



# 58<sup>th</sup> State School Social Work Conference

“Creating a Culture of Care”

Presented by the:

**New York State School Social Workers’ Association**

November 2 & 3, 2023

Sagamore Resort  
Bolton Landing, NY



## 58<sup>th</sup> NYSSSWA State Conference -- Schedule at a Glance

### Thursday 11/2/2023 (5.5 CEs)

7:30 am – 8:30 am Registration

8:30 am – 8:45 Welcome

8:45 am – 10:45 **General Session 1: “When GENDA Met DASA – What Does the Law Say for LGBTQ+ Students?” by David Diamond, M.Ed. & Liz Verrastro, LMSW (2 CEs)**

11:00 am – 12:30 pm Breakout Sessions A: (1.5 CEs)

A1: “Biofeedback as a Tool to Improve Self-Management” by Dr. Erin Cole, LCSW

A2: “Eating Disorders: Identifying symptoms and behaviors and the use of inventories in the assessment and evaluation of an eating disorder” by Jennifer Dry De Santo, M.S.Ed. & Jim Witmer, LICSW

A3: “Yoga, Mindfulness & Social/Emotional Learning in the School Setting” by Jill Wojcik Pula, LCSW

12:45 pm – 1:45 pm Luncheon & Ruth Schwartz School Social Worker of the Year Award

1:45 pm – 2:15 pm Regional Meeting (No break between)

2:30 pm – 4:30 pm Breakout Sessions B (2 CEs)

B1: “Using the ORIENT Problem-solving Process to Support LGBTQ+ Youth” by David Diamond, M.Ed. & Liz Verrastro, LMSW

B2: “Youth Suicide Prevention: Assessment and Safety Planning” by Dr. Celia Spacone

B3: “Dialectical Behavioral Therapy Skills in the School Environment” by Sheri Kreher, LCSW

4:30 pm – 5:30 pm Meet and Greet Informal Gathering

### Friday 11/3/2023 (6.5 CEs)

7:00 am – 8:00 am Breakfast

8:15 am – 10:15 am **General Session 2: “Evidence Based Treatment for Youth Depression and Anxiety: Practical School Based Applications” by Dr. David Pratt (2 CEs)**

10:30 am – 12:00 pm Breakout Sessions C (1.5 CEs)

C1: “Functional Approaches to Behavior Management: A primer for school social workers” by Dr. Stephanie Columbia, LCSW-R

C2: “The Buzz Around Restorative Justice” by Tanika McCullough, LCSW

C3: “Ethics Part 1: Boundaries and Risk Management Strategies” by Virginia David, LMSW

12:15 am – 1:00 pm Lunch & Membership Meeting

1:15 pm – 2:45 pm Breakout Sessions D (1.5 CEs)

D1: “Establishing a District Trauma Sensitive Schools Model” by Joseph Otter, LMSW

D2: “Ethics Part 2: Boundaries and Risk Management Strategies” by Virginia David, LMSW

D3: “Art Therapy in School Settings: Art based interventions with school aged children” by Emily Genovese, MS, ATR-BC, ATCS, LCAT

3:00 pm – 4:30 pm **General Session 3: “Crisis Response, Management and Threat Assessments: Rochester City S.D. Remote Support Team Model” by Tamara Sheppard, LCSW (1.5 CEs)**

9/10/2023

# 58<sup>th</sup> State School Social Work Conference

## Program of Events

### Thursday, 11/2/2023 (5.5 CEs)

7:30 am – 8:30 am Registration

8:30 am – 8:45 am Welcome

8:45 am – 10:45 am **Opening General Session 1:** (2 Contact Hours)

**“When GENDA Met DASA – What Does the Law Say for LGBTQ+ Students?”**

by David Diamond, M.Ed. & Liz Verrastro, LMSW

This session will present the legal underpinnings of working with LGBTQ+ youth in schools, how they impact and inform the work of professionals as they support LGBTQ+ students, identify some of the areas of concern that schools may encounter as the number of LGBTQ+ students who are making themselves known increases and changes, and look at some of the ways that professionals and schools can respond.

11:00 am – 12:30 pm Breakout Sessions A: (1.5 Contact Hours) (Choose One)

**A1: “Biofeedback as a Tool to Improve Self-Management”** by Dr. Erin Cole, LCSW

Self-management, as defined by CASEL, includes the ability of our students to regulate their emotions, use coping skills, and demonstrate self-discipline. Biofeedback is a technique that connects the mind and body to create awareness and later, automatic responses to bodily functions like heart rate. Through a game-based biofeedback, this speaker improved self-management skills in a small group of students in an urban elementary school. This workshop will talk about the intervention used, the outcomes it showed, and how other School Social Workers could use biofeedback to support self-management in students.

**A2: “Eating Disorders: Identifying symptoms and behaviors and the use of inventories in the assessment and evaluation of an eating disorder”** by Jennifer Dry De Santo, M.S.Ed. & Jim Witmer, LICSW

Eating Disorders: Identifying symptoms and behaviors of an eating disorder. This workshop will provide education and resources to use when assessing and evaluating for an eating disorder. In addition, this workshop will provide information on resources available in NY State (such as School Based Project ECHO for Eating Disorders), when/how to refer a student to care, communication with family, and suggestions on supporting a student returning to school from treatment.

**A3: “Yoga, Mindfulness & Social/Emotional Learning in the School Setting”**

by Jill Wojcik Pula, LCSW

A unique opportunity to participate in an experiential experience while learning techniques to help your clients/students.. You will learn yogic interventions and specific mindfulness techniques/tools to help implement social, emotional and behavioral changes. These experiences can help to create an alternative view and new pathways supporting clients in responding to distressing experiences rather than reacting to them. Experienced practitioners and those new to yoga and meditation will benefit from this workshop. (Please bring your own yoga/workout mat).

12:45 pm – 1:45 pm Lunch

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

1:45 pm – 2:15 pm Regional Meeting

2:30 pm – 4:30 pm Breakout Sessions B (2 Contact Hours) (Choose One)

**B1: “Using the ORIENT Problem-solving Process to Support LGBTQ+ Youth”** by David Diamond, M.Ed. & Liz Verrastro, LMSW

ORIENT is a problem-solving model that helps schools assess areas of student need and developing a range of implementation plans to address situations that schools frequently encounter. Going from guided practiced to more independent application, participants will apply the ORIENT Approach to scenarios taken from area schools. We will discuss the elements situations may have in common, but also how each is unique, and may require some creativity to make everything work.

**B2: “Youth Suicide Prevention: Assessment and Safety Planning“** by Dr. Celia Spacone

This workshop focuses on clinical practice. What is “suicide” and why do youth try to take their lives? It will provide relative data on prevalence, high risk groups and trends. It will review risk factors and warning signs. Instruction will include how to conduct the Columbia Suicide Severity Rating scale (screening version) and how to complete a thorough and effective Safety Plan in the model of Stanley and Brown.

**B3: “Dialectical Behavioral Therapy Skills in the School Environment”** by Sheri Kreher, LCSW

Presentation will provide an introduction to Dialectical Behavioral Therapy (DBT) skills and how they can be utilized in a school setting. Participants will learn about the four DBT skill sets - mindfulness, emotional regulation, distress tolerance and interpersonal effectiveness - and will practice at least one skill in each area. Discussion of how DBT skills can be used in individual or group counseling, or in classrooms. Geared to middle school/high school social workers.

4:30 pm – 5:30 pm Meet and Greet Informal Gathering



## Friday, 11/3/2023

7:00 am – 8:00 am Breakfast

8:15 am – 10:15 am **General Session 2:** (2.0 Contact hours)

**“Evidence Based Treatment for Youth Depression and Anxiety: Practical School Based Applications”** by Dr. David Pratt

The training will cover a variety of evidence-based interventions that are practical and readily applicable for School Social Workers to utilize with depressed and/or anxious students. The training will cover traditional cognitive-behavioral therapy (CBT) approaches as well as more recent “Third Wave” advances.

Through the use of structured therapeutic activities, client handouts and worksheets attendees will learn how to implement a variety of interventions with youth such as: CBT case conceptualization; psycho-education, mindfulness practices; mood monitoring; behavioral activation; cognitive restructuring; exposure therapy; problem solving; distress tolerance; social skills training; and various Positive Psychology interventions such as “what went well today”, gratitude, self-compassion, optimism, and growth mindset. This training will provide a valuable set of practical clinical tools to enhance your clinical competency with depressed and/or anxious youth.

10:30 am – 12:00 pm Breakout Sessions C (1.5 Contact Hours) (Choose One)

**C1: “Functional Approaches to Behavior Management: A primer for school social workers”** by Dr. Stephanie Columbia, LCSW-R

Today’s school social worker is more deeply involved in behavior management and crisis intervention than ever before. This workshop will review the 5 functions of behavior and how to identify the behavioral need, develop and implement an effective intervention and progress monitor the intervention. Participants will be able to create teacher friendly data collection processes for progress monitoring. Attendees will leave with knowledge and resources to work on Functional Behavior Assessments and Functionally equivalent behavioral interventions to help our students in crisis.

**C2: “The Buzz Around Restorative Justice”** by Tanika McCullough, LCSW

Restorative Justice has become a popular buzzword in education to describe what many would consider school huddles, advisory, and other student-centered activities. Although these practices focus on social-emotional learning, they do not necessarily mimic the framework of restorative justice practices in schools. There are many misconceptions about how RJ is implemented in schools. In this workshop, we will identify definitions and terms circulating the practices in schools. At the same time, learning the five principles of RJ, delineating restorative circles and restorative practicing mindsets, all while understanding the basics of facilitating a circle.

C3: **“Ethics Part 1: Boundaries and Risk Management Strategies”** by Virginia David, LMSW

***The workshop in its entirety meets the NYSED requirement: “A licensed psychologist, social worker or mental health practitioner required to complete continuing education must complete 3 hours of acceptable course work in appropriate professional boundaries, in each 3-year registration period starting April 1, 2023.”***

This three-hour workshop will focus on boundary issues, dual relationships in social work, challenges in electronic technology, and risk management strategies. Specific focus will be placed on the patterns of boundary issues, the consequences for clients when boundary violations occur, and risk management strategies to prevent boundary violations. Specific standards from the NASW Code of Ethics will be identified and discussed.

**Part 1** will focus on ethics and boundaries, boundary crossings, boundary violations, SED violations over the past 4 -5 years which prompted the new Ethics requirement by NYSED, major themes related to boundaries from Reamer (intimate relationships, altruism, personal benefit, emotional dependence needs and unavoidable and unanticipated circumstances). The presentation will include several short videos that support the discussion/presentation, plus applicable risk management strategies and small group discussions.

12:15 am – 1:00 pm Lunch & Membership Meeting

1:15 pm – 2:45 pm Breakout Sessions D (1.5 Contact Hours) (Choose One)

D1: **“Establishing a District Trauma Sensitive Schools Model”** by Joseph Otter, LMSW

This session will share the journey of Lansingburgh Central School District in its development of a district-wide Trauma Sensitive Schools model. The district has been implementing a Trauma Sensitive Schools initiative for the last seven years and this session will discuss the systems, data and practices that are integral to its implementation. Participants will be able to identify multiple data sources to utilize as part of measuring the process and outcomes of implementation as well as key personnel and next steps.

D2: **“Ethics Part 2: Boundaries and Risk Management Strategies”** by Virginia David, LMSW

***The workshop in its entirety meets the NYSED requirement: “A licensed psychologist, social worker or mental health practitioner required to complete continuing education must complete 3 hours of acceptable course work in appropriate professional boundaries, in each 3-year registration period starting April 1, 2023.”***

This three-hour workshop will focus on boundary issues, dual relationships in social work, challenges in electronic technology, and risk management strategies. Specific focus will be placed on the patterns of boundary issues, the consequences for clients when boundary violations occur, and risk management strategies to prevent boundary violations. Specific standards from the NASW Code of Ethics will be identified and discussed.

**Part 2** will focus on boundaries and ethical dilemmas relative to electronic boundaries including telemental health services, Facebook, Instagram, texting, and cell phones along with applicable risk management strategies. Video vignettes as well as a number of examples will reflect practice in school settings and/or working with adolescents that will resonate with participants at the conference and be part of small group discussions followed by applicable risk management strategies.

**D3: “Art Therapy in School Settings: Art based interventions with school aged children”** by Emily Genovese, MS, ATR-BC, ATCS, LCAT

Attendees will learn about how art therapists work in school settings. School Social Workers and School Based Clinicians in all types of school settings experience challenges, barriers, and stressors associated with working with children who experience mental health challenges throughout the school day. This session will provide strategies for offering support to students using creativity and specific art therapy interventions that you can use in your work with children experiencing anxiety, family stress and the impact of violence, accidents, illness, suicide, etc. Attendees will also learn strategies to improving your own professional well-being and sense of fulfillment in challenging settings (e.g. using art to process your own emotions about your work).

3:00 pm – 4:30 pm **Closing General Session 3:** (1.5 Contact Hours)

**“Crisis Response, Management and Threat Assessments: The Rochester City School District Remote Support Team Model”** by Tamara Sheppard, LCSW

The RCSD Remote Support Team Response Plan provides strategies for addressing crisis intervention within the Rochester City School District. The primary purpose of a crisis support response is to help students and staff cope with disruptive behaviors and critical incidents resulting from a school or community related crisis. Participants will be able to differentiate between crisis response levels as well as learn strategies to respond to crisis with social emotional supports rather than utilizing police intervention. Our goal is to assist students and staff, in a culturally responsive manner, to return to normal routines as quickly and calmly as possible, following a disruption of the educational process. This workshop will review the model utilized and lessons learned along the way.

4:30 p.m. – 4:45 p.m. Ending Announcements & Adjourn

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