

15th Annual School Social Work Conference
Building Resilience: Overcoming the Challenges of Poverty, Bias, and Trauma
#2488
Friday, October 18, 2019
Howard Community College
10901 Little Patuxent Pkwy, Columbia, MD 21044

Exhibitor Information is available on our website at www.nasw-md.org

AGENDA

(7 CEUs)

Friday, October 18, 2019

7:45 a.m. – 8:15 a.m.

Registration, Continental breakfast, and networking

KEYNOTE ADDRESS

8:15 a.m. – 9:15 a.m.

Keynote Address: **Champion of Change: A Journey of Healing & Resilience**

Keynote Speaker: **William Kellibrew, IV**

Global Victim Advocate



William Kellibrew, IV is a global advocate for victims of crime. Kellibrew works closely with top leaders and communities to address trauma and violence across multiple fields including local, state, and federal agencies, Native American tribal entities, and communities that impact the well-being of children, youth, and families. Kellibrew is connected personally and professionally to his work. In 1984, he witnessed the murders of his mother, Jacqueline, and 12-year-old-brother, Anthony, in their family living room by his mom's estranged boyfriend.

Since then, he has continually healed and has become a beacon for other survivors. Kellibrew's story has been featured in many training videos that prepare victim service professionals for the field, including victim service agencies, the Federal Bureau of Investigation, and police academies. In 2011, Kellibrew was recognized by the White House as a 'Champion of Change', and in 2013 he received the *Voice Award* from SAMHSA for his work across the country as a peer/consumer leader advocating mental health. In 2014, he accepted the *Capitol Probe Award* at the District of Columbia Hall of Fame Induction Ceremony and in 2015 he received the U.S. Congressional Victims' Rights Caucus *Eva Murillo Unsung Hero Award*. Follow Kellibrew on Twitter/Facebook.com/willkelli.

Keynote Synopsis: On July 2, 1984 at the age of 10, William witnessed the murders of his mother, Jacqueline and 12-year-old brother, Tony, in their living room, by his mother's ex-boyfriend. The killer died by suicide that day, but not before he forced William to beg for his life at gunpoint. In this presentation, William shares his personal and professional journey of healing and resiliency. From experiencing multiple childhood traumas including child sexual abuse, domestic and gun violence, stalking, bullying, and other victimizations, William has emerged as a global advocate and authority on addressing violence and trauma throughout multiple systems and settings. His synergy with the audience is inspiring and motivating as he provides a practical approach to supporting individuals, families, and communities impacted by violence and trauma.

Learning Objectives: After this presentation participants will:

1. Identify key elements in healing after childhood trauma.
2. Identify key elements in resiliency after childhood trauma.

3. Use William's story as a catalyst to continue the conversation on supporting children and families affected by violence and trauma in multiple systems and settings.

MORNING SESSIONS

9:25 a.m. – 12:35 p.m.

Workshop 1

Braiding SEL, Trauma-Informed Care and Restorative Practices to Foster Equity in a Large Urban School District



James Padden, MS, Ed.D, ABD

Director of Related Services, Academics, Baltimore City Public Schools

Chris Gaither, LCSW-C

Behavior Intervention Facilitator for Baltimore City Public Schools; City Schools FBA/BIP Training Project

Claudia Lawrence-Webb, DSW, LCSW-C (not pictured)

Morgan State University, School of Social Work, Adjunct Professor

Synopsis: This presentation focuses on Social-Emotional Learning (SEL) in

Baltimore City Public Schools and the consolidation of the different district initiatives that embrace trauma, restorative practices and SEL, with the common thread of promoting educational equity for all students. Our discussion of equity will process how the different programs using SEL address disproportionality of culturally diverse students in regards to placement and discipline.

Learning Objectives: After attending this workshop, participants will be able to:

1. Identify the highlights and challenges of consolidating multiple SEL-related district initiatives
2. Describe how SEL can be embedded in district initiatives despite their different use of language
3. Describe how the different programs using SEL address disproportionality of culturally diverse students with regard to placement and discipline

Workshop 2

Ethical Considerations and Racial Bias in Social Work Practice



Cathy Roberts, LCPC, MA

Adjunct Professor, UMB

Psychotherapist in Private Practice

Synopsis: Everyone has some degree of racial bias. What do we know about our biases and what remains hidden in our unconscious? How might our unconscious racial bias create ethical challenges in our social work practices? Information that improves our understanding of racism and our ability to engage in difficult conversations supports our professional ethics. By

practicing listening and speaking with more curiosity and less judgment, participants can reduce the possibility of their biases interfering with their connections with both clients and colleagues.

Learning Objectives: After attending this workshop, participants will be able to:

1. Identify four ethical principles that apply to cultural competency and cultural humility.
2. List five historical events that contributed to structural racism in the United States.
3. Define individual and structural bias and acknowledge to themselves one area of bias active within their own belief system.
4. Identify one way they will use the information in this workshop in their workplace.

Please note: *This workshop qualifies for the Maryland Board of Social Work Examiners' 3-hour ethics requirement for license renewal.*

Workshop 3

Interdisciplinary Studies: Race and Ethnic Relations (morning presentation)



Natalie Gillard, MA

Creator and facilitator, FACTUALITY, LLC

Synopsis: FACTUALITY is a facilitated dialogue, crash course, and board game all in one that stimulates structural inequality in the US. Participants assume the identities of the characters while encountering a series of fact-based advantages and limitations based on the intersection of their race, class, gender, faith, and sexual orientation.

Learning Objectives: After attending this workshop participants will

1. Become acquainted with the intricacies of inequality's intentionally structured foundation and its crippling cyclical nature.
2. Be able to dismantle the various preconceived biases associated with marginalized groups
3. Leave with a self-awareness and will be able to begin to contribute to inclusive rhetoric regarding the dissolution of structural inequality.

LUNCH

12:35 p.m. – 1:20 p.m.

AFTERNOON SESSIONS

1:20 p.m. - 4:30 p.m.

Workshop 4

Interdisciplinary Studies: Race and Ethnic Relations (afternoon repeat presentation)



Natalie Gillard, MA

Creator and facilitator, FACTUALITY, LLC

Synopsis: FACTUALITY is a facilitated dialogue, crash course, and board game all in one that stimulates structural inequality in the US. Participants assume the identities of the characters while encountering a series of fact-based advantages and limitations based on the intersection of their race, class, gender, faith, and sexual orientation.

Learning Objectives: After attending this workshop participants will

1. Become acquainted with the intricacies of inequality's intentionally structured foundation and its crippling cyclical nature.
2. Be able to dismantle the various preconceived biases associated with marginalized groups
3. Leave with a self-awareness and will be able to begin to contribute to inclusive rhetoric regarding the dissolution of structural inequality.

Workshop 5

Social Workers: A Key Element in Building Successful Inclusive School Communities



Johari Toe, MAT

Principal, Baltimore County Public Schools

Synopsis: This course will provide opportunities for social workers to truly engage with each other and discuss the significance of their role in a school, understand the importance of accessing tangible school-wide data, use data to find hidden stakeholder voices, and devise a plan to create and support for inclusive schools.

Learning Objectives: Participants will be able to

1. Discuss the role of the social worker and the expectations of the overall impact on the culture of the school.
2. Identify the different types of data that is easily accessible at any social worker and understand how it positively impacts the success of any school.
3. Create an equitable plan that focuses on how to merge the role of the social worker, access data, and strategies to include all key stakeholders in order to support and build an inclusive school community.

Workshop 6

Poverty and the Brain



Rob Levit , MA

Executive Director, Creating Communities; Arts Integration Teacher; Public Speaker

Synopsis: For children living in poverty and deep poverty, brain development is impacted by factors including: less cognitive stimulation, low parental education level, stressful and/or unsafe living conditions, poor nutrition, family stability, access to transportation, access to enriching cultural experiences, higher rates of chronic health problems and other ACES.

While most training on this topic offers textbook style content, this highly engaging, experiential and thought-provoking workshop will help educators and human services professionals understand how poverty affects the brains of our children and youth but more importantly will demonstrate practical and realistic strategies to mediate and mitigate its impact.

Learning Objectives: Attendees will be able to:

1. Identify the key environmental factors and ACES that most affect brain development in children and youth and what can be done to mediate the impact;
2. Recognize the concept of poverty as trauma;
3. Create at least five small brain-based interventions and activities to put into practice with children and youth to mediate the impact of poverty on their brains;
4. Identify and understand the key parts of the brain that research demonstrates are most impacted by poverty;
5. Design a systems map that identifies the interrelationship of developmental and environmental factors that influence brain development in order to design multi-level interventions and solutions;
6. Develop a working vocabulary of models and concepts used in “Poverty and the Brain” studies including research terms, basic brain anatomy, and chemicals in order to effectively advocate and communicate with educators, human services professionals, and families/students served.

Cost:

Members: (NASW-MD or SSWIM) - \$75 (add \$12 for lunch)

Non Members: \$95 (add \$12 for lunch)

Students: \$35 (add \$12 for lunch)

***Groups (over 20): \$75/per person**

Lunch (optional): \$12

***Group registration must be mailed to:**

NASW-MD Chapter| 5750 Executive Drive| Suite 100| Baltimore, MD 21228

Individual group members may purchase lunch by registering online at www.nasw-md.org

CEUS: 7 Category I

Please Note: Workshop 2 qualifies for 3 hours of ethics

Register Now