

# NYSSSWA 2018 Program & Schedule of Events

## Thursday, November 1, 2018

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

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

12:45 p.m. – 2:45 p.m. Breakout Session A: (2.0 Contact hours) (Choose one)

**A1: “*Eating Disorders in Children and Adolescents: Prevention, Identification and Treatment*”** by Mary Tantillo, PhD, PMHCNS-BC, FAED & Jim Witmer, LCSW

This presentation will help school social workers more quickly and effectively identify and intervene with students who are at risk for eating disorders. Eating disorders will be reframed as “diseases of disconnection” from self and others and participants will learn relational/motivational strategies they can use to engage students and parents. We will also discuss Project ECHO® for Eating Disorders, a free monthly videoconference for school staff with ongoing opportunities for case consultation and instruction by a team of experts from the Western NY Comprehensive Care Center for Eating Disorders based at the University of Rochester Medical Center.

**A2: “*Bridging Hearts & Minds: Restorative Strategies in Education*”** by Michael Gilbert, Psy.D., MA in Psychology & Robert Spicer, Ph.D., MS in Education

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. Restorative practices can help student develop the skills needed to manage their emotions/behaviors, treat others respectfully, and solve problems independently. They are an organic response that emphasize healing and learning through a collective group process (as opposed to punishment) with a focus of inter-relatedness and that individuals must live in “right relationship” with the larger community.

**A3: “*Creating Culturally Responsive Schools: Being an Ally and a Champion of Marginalized Students*”** by Hillary Weaver, DSW, CSW

The powerful potential of education is undermined for many students and families of color. School systems can be bureaucratic, unhelpful, and at times hostile, allowing children and families to fall through the cracks. In some cases, schools actively disenfranchise students and treat them and their families as disposable. Social workers and allied school personnel are well positioned to be catalysts for change in unresponsive systems and champions for marginalized students. This presentation will examine who are the children and families who are left behind, what barriers block student success, and how school social workers can bring about positive change.

## Thursday, November 1, 2018 (Cont.)

3:00 p.m. – 5:00 p.m. Breakout Session B: (2.0 Contact hours) (Choose one)

**B1: “Culturally Competent Work with Central American Immigrant Students”** by Stephanie Carnes, LCSW, LL.M

Since the 2014 “surge,” over 200,000 Central American children have made the treacherous journey to the United States in search of a better, safer life. Many are fleeing for their lives, and most have experienced multilayered trauma, including exposure to violence in their countries of origin, exploitation or abuse on route to the U.S., and racism and discrimination after crossing the border. This workshop will explore the effects of these traumatic experiences on mental health and educational achievement and will highlight strategies for culturally-sensitive, trauma-informed practice with this population.

**B2: “Restorative Justice Circle Immersion”** by Michael Gilbert, Psy.D., MA in Psychology & Robert Spicer, Ph.D., MS in Education

This workshop focuses on introducing the philosophy of Restorative Justice (RJ) to school staff. The workshop models and introduces the RJ practice of Peace-Making Circles, Victim/Offender Mediation and Family Group Conferences and its implementation 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. Administrators will be exposed to literature on this topic as well as analyze data. Social workers will be engaged in visioning activities as they prepare to engage their district/school teams in implementing restorative practices across their school sectors.

**B3: “Teambuilding: The Resiliency Factor”** by Shelly Kempton, LMSW

How do you reach for your potential? How does your self-monitoring system work? How do you shift your internal frequency level to balance it for optimal peak performance? How do you overcome your limitations and labels? What is your negative cycle and how can you shift it to a positive cycle? Do you realize how to respond to challenges rather than react? Do your short-term goals feed into your long-term goals? How clear are you with these goals? Do you know what ethical decision-making is, and if so, how well do you use it? Trust, when you break it, how do you rebuild it? How important is resiliency in your life? How do you create a specific plan that will work for you to improve your life?

5:15 p.m. – 6:00 p.m. Cocktail Hour

6:15 p.m. – 7:00 p.m. Dinner

7:00 p.m. – 9:00 p.m. **Thursday Evening Keynote.** (2.0 Contact hours)

***“Anxious Children in School: How to be a Part of the Solution”***  
by Kimberly Morrow, LCSW

This training is for school social workers and others interested in helping children overcome anxiety. Anxiety disorders are the most common mental illness in the United States affecting up to 25% of children. Severe anxiety in emerging adults, ages 18-24, has become the new mental health crisis. Utilizing evidenced based treatment including cognitive behavior therapy with exposure and response prevention as well as mindfulness, this workshop will provide you with a clear understanding of what you may be doing that perpetuates anxiety, simple ways to help children take charge and win the anxiety game, as well as skills you can take back to your work and use immediately to help children who suffer with anxiety. Workshop presentation includes cases examples, videos and interactive practice to aid with skill acquisition.

## **Friday, November 2, 2018**

7:00 a.m. - 8:15 a.m. Registration/sign in & Buffet Breakfast

8:15 a.m. - 10:15 a.m. **Friday Morning Keynote** (2.0 Contact hours)  
***“Identifying and Managing Threats in our Schools”***  
by Marc Martinez, Ph.D, Licensed Psychologist

Threat assessment and management is a process that contributes to a comprehensive approach to school safety. It involves identifying threats according to categories of offenders, motivation, and fact patterns; determining the seriousness of the threat; and creating intervention strategies to protect potential victims and reduce the risk posed by a potential perpetrator.

10:30 a.m. - 12:30 p.m. Breakout Sessions C (2.0 Contact hours) (Choose one)

**C1: *“Leveraging Cross-Systems Collaboration to Improve Educational Outcomes for Youth Experiencing Homelessness and Child Welfare Involvement”*** by Anahita Ball, Ph.D., MSW; Annette Semanchin, Ph.D., MSW; Elizabeth Bowen, Ph.D., AM Clinical Social Work

“Who wants to be in school and just get in trouble? I know I'm going to get in trouble today.” This and many other statements from youth demonstrate the ways in which cumulative adversity manifests at school. This presentation will share findings from a research study focused on the needs of cross-systems youth – those who experience homelessness/ residential mobility, child welfare involvement, and educational difficulties. We will share critical areas of intervention and practice identified from extensive interviews with youth, as well as strategies for cross-systems collaboration. Emphasis will be placed on schools as critical hubs of service provision.

**C2: *“An Introduction to Emotional Freedom Technique”*** by Kimberly Morrow, LCSW

This training is for school social workers and others interested in learning Emotional Freedom Technique (EFT) to use with school aged children. EFT combines elements of exposure and cognitive therapies along with tapping on acupuncture points to assist clients in processing a variety of emotional conditions including anxiety, stress, negative thoughts, performance issues,

## Friday, November 2, 2018 Cont.

overcoming limiting beliefs, and other obstacles that get in the way of being present in school and in life. It is an empowering practice as it can be taught to clients for self-use in symptom management and is an integrative way to address multiple problems. EFT can be a helpful adjunct to Cognitive Behavioral Therapy when incorporated into their treatment plan. De-identified case studies will be presented for enhanced learning. This training will teach the theory and technique with opportunities to practice, and gain comfort and confidence using EFT.

C3: ***“Schools, Implicit Bias, Equity, and Social Work Practice”*** by Rolanda Ward, Ph.D., MSW, MDiv.

Participants will explore examples of implicit bias in the school setting and will link these examples to social work’s call for diversity. In addition, participants will examine educational policies and the role of youth work in the school setting to sketch out an initial school-based intervention that can work to address bias and equity in their schools.

12:45 p.m. – 1:30 p.m. Buffet Luncheon

Karin Carreau of Carreau Consulting

Presentation of *“Ruth Shwartz School Social Worker of the Year Award”*

1:45 p.m. - 3:45 p.m. Breakout Sessions D (2.0 Contact hours) (Choose one)

D1: ***“The Process of Solidifying Presence & Support with Students, Families and Within Your School Building”*** by Evelyn Bautista-Miller, LMSW, SDA

An icebreaker will be conducted at the beginning of this workshop to be able to gain knowledge of the various dynamics of one’s work environment within their school building. I will then pose this question to social workers. Do you ever feel like you keep spinning your wheels with lack of support from your school building? There is no need to continue to spin your wheels anymore; here are some ways to creatively engage your students, parents and school community. This course is designed to provide you with a wealth of information on how to execute a positive existence within your school building. We will discuss ways to utilize interventions on cultivating a healthy student and staff relationship. You will be empowered to become creative in ways that you can effectively engage yours students at the same time during this process. Social Workers will have a handout that will be formalized to assist in creating their plan of action. There will be healthy dialogue centered on social worker’s strength and personal challenges. Social workers will be able to overcome these challenges by utilizing a strength-based effort by working around these potential barriers. There will be an “Question and Answer” at the end of the segment to provide the opportunity for social workers to be able to feel comfortable and to be able to learn ways on how to make a bigger impact within their school. This workshop will create an opportunity for social workers to be able to devise a plan of action to take back to their specific school(s). Some of the strategies in effectively working with students are being patient, welcoming and helpful. Some of the strategies in effectively working with administrators are by involving yourself within school committees and providing ways that you can help promote healthy intervention measures.

## Friday, November 2, 2018 Cont.

D2: ***“Children, School Social Work and the DSM 5”*** by Julie Beatrice, LCSW-R, ACSW

Biopsychosocial assessment from a school social-work, psychoanalyst and educator value based perspective that cover core human rights and social justice for school children, focusing on well-being and illness, and the biopsychosocial functioning of children related to confronting trauma, connecting to reality, relating to others, managing the body experience, being cared for, and responding to the vicissitudes of school and home life. The course presents the skills and knowledge for the differential assessment of children across early childhood through adolescence emphasizing the importance of recognizing both strengths and vulnerabilities at these early ages and in the areas of functioning that children need in order to learn.

D3: ***“Tough Conversations: Sex, drugs and other tough topics!”*** by McKenzie Mattison, MSW, LMSW & Melissa Pietrkiewicz, MSW, LMSW, (2017 Keynote Speaker)

This workshop will explore various avenues to support youth, adolescents and their families during difficult times. Developmentally, students need safe adults to discuss questions, concerns, and challenges associated with sexual health, gender identity, substance use and family dysfunction. Join us for an interactive presentation and discussion on how to do this using a trauma-informed lens. Nervous about these topics? This session is for you!

3:45 p.m. – 4:00 p.m. Ending Announcements & Adjourn

5:30 p.m. – 9:00 p.m. Board meeting/Dinner