

# NYSSSWA 2016 State Conference Program

## Thursday, October 27

10:00 a.m. – 12:00 p.m. Registration/sign in

12:00 p.m. – 12:30 p.m. Welcome – Conference Chair, NYSSSWA President

12:30 p.m. – 2:30 p.m. Opening Keynote:

***“Why Do They Act Like That? Examples of traumatic responses in young children; Strategies for intervention and collaboration between home and school. Part 1”***

by **Dr. Wendy Evers Gordon**; Clinical Professor & Director, Child Abuse Project & Juvenile Trauma Center, Upstate Medical University, Department of Psychiatry, Division of Child Psychiatry & **Christine Gustke**, M.A.,C.A.S.; Special Education Teacher, Syracuse City School District, Director of Project SEARCH, School to Work Transition Program at Upstate Medical University (2.0 Contact hours)

A growing body of research has linked childhood experiences of maltreatment with a host of physical, intellectual and mental health problems lasting into adulthood. There has been significant research demonstrating that early, prolonged trauma in young children produces changes in brain development which can permanently alter the course of their overall functioning and development. These children live in our communities and are educated in our schools. Their academic, emotional and behavioral difficulties are often a challenge and frequently misunderstood. As a result, providers are frustrated, and children are, albeit unintentionally, often re-traumatized with ineffective, inappropriate interventions. As social workers within the school setting, you may well be the first to be contacted when a child is emotionally or behaviorally dysregulated or academically delayed. Our hope is that, by introducing you to some information about the impact of early trauma on young children, you will be better able to consider how to understand, intervene, and support school personnel when asked, Why Do They Act Like That?!

2:30 p.m. – 2:45 p.m. Break

2:45 p.m. - 4:45 p.m. General Session A:

***“Why Do They Act Like That? Examples of traumatic responses in young children; Strategies for intervention and collaboration between home and school. Part 2”***

by **Dr. Wendy Evers Gordon & Christine Gustke** (2.0 Contact hours)

While didactic and empirical information is important to understand the basis for underlying behaviors, there's simply nothing better than transforming this information into practical, child-specific examples. Utilizing information presented in the Opening Keynote address, we will discuss the case of a young child, removed from her birth mother due to neglect, physical injury and abuse. This presentation will demonstrate the marked impact of early and chronic trauma on the child, successful as well as unsuccessful interventions by medical professionals, therapists and foster care providers. In addition, a myriad of examples of techniques used to deal with a traumatized, aggressive, and/or dysregulated child will be provided. Lastly, focus on the crucial aspects and strategies for collaboration among home, school, and other providers will be addressed.

## Thursday, October 27, 2016 (Cont.)

5:00 p.m. – 7:00 p.m. Breakout Sessions B. (2.0 Contact hours) (Choose one)

1. ***“Postvention Planning for Schools”*** by **Jennifer O’Callaghan**, LMSW; School Social Worker, TST BOCES

Prepared postvention is critical so that we are ready with a structured response when incidents occur. Most districts may have what they consider to be a “crisis plan” but upon further review, there are many questions left unanswered and many things that have to be set up in the midst of a response. This presentation provides practical, proven strategies to avoid such a situation and allow SSWs to remain focused on what we do best...supporting people during emotionally difficult times so that they move toward recovery. Information will be presented in the form of a detailed five day postvention plan. The template includes such things as an outline of daily responsibilities for Crisis Response Team members, sample staff meeting agendas and scripts, sample staff memos, sample statements for teachers to read, sample letters to parents and informational guides for teachers in regard to how they can talk to kids of different ages and how to reach out to other resources. Finally, information will be shared in regard to the steps districts can take to advocate for and implement postvention within a district.

2. ***“School Social Work and Positive Behavior Response”*** by **Jaye Murray**, LCSW; Executive Director of Counseling Support Programs, NYC Department of Education

This workshop will focus on attitudes and practices of school personnel in relation to behavior response. We now have research informing us what we as social workers have already known--that suspensions do not prevent or deter unwanted behavior. The over use of punitive discipline measures requires that school social workers position themselves front and center as social justice leaders, student advocates and counseling change agents for both their schools and their students. Borrowing from personal and professional experience, the presenter will highlight case examples, discuss behavior response strategies at both the micro and macro levels. There will be a review of the interplay of school climate and culture, the significance of relationship building and the critical importance of understanding, respecting and advocating on behalf of our diverse student populations.

3. ***“Introduction to Brain Gym® The effects of learning through movement.”*** by **Pat Urban**, MS, Licensed Brain Gym® Instructor/Consultant; Retired Teacher

This workshop will provide a brief review of the Brain Stem, Midbrain and Cerebral Cortex and the importance of in relationship to learning will be presented. The importance of correct breathing and the calming effect of breathing will be introduced and demonstrated. In addition, one or two movements for each part of the brain will be introduced, demonstrated and practiced by participants. Participants will also learn and practice PACE, a readiness movement, with a specific goal in mind.

7:00 p.m. - 9:00 p.m. Dinner

## Friday, October 28, 2016

7:00 a.m. - 8:00 a.m. Registration/sign in

6:30 a.m. - 7:45 a.m. Breakfast

8:00 a.m. - 10:00 a.m. Breakout Sessions C (2.0 Contact hours) (Choose one)

1. ***“Mindfulness-Based Practices to Improve Children’s Self-Regulation”*** by **Dr. Dessa K. Bergen-Cico**, CHES, CAS; Associate Professor, Syracuse University & **Dr. Rachel Razza**, Associate Professor, Syracuse University

This workshop will review current research and efficacy of mindfulness-based practices for children from Pre-K through high school. The cognitive, neural and psychological mechanisms by which yoga, mindfulness, and contemplative practices foster self-regulation, self-awareness and psychological well-being will be examined. The program will review the feasibility and logistics of infusing yoga and mindfulness-based practices into the curriculum in addition to specialized program structures.

2. ***“What Color is ‘Dead’?”*** by **Day Cummings**, LMSW; Adjunct Professor, State University of New York at Buffalo

Children and teens grieve in unique ways that are often misunderstood and may cause difficulty in school. This workshop will explore normal and complicated grief at various developmental stages. The participant will gain knowledge on interventions with children and teens to meet their needs both individually and in a group setting.

3. ***“Preventative Classroom and Behavior Management Techniques”*** by **Tim Zgliczynski**; Adjunct Faculty, Buffalo State College

This workshop/presentation will be a follow-up to last year’s presentation on research-driven behavioral strategies that center around positive reinforcement and can be applied across a school-wide setting. This presentation will include several more (hands-on) demonstration of classroom and behavior management best practices. Ideas for school-wide positive behavior intervention services will also be presented as well as suggested methods for building a school culture that promotes positive behavior and supports classroom teachers. Finally, the presentation will cover natural ‘next steps’ schools should consider when Tier 1 PBIS interventions are not effective.

10:00 a.m. – 10:15 a.m. Break

10:15 a.m. - 12:15 p.m. Breakout Sessions D (2.0 Contact hours) (Choose one)

1. ***“Today’s Toxic Culture: Current trends in teenage risky behaviors and prevention strategies”*** by **Beth Hurny**, LMSW, CASAC; Executive Director, Prevention Network

Today’s toxic culture explores the current trends in teenage risky behaviors, including alcohol and other drug use, internet and social media “addiction,” and self-injurious behaviors. Our challenge as social workers, particularly in schools, has increased exponentially over the past decade. Deceptive marketing practices and instant viral access, coupled with the nuances of adolescent brain chemistry, have created a significantly more dangerous culture of competition, coercion, and conflict for our young people. We will also discuss primary, secondary, and tertiary prevention strategies as young people come to us at various stages on the risky behavior continuum. Finally, we will identify available resources designed to provide support for our teens as they navigate today’s toxic culture.

## Friday, October 28, 2016 (Cont.)

2. ***“Integrating Creative Arts into School Social Work Practice”*** by **Mandy Elliott**, MS, LCAT, MT-BC; Music Therapist, Monroe #1 BOCES (Creekside) & **Carrie Frost**, LCSW-R; School Social Worker, Newburgh ECSD

This workshop will provide insight into the use of sound, music and movement in facilitating skills for emotional regulation. As School Social Workers, we often look for ways to assist our students in identifying and regulating their emotions, as well as identifying the physical representations of these emotions in themselves and others. This workshop will offer practical strategies and skills for utilizing our aural and kinesthetic senses in accomplishing these goals.

3. ***“Animal Assisted Social Work: Developing a social service/therapy dog program”*** by **Catherine Ricchetti**, LCSW-R

Research informs us that access to a well behaved dog can lower anxiety, depression and help manage stress. As social workers, a well trained dog is a tool that will enhance your practice. Traditionally we have thought of a therapy dog in a counseling session. This class will expand on that idea and help social workers create a program where a dog can become part of a school and be accessed over the course of many years for the service of hundreds of our students. In this workshop, you will learn not only the practical benefits of such a program, but how to create a dog program for your school. You will leave with concrete ideas and tools for advocating for the program inception, funding the program, finding the right puppy, the dog training required, how to use the dog in multiple ways to help your students socially and emotionally, and how to safely and productively maintain of the program for years.

12:15 p.m. – 12:45 p.m. Luncheon

12:45 – 2:45 Keynote (2.0 Contact hours)

***“Redefining Consequences: Strategies for Addressing Challenging Behaviors, Part 1”***  
by Dr. David Meichenbaum

This presentation goes beyond determining what causes challenging behaviors and examines how many conventional ways of responding to difficult behaviors in schools contribute to the persistence of challenges. Alternative strategies to decrease maladaptive behaviors and increase adaptive behaviors will be offered. Attendees will consider whether their current means of responding to challenging behavior include the necessary elements to build skills and curtail future problematic behaviors.

2:45 p.m. – 3:00 p.m. Break

3:00 p.m. - 5:00 p.m. General Session E (2:0 Contact hours)

***“Redefining Consequences: Strategies for Addressing Challenging Behaviors, Part 2”***  
by Dr. David Meichenbaum

This session dives more deeply into the keynote address and provides more hands-on activities, discussion, and applied examples in designing plans to develop adaptive alternative behaviors to reduce challenges.

5:15 - 5:30 p.m. Ending Announcements & Adjourn

6:30 p.m. Board meeting/Dinner