8:30 a.m.  
7:30 a.m. - 4:30 p.m.  
8:00 a.m. - 4:30 p.m.  
8:30 a.m. - 10:00 a.m.  
10:00 a.m. - 10:15 a.m.  
**10:15 a.m. - 11:00 a.m.**  
11:00 a.m. - 1:00 p.m.  
  
1:00p.m. - 1:30 p.m.  
1:30 p.m. - 3:00 p.m.  
3:00 p.m. - 3:30 p.m.  
3:30 p.m. - 5:00 p.m.  
5:15p.m. – 6:00 p.m.  
4:30 p.m. - 7:30 p.m.  
Evening  
**8:00 p.m. - 9:00 p.m.**

Optional 2 mile Walk/Run  
**Coffee/Tea Service in Exhibit Hall**  
Exhibit Hall  
Conference Registration  
Workshop Session C  
Break (Explore the Exhibit Area)  
**Specialty Group Meetings**  
**SSWAA Luncheon & Awards Presentation with Keynote Address**  
**Myrna Mandlawitz, Esq.** - SSWAA Government Relations Director  
Networking Time & Visit Exhibits  
Workshop Session D  
Snack Break in Exhibit Area  
Workshop Session E  
Film Screening: “UNSTUCK: an OCD kids movie”  
Exhibit Hall Dismantle  
Enjoy Columbus/Entertainment/Dinner  
Optional Networking

### Saturday, March 17, 2018

8:00 a.m. - 8:45 a.m.  
9:00 a.m. - 10:30 a.m.  
10:45 a.m. - 12:45 p.m.  
  
  
12:45 p.m.

**SSWAA Membership Meeting**  
Workshop Session F  
**Closing Keynote Address & Networking Box-Lunch**  
**Nancy Chavkin**  
*“Putting the “C” Back in Schools”*  
Conference Adjourns