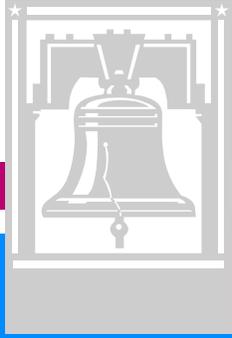


School Social Work Association of America

12<sup>th</sup> Annual Conference



March 25 – 28, 2009 ★ Sheraton Society Hill Hotel ★ Philadelphia

Justice for all...  
“Yes We Can!”

Building a  
National Community of Practice





## The Conference Location

### Sheraton Society Hill Hotel

One Dock Street  
Philadelphia, PA 19106  
(215) 238-6000  
<http://www.starwoodmeeting.com/Book/SSWA>

Located in the heart of America's most historic square mile and steps away from Independence Hall and the Liberty Bell, the Sheraton Society Hill plays the perfect host to a professional conference and family-friendly vacation destination. Enjoy the modern day amenities of an indoor pool and whirlpool, high speed wireless internet access, a fitness center and 24 hour business center, just inside cobblestone streets lined with centuries-old shops and eateries!

## Welcome to Philadelphia!

Founded in 1682 by William Penn, Philadelphia has blossomed into the country's sixth largest city while preserving its place in history as the core of progressive ideals that gave birth to the American Revolution. The Waterfront/Historic District is home to **Independence Hall** and the **Liberty Bell Center**. After dusk, relive the Revolution with five-story projections and 3-D sound during the **Lights of Liberty** show. How about a Ghost Tour? Or head toward the Delaware River for a stroll along **Penn's Landing**.

Philadelphia is home to the renowned **Philadelphia Museum of Art**, the **Franklin Institute Science Museum and the Academy of Natural Sciences**. The **Kimmel Center for the Performing Arts** showcases everything from world music to classical, from salsa to ballet, on a nightly basis. And both children and adults enjoy **The Please Touch Museum**.

Within 90 minutes of the city you'll find Brandywine Valley, home of the beautiful **Longwood Gardens**, a world-renowned horticultural showplace and the **Brandywine River Museum** which contains an extensive collection of Wyeth family art. In Lancaster County, horse-drawn buggies signal your arrival in the Pennsylvania Dutch country.

Philadelphia is home to world class shopping, major-league sports and fine dining spanning over three centuries. Stay in town or plan to expand your trip while you're here. New York is just a little over an hour away by train and you can reach Washington D.C. in just 90 minutes.

Plan to stay a few extra days to enjoy all the city has to offer!

Find out more from The Philadelphia Convention & Visitors Bureau at [www.PhiladelphiaUSA.travel](http://www.PhiladelphiaUSA.travel)



## **Conference at a Glance**

### Wednesday March 25, 2009

11:00 a.m. – 5:00 p.m.	Registration Center open
1:00 p.m. – 4:45 p.m.	Pre Conference Workshops
5:15 p.m. – 7:15 pm.	Welcome Networking Event

### Thursday, March 26, 2009

7:00 a.m. – 5:00 p.m.	Registration Center open
8:45 a.m. – 10:00 a.m.	General Session and Keynote Address
10:00 a.m. – 6:00 p.m.	Exhibit Hall open
10:15 a.m. – 11:45 a.m.	Workshop Series A
12:00 p.m. – 1:30 p.m.	SSWAA Luncheon and Annual Meeting
2:00 p.m. – 5:15 p.m.	Workshop Series B

### Friday, March 27, 2009

7:00 a.m. – 5:00 p.m.	Registration Center open
8:00 a.m. – 9:00 a.m.	Regional Meetings
9:00 a.m. – 5:00 p.m.	Exhibit Hall open
9:30 a.m. – 11:30 a.m.	Workshop Series C
11:30 a.m. – 1:15 p.m.	Meet the Author Lecture
	Specialty Meetings
	Lunch on Own
1:30 p.m. – 4:45 p.m.	Workshop Series D
	Choose from 90, 120 and 180 minute sessions

### Saturday, March 28, 2009

7:00 a.m. – 9:00 a.m.	Registration Center open
8:30 a.m. – 10:30 a.m.	Workshop Series E
10:45 a.m. – 1:00 p.m.	Brunch and Keynote Address

Have a safe journey home!

## Pre-Conference Workshops

### Wednesday, March 25 1:00-4:45

#### Ethical Considerations for School Social Workers

Social workers in school settings face difficult ethical challenges on a daily basis. Ethical dilemmas arise in many areas including confidentiality, self-determination, safety and health concerns, boundaries and staff relations. This lively workshop will engage participants in identifying ethical dilemmas, ethical considerations with each age group, confidentiality, informed consent, communication with parents, documentation and steps for successfully resolving ethical dilemmas.



*Ruth Lipschutz, LCSW, ACSW, is a licensed clinical social worker with postgraduate certification in ethics, mediation, Transformational Imagery (trainer level), hypnotherapy, Eye Movement Desensitization and Reprocessing (EMDR), and Thought Field Therapy (TFT). She received her MSW from the University of Illinois in 1978 and went on to complete the two-year postgraduate training program of the Institute for Family Studies at Northwestern University. She is a member of NASW's National Ethics Committee and serves as a panelist, consultant, mediator and trainer for the NASW Illinois Chapter Ethics Committee. She is currently in private practice.*

#### Understanding the World of Autism...Bringing the Universe a Little Closer

Work with children on the Autism Spectrum has become an important component of all school social workers' practice. In this experiential workshop, participants will have the opportunity to gain a deeper understanding of diagnosis, evidence-based practices, elements of Universal Design for Learning and teacher and family resources. Examples of Assistive Technologies from low tech to high tech are explored in a multi-media format.



*Kristina Lind, L.C.S.W, ABD, is a consultant in Private Practice and an Adjunct Professor at Loyola University and the University of Illinois at Chicago.*



*Joan Fedota, Ed.D., LCSW is the Assistant Dean of the National College of Education at National-Louis University in Chicago. Dr. Fedota has been a school social worker in Early Childhood and Elementary Education for over 20 years.*

# Keynote Speakers

## Steve Sroka



Thursday, March 26 8:45-10:00

*The Power of One!*  
*The School Social Worker's Role in Making Sure*  
*No Child is Left on His or Her Behind*

Dr. Sroka's spirited presentations stressing the importance of "Just Say Know" and the "Power of One" have resulted in guest appearances on many TV programs, including the Oprah Winfrey Show, as well as coverage in many newspapers including USA Today

Dr. Sroka is an internationally recognized speaker, trainer, author, teacher and educational consultant on adolescent health behaviors including sex, drugs and violence education, brain based learning and teaching and administrating to the whole child. He often talks about dropout prevention and alternative education.

He is an Adjunct Assistant Professor, School of Medicine, Center for Adolescent Health, Case Western Reserve University, an Adjunct Associate Professor of Health Education at Cleveland State University and President of his company, Health Education Consultants. He has worked in schools for over 30 years with social workers.

## Judith Sachs



Saturday, March 28 10:45-1:00

*Wired Teens and Media-Savvy Social Workers*

The coauthor of "The Anxious Parent" and "Wanna Be My Friend?: How to Strengthen Your Child's Social Skills," Judith is a widely recognized health and parenting expert who appears regularly on national television and radio, including an appearance on "The Today Show" for ParentingTeensNetwork. She is also the author or coauthor of over 20 other books on preventive healthcare.

Judith has extensive interactive and online skills, having served as a behavior strategist at several Web companies. She has developed online marketing tools and has overseen the creation of targeted messaging for consumer health Web sites.

Judith has facilitated parent and educator conferences, online and off, to support and instruct "digital immigrants" (anyone born after 1960!) in the subtleties of the Web. She has successfully parented one teenage daughter, now a young adult who graduated from Barnard College and is currently working the film industry in New York.

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

# THURSDAY MARCH 26, 2009

10:15 A.M. – 11:45 A.M.

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

## A1 Typical or Troubled? (TM) School Mental Health Education Program

**Colleen Reilly, MPP**, Program Director, The Reilly Group, Inc, Washington, DC

Learn about how to use, implement, and the impact of Typical or Troubled, a turn key educational program of the American Psychiatric Foundation designed to encourage and equip teachers and school personnel to notice the warning signs of mental health problems and refer teen for help in addressing these problems. In partnership with SSWAA and its members, the program is being implemented in over 120 schools and districts, educating about 11,000 teachers and connected with more than 180,000 high school students. The program is also a positive way to link teachers with school social workers.



## A2 The Siblings' Voice: Growing Up with Special Needs Siblings

**Meryl Schaffer, LCSW-R**, School Social Worker, Mamaroneck Public Schools, Mamaroneck, NY  
**Joan Chess, M.S., CAS**, School Psychologist, Mamaroneck Public Schools, Mamaroneck, NY

The Siblings' Voice project explores the complex relationship between typical children and their disabled brothers and sisters. This ongoing project examines both the strengths and strategies that siblings utilize, as well as the issues and concerns that emerge over time. The presentation will include a video in which siblings discuss a wide range of emotional responses. The workshop also includes important information for professionals in their work with students and families with special needs children.

## A3 Creating Resilient Communities through Critical Service Learning and Youth Activism

**Cassandra McKay, Ph.D.**, Assistant Professor, University of Illinois-Jane Addams College of Social Work, Chicago, IL

This presentation highlights how MSW interns formed youth-adult partnerships to create resilient school communities. As a final project in an advanced practice course, interns engaged marginalized youth to play an active role in facilitating social change within their urban schools. By utilizing critical service learning as a tool, interns employed three social and emotional learning goals: 1) self-awareness 2) social awareness and 3) decision making skills. The final project required interns to collaborate with school personnel to enhance the youths' positive sense of self and collective efficacy to constructively impact their surroundings.

## A4 The Elementary School Success Profile Model of Assessment and Prevention

**Joelle Powers, Ph.D.**, Assistant Clinical Professor, University of North Carolina at Chapel Hill, Chapel Hill, NC  
**Natasha Bowen, Ph.D.**, Associate Professor, University of North Carolina at Chapel Hill, Chapel Hill, NC

The Elementary School Success Profile Model of Assessment and Prevention (ESSP MAP) represents a novel approach to supporting school-level efforts to improve student achievement. The ESSP MAP empowers school teams to make data-driven intervention decisions through a social environmental assessment of third through fifth grade students, a collaborative team-based decision making process, and an online database of best practices for school-based intervention. This presentation describes the ESSP MAP assessment and process, as well as promising preliminary results and lessons learned from utilizing this approach in three school districts in North Carolina. Benefits, pitfalls, and most successful strategies will be shared.

A5

## School Social Work and Research-Based Universal School-Wide Interventions

**Lynn Bye, Ph.D.**, Associate Professor, University of Minnesota Duluth, Duluth, MN  
**AnnMarie Mumm, Ph.D.**, Professor, Rhode Island College, Providence, RI

School-wide interventions are an important component of the Response to Intervention (RtI) approach. This session will: describe how school-wide interventions fit into the RtI model; summarize research that supports school-wide interventions; identify key considerations for implementation of school-wide interventions; discuss the knowledge and skills school social workers need for implementation of school-wide research-based prevention and intervention; and describe school-wide interventions shown to reduce truancy and chemical dependency.

A6

## Meeting the Needs of Parents of Children with Severe Disabilities

**Rita Walters, M.S.W.**, Doctoral Student, Michigan State University, East Lansing, MI

This workshop will critically examine what has been discovered about parents of children with severe disabilities; how is severe disability defined; what factors influence parents' ability to adequately care for their disabled child; and how children with severe disabilities are viewed in education, political, and cultural systems. It presents the structural problems and difficulties families face, and explores how research has evaluated the impact of care and perceptions of the parents. It also examines the role of social work in assisting these children and families to enhance their quality of life.

A7

## Training for Tomorrow; School Social Work and Field Instruction

**Deirdre Spelman, M.S.W.**, Director of Field Education, Marywood University School of Social Work, Scranton, PA

Social Work in school settings requires a wide range of skills and abilities to think outside the box, be creative and function as part of a multidisciplinary team. This workshop

focus is developing field experiences for students to address the needs of today's complex educational systems in meeting the needs of students and preparing them for the future. The workshop is a combination of didactic and experiential learning activities for field instructor use which will facilitate student mastery of the skills and knowledge necessary to be competent practitioners.

A8

## Be Your Own Best Advocate: Your Job Could Depend on It!

**Myrna Mandlawitz, Esq.**, SSWAA Government Relations Specialist, MRM Associates, Washington, DC  
**Richard Spring, M.S.W.**, School Social Worker, Ingham Intermediate School District, Mason, MI

This workshop is designed for School Social Workers who are not willing to just sit on their hands when their very jobs could be lost if they fail to advocate for themselves. Of course, this is not the only reason SSWs need to be aware of how to make their case at the federal, state, and local levels, but recently it is happening with greater frequency. Workshop presenters will use humor to help even the novice advocate learn a tremendous amount in the relatively short span of this session. You will come away armed with proven strategies for getting the attention of those who control our jobs, the funding of positions, and the services available to the clients and families we serve. Come prepared to be an active participant in this critically important session.



☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

# THURSDAY MARCH 26, 2009

2:00 P.M. – 5:15 P.M.

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

## B1 Easing the Teasing - Helping Kids Cope with Name-Calling, Ridicule, and Verbal Bullying

**Judy Freedman, M.S.W. L.C.S.W., Glenview, IL**

Teasing is a universal problem, and it cannot be completely prevented. Although children are unable to control the actions of others, they can learn to control their own reactions to the tease. School social workers can be extremely instrumental in helping students cope with name-calling, ridicule, and bullying. This workshop will empower participants with tools, tips, and practical advice to empower kids. Types of teasing vs. bullying, reactions to and prolonged effects of teasing, and the 10 "Easing" strategies will be addressed. Suggestions for classroom and school-wide activities and interventions will also be discussed.

## B2 Advancing Social Marketing Thinking in School Social Work Practice

**Patricia Beauchemin, M.S.W., School Social Worker, Barrington Public Schools, Warwick, RI**  
**Michael Kelly, Ph.D., Assistant Professor, Loyola University Chicago - School of Social Work, Chicago, IL**

Worried that your school social work position may be on the chopping block? This workshop will explore theories of social marketing and its relevance in getting administrators to sit up and take notice of school social workers "products" in the educational marketplace. You don't need an MBA, just a willingness to take some risks and carve out your niche in your school system.



## B3 WhyTry? Innovative Interventions that Provide Hope and Motivate Youth to Overcome Poverty, Violence and Failure

**Christian Moore, M.S.W., Founder, The WhyTry Organization, Orem, UT**

The presentation will provide the audience with tools to help youth answer the question, "Why try in life?" Christian Moore will walk the audience through several practical methods to teach emotional intelligence and important life skills such as: anger management, problem solving, overcoming peer pressure, keeping laws and rules, building support systems, and having a vision of their future. This workshop will emphasize a strength-based approach to helping youth overcome their challenges using "multiple intelligence" methods that emphasize the youths' learning styles, including visual analogies (pictures), music, and hands-on activities, to teach youth in ways that they will understand and remember.

## B4 Digital Narrative Therapy

**James Barber, M.S.W., School Social Worker, Retired, Grand Rapids, MI**  
**Sarah Barber, L.L.M.S.W., School Social Worker, Grand Rapids, MI**

The presenters (father/daughter school social workers) will describe a counseling method where the school social worker and student engage in ongoing co-authorship of a pictorial and narrative document on a computer. This approach builds on student strengths and encourages self-monitoring and growth. Examples of its application with a variety of students are presented as well as ways of utilizing some of the visually rich and highly flexible aspects of digital media.

B5

## Looking Through a Trauma Lens: Supporting Youth Exposed to Violence through Evidence-Based, Trauma-Informed Services in Schools

**Joshua Kaufman, L.C.S.W.**, *Psychiatric Social Worker, School Mental Health, Los Angeles Unified School District, Los Angeles, CA*

Multiple studies have found that substantial numbers of children exposed to community violence later develop symptoms of posttraumatic stress disorder. Exposure to community violence has also been positively correlated with elevated rates of depression and anxiety and impaired scholastic performance. This session will assist participants to look through a “trauma lens”, and understand the core components of Evidence-Based, Trauma-Informed Services, with an emphasis on Cognitive Behavioral Intervention for Trauma in Schools (CBITS), a group curriculum that meets the U.S. Department of Education’s No Child Left Behind policy, and is nationally recognized as an evidence-based program.

B6

## A Problem Solving Approach to Early High-Risk Behaviors

**Myrna Shure, Ph.D.**, *Research Professor, Drexel University Dept. Psychology, Philadelphia, PA*  
**Mary Beth Johns, M.S.W.**, *Trainer/Consultant and Program Administrator, Office of Prevention Resource Clearinghouse, Wilmington, DE*

School social workers will learn practical skills to apply a unique problem solving approach to help reduce and prevent early high-risk behaviors in elementary school-aged children. Empirical research has shown that as children become more sensitive to their own and others’ feelings, more aware of consequences of their acts, and better able to think of alternative solutions to interpersonal problems, they become less physically, verbally, and relationally aggressive, better able to wait and cope with frustration, less inhibited, experience better peer relationships, and do better academically -- all protectors of later violence, substance abuse, unsafe sex, school dropout, and depression.

B7

## Reluctance to Speak and Elective Mutism in Children: Characteristics, Assessment and Treatment

**Christopher Kearney, Ph.D.**, *Professor, University of Nevada- Las Vegas, Las Vegas, NV*  
**Courtney Haight, M.A.**, *University of Nevada - Las Vegas, Las Vegas, NV*

Many children are reluctant to speak or are overly shy at school. Other children suffer from a more serious condition, selective mutism, that involves unwillingness to speak in public situations. This workshop covers state-of-the-art information on this population, including the various types of children who are reluctant to speak.

Detailed assessment strategies and treatment techniques are covered at length as well and will involve didactic training and video examples. A particular focus will be made on techniques applicable to a school setting so that immediate implementation of the covered material is possible.



B8

## Hot Topics in School Law

**Ken Childs, J.D.**, *Attorney, Childs & Halligan, Columbia, SC*

Hot Topics in School Law will include an overview and discussion of recent U.S. Supreme Court decisions interpreting the Individuals with Disabilities Education Act (IDEA), the legal aspects of school searches of students, Family Educational Rights and Privacy Act (FERPA), and student confidentiality issues.

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

## **FRIDAY MARCH 27, 2009**

**9:30 A.M. – 11:30 A.M.**

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

C1

### **Psychological First Aid: Listen, Protect, Connect**

**Joshua Kaufman, L.C.S.W.,** *Psychiatric Social Worker, School Mental Health, Los Angeles Unified School District, Los Angeles, CA*

Children exposed to violence and trauma can be resilient, and their responses shorter-term with appropriate environmental support. This workshop will underscore the importance of focusing on prevention and early intervention, rather than assuming that children will outgrow their symptoms. This workshop will introduce Psychological First Aid for students after a school crisis, emergency or disaster. This model will help students bounce back more quickly from a critical event; assisting students to return to school, stay in school, continue to learn, and return to their usual school based activities after such an event.

C2

### **Examining the Effectiveness of Early Intervention Programs**

**Leslie Torres-Rodriguez, Ed.D.,** *School Social Worker, East Hartford, CT*

This workshop will explore research on Student Assistance Programs (SAPs). SAPs are early intervention programs designed to assist students in strengthening their abilities to manage, cope with, and adjust to educational and personal demands. Learn how a specific SAP model was used to examine how program structure and operation impacts such programs. Insights from a case-study that examined the perceived effectiveness of SATs in Connecticut will be highlighted. Findings related to team members' and service recipients (students) perspectives of program effectiveness will be discussed. You will learn about conditions that contribute to effective SAP functioning and to successful early intervention strategies.



C3

### **How to Succeed with Children with ADHD and Their Parents**

**Fereshteh Shahrokhi, L.C.S.W.,** *School Social Worker, Burke, VA*  
**Maureen Gill**

Children with ADHD can present special challenges in schools. At the same time, helping their parents understand the child's school difficulties can also be stressful. In this workshop, a school social worker and a veteran parent will share what they have found to be effective strategies for working with children and teens with ADHD and with their parents. Tips will also be given for handling the more difficult parent.

C4

### **Resiliency Enhancing Methods in a School Setting**

**Kathy Armenta, M.S.W.,** *Associate Clinical Professor, The University of Texas School of Social Work, Austin, TX*

This workshop will provide the participant with a solid understanding of a resiliency model and applications for school-based practitioners. Interventions will target students, families, neighborhoods and school staff. A range of creative and effective activities, techniques, and programs will be discussed and demonstrated during this interactive presentation.

C5

### **Building Healthy School Culture: Practical Ways to Help Create a Peaceful and Respectful Learning Environment**

**Rebecca Cannon, M.S.W.,** *School Social Worker, Great Salt Bay Community School, Damariscotta, ME*

Struggling students who often receive social work services, are in dire need of healthy peers and a safe school where people are appreciated for being unique and mistakes are accepted as part of life. This session will provide school social workers with strategies for fostering mutual respect between teachers and students, ideas for plugging struggling students into healthy situations to practice emerging skills, and offer ways to get everyone in the school invested in creating a peaceful, accepting school environment together.

C6

## Daily Rap: Building Relationships and Problem Solving Skills

**Thea Brooks, M.S.W.**, School Social Worker, Community Conferencing Center, Baltimore, MD

**Sheila Maynor, M.S.**, Parent Intervention Health Educator, Johns Hopkins University, Baltimore, MD

A significant reason for the dramatic increase in violence among young people is due to the loss of the sense of connected community in our society. The Daily Rap is a dialogue circle that allows school staff to build open communication with students - so that students can talk about topics and resolve issues that most concern them - before they escalate into violence. It focuses on building relationships and a sense of community. Experience first hand how this effective tool helps you create a positive environment in which students feel connected - the best environment for learning to take place.

C7

## Family-School Collaborative Model: Working with Vulnerable Homeless Students

**Victoria Cofield-Aber, M.S.W.**, Supervisor of School Social Work Services, Baltimore County Public Schools, Baltimore, MD

**JoAnna Durham, M.S.W.**, Itinerant School Social Worker for Homeless Education, Baltimore County Public Schools, Baltimore, MD

**Taneka Hamond, M.S.W.**, Itinerant School Social Worker for Homeless Education, Baltimore County Public Schools, Baltimore, MD

School social workers have unique skills that can assist homeless students. Using a strengths based Person in Environment approach to facilitating communication between homeless parents and school staff, improvement was noted in attitude of staff, parents, and students in a pilot schools with high homeless population. Beginning with a needs assessment and planning interventions to address the identified issues around effective communication, the school social workers were able to successfully change attitudes of parental/guardian subsystem and school staff subsystem. Five week training to parents assisted with empowerment strategies and staff training in schools assisted with sensitivity.

C8

## Middle School FAST: Engaging Middle School Students and their Parents

**Pat Davenport, B.S.W.**, Director, Families and Schools Together Inc, Madison, WI

Middle School FAST is a ten-week program aimed at preteens and teens (6th - 8th grade). It is used to build success factors in kids and families during the critical transition years, as children become youths and start to make decisions that will affect them in life. Middle School FAST uses a process that connects kids and parents while it builds protective factors around older children so they can safely make better choices, and stay safe and off drugs. Learn the strategies that are used to connect parents and their youth during this critical time in their lives.

C9

## Science of Brain Chemistry and Youth Behaviors

**Elizabeth Koller, M.B.A.**, Executive Director, Perspectives on Growth and Development, Inc., Hickory, NC

Understand five key neurotransmitters and their interrelationships that define a youth's physiological make-up with an appreciation of how imbalances can result in different behaviors and moods. Explanation of the impact of controllable influencers such as: diet, nutrition, exercise - or lack thereof, and activities that result in less than optimal brain chemistry levels. Current research advances represent the most riveting insights about youth in the last century regarding some root causes of behaviors and moods that contribute to, or transcend the sole impact of peer pressure, and social and home environments



C10

## Helping School Personnel Utilize School Social Workers

**Linda Openshaw, D.S.W.**, Associate Professor of Social Work, Texas A&M University-Commerce, Commerce, TX  
**Dana Harader, Ph.D.**, Assistant Professor of Psychology and Special Education, Texas A&M University-Commerce, Commerce, TX  
**Harvetta Robertson, Ph.D.**, Associate Professor, Texas A&M University-Commerce, Commerce, TX

This workshop will present data collected from school social workers in Texas in 2008 by university professors from three departments: Psychology, Special Education, and Social Work. The goal of the study was to determine both how school social workers are currently being used and to provide suggestions regarding how special education teachers and school psychologists can form interdisciplinary relationships with school social workers. The results of the survey help clarify for school social workers how they are perceived and what they can do to assure that other disciplines understand the scope of practice of school social work.



C11

## Mentoring Children of Prisoners: Caregiver's Choice

**Maria Gonzales Jackson, M.S.W.**, Director of Program Support, MENTOR, Alexandria, VA

The Mentoring Children of Prisoners: Caregiver's Choice workshop will introduce participants to a federally funded voucher initiative designed to expand mentoring opportunities for children of incarcerated parents. This initiative is funded by the US Department of Health and Human Services and administered by MENTOR. This voucher initiative enables caregivers to select approved providers in their community where the vouchers can be redeemed for up to \$1,000 to support a mentoring relationship.

C12

## Out of the Shadows! Helping Siblings Redefine the Cancer Sibling Experience

**Sandra Ring, M.S., CCLS**, National Director of Outreach and Education, SuperSibs!, Rolling Meadows, IL

Each year in the US, 12,400 children are diagnosed with cancer -- and approximately 18,000 siblings are thrust into a world of experiences that will leave a lasting imprint. During this session, we will present research on issues identified as a result of a sibling's cancer diagnosis. We will also share first-hand experience of how school

performance and learning are impacted. Participants will learn about tools and resources that can help them provide positive interventions for siblings of children with cancer as they strive for success in school - and work to face their futures with strength, courage & hope.

C13

## Playing with Generation X Box

**Solee' Butler, M.S.W.**, School Social Worker, Full of Soul Consulting, Phoenix, AZ

This workshop is geared towards new School Social Workers looking for innovative approaches to reach today's student population. This session is a hands-on presentation where we will engage in activities that incorporate the use of multimedia and other techniques to build social skills. These didactic strategies introduce your students to effective self expression and build character. We will also discuss how these modalities can offer insight to facilitate intervention.

C14

## A Team Approach to Overcoming the Obstacles of a "Focus" School

**Alisea Jerrels, M.S.W.**, School Social Worker, Orange County Public Schools, Orlando, FL  
**Regina Mobley, M.S.W.**, School Social Worker, Orange County Public Schools, Orlando, FL

Recently one elementary school in our Orange County Public School district received a failing grade. This school had a high truancy rate and low parent involvement. School social workers united to devise a plan to focus attention on improving attendance, parental involvement, and academic achievement. Attendees of this workshop

will learn how to connect with parents, administrators and teachers in a non-threatening relaxed environment. These strategies will serve to increase school attendance and parental support while assisting the district in their overall goal in becoming the top producer of successful student's in the nation.

C15

## Collaboration: Who Said it was Easy?

**Julie O'Donnell, Ph.D.,** Professor, California State University, Long Beach, CA

**Nancy Meyer-Adams, Ph.D.,** Assistant Professor, California State University, Long Beach, CA

School social workers must work with diverse groups (parents, teachers, administrators, agency staff) to maximize their effectiveness and bring about change. Unfortunately, the skills needed for collaboration are often underestimated. This interactive workshop uses group activities to help participants reflect on the collaborative styles of themselves and others. It also provides numerous activities participants can use to strengthen teams in their own districts. Wear comfortable clothes and be prepared to join in a fun learning experience.







categories; 3) an overview of assessments of executive functions 4) interventions targeted at executive function weaknesses. Dr. McCloskey is the principal author of the text, *Assessment & Intervention for Executive Function Difficulties*.

D11  
**Talk is Cheap! Acting and Dance Activities for Groups**

**Laura MacLeod, L.M.S.W.**, School Social Worker, New Design High School, New York, NY

Acting and dance activities have proven invaluable in my work with high school student groups. Physical, emotional, and creative resources are utilized; students get in touch with their feelings, their gut reactions, and ultimately what "makes them tick."

D13  
**School Refusal Behavior in Youth: Characteristics, Assessment and Treatment**

**Christopher Kearney, Ph.D.**, Professor, University of Nevada - Las Vegas, Las Vegas, NV  
**Marisa Gauger, B.A.**, University of Nevada - Las Vegas, Las Vegas, NV

School refusal behavior is a child-motivated refusal to attend school and/or difficulties remaining in school for an entire day. This workshop focuses on a functional model of school refusal behavior to provide a framework for classifying, assessing, and treating this population. Emphasis is placed on state-of-the-art strategies to reduce absenteeism, manage anxiety, address parents, and provide family-based interventions. Assessment strategies to understand the form and function of a child's absenteeism are covered as well. A focus is made on specific strategies that can be immediately implemented by school-based social workers.

**3:15 P.M. - 4:45 P.M.**

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

D8  
**Promoting Academic Achievement Utilizing Social and Emotional Learning Evidence Based Programming**

**Annette Johnson, A.C.S.W.**, Assistant Professor, University of Illinois-Jane Addams College of Social Work, Chicago, IL

School Social Workers play a significant role as advocate and change agents within the school community. This workshop will address the critical role that school social workers can play in assisting schools to embrace and infuse social and emotional learning (SEL) throughout the school community. Research clearly demonstrates that children's social and emotional development is an essential underpinning to school readiness, academic success, emotional health and overall well being.



D12  
**Truancy Sweeps: A Model of Collaboration between a Police Department and a School District**

**Audrey Coaston-Shelton, M.Ed.**, School Psychologist, Cincinnati Public Schools, Cincinnati, OH  
**Jill Gasset, M.S.W.**, School Social Worker, Cincinnati Public Schools, Cincinnati, OH

Cincinnati Public Schools created a strategic plan to ensure that all students meet or exceed academic standards. An integral part of this initiative was to improve school attendance and graduation rates. A collaborative effort was developed between Cincinnati Public Schools and the Cincinnati Police Department to focus on truancy reduction. CPS School Social workers, School Psychologists, and School Security staff participated in bi-weekly truancy sweeps in targeted neighborhoods throughout the CPS attendance areas. This presentation will discuss the need and the results of this collaboration and impact of this intervention on school attendance.

D14

## The Need for School Social Workers in Zimbabwe

**Christopher Chitereka, M.S.W.**, Senior Lecturer,  
National University of Lesotho

Mr. Chitereka served as the President of the NASW in Zimbabwe. During his tenure, The Social Workers Act in Zimbabwe was passed by parliament. He was on the Scientific Committee of the highly successful 34th International Congress of the International Association of Schools of Social Work (IASSW) held in Durban, South Africa in July, 2008. He was also involved in the organization of the 5th Pan-African Social Work Conference held in Nairobi, Kenya, in April, 2005. Mr. Chitereka is the author of numerous books, journal articles and book chapters and has presented lectures around the world. An author, consultant and lecturer, Mr. Chitereka will discuss his research on the need for school social workers in Zimbabwe.



### CEU's

SSWAA is a provider of continuing education through the national NASW credentialing center.

CEU certificates will be issued at the registration center upon your departure from the conference.

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

## **SATURDAY MARCH 28, 2009**

**8:30 A.M. - 10:30 A.M.**

☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆☆

E1

### **Maltreatment - Impact of Abuse and Neglect on the Developing Brain**

**Elizabeth Koller, M.B.A.,** Executive Director, Perspectives on Growth and Development, Inc., Lenoir, NC

Groundbreaking studies in neuroscience, conducted over the last two decades, are allowing researchers to pinpoint the actual changes in a child's brain caused by traumatic experiences. Neurobiological findings show that trauma - physical abuse, sexual abuse, and neglect - dramatically affects both the structure and chemistry of the developing brain. Learn that the greater the severity of the abuse, the greater the impact on the child's brain function. The result of maltreatment can cause behavioral and learning problems hindering children and adolescents from reaching their full potential.



E2

### **Positive Action Center: A New Approach to Discipline Management**

**Susan Armoni, Ph.D.,** Executive Director, paxUnited® - The National Mediation Center®, Richardson, TX  
**Robert Gonzales, M.R.E., M.Div.,** Deputy Director, paxUnited® - The National Mediation Center®, Richardson, TX

Behavior problems in our classrooms are the major deterrent from learning. Millions of dollars are spent each year in dealing with discipline referrals. Many times the students and the adults who work with them are at a loss as to how to change these situations. Join us as we explore Positive Action Center (PAC), a peer to peer mentoring program that incorporates a process that allows the situations to be examined and behaviors changed to afford both student success and classroom peace.

E3

### **New Training Program for Teaching Executive Functioning Deficits and ADHD**

**Fereshteh Shahrokhi, L.C.S.W.,** School Social Worker,, Burke, VA  
**Maureen Gill**

A video and PowerPoint program produced as a training program for new and experienced teachers and school staff. In a twenty-eight minute video, teens with ADHD and executive functioning deficits (EFD) with experienced teachers speak about what has helped them succeed in school.

E4

### **Successful Intervention with Chronically Disruptive Students**

**David Trebach, M.S.W.,** School Social Worker, Fairfax County Public Schools, Alexandria, VA

Many of us work in settings where teachers, administrators, and central office staff turn to us for answers with disruptive students. In this workshop participants will learn how to determine classroom management styles, review a simple method to determine goals of behavior, and develop simple and effective intervention plans to address staff concerns and student needs.

E5

### **Use of Cognitive-Behavioral Play Therapy Techniques with School Age Children**

**Denise Caldwell, M.S.W.,** Licensed Clinical Social Worker, Central Susquehanna Intermediate Unit, Lewisburg, PA

School based counselors and social workers are in need of effective and attention grabbing techniques to assist students in meeting specific goals in their mental health functioning while facing the pressure of school and social success during their school days. This training will look at the popular theories of CBT and play therapy and how to utilize these intervention techniques in both group and individual sessions in the school environment. The skills that are developed will assist students in gaining more self control and self management skills while reducing anxiety and negative thoughts.

E6

## SSWAA Ethical Guideline Series: Groupwork

**Jim Raines, Ph.D.**, Associate Professor, Illinois State University, Bloomington, IL

Ethical codes assume that social work services are provided individually. This is problematic for school social workers because many of their services are provided to groups of students. This workshop will address the following ethical issues: How should classroom groups be differentiated from therapeutic groups? Are disclosures made during group sessions considered privileged communications? What pregroup preparation should group leaders provide to prospective members and their parents? Should students be required to participate in treatment groups or be given a choice? What norms should be established to clarify expectations about prosocial behavior between members? How should group work services be evaluated?

E7

## Facilitating Groups for Children on the Autism Spectrum

**Kristina Lind, M.A.**, Consultant/Adjunct Faculty, Loyola University, Chicago, IL

This workshop is geared to school social workers who have attempted to include children on the autism spectrum in their social skills groups and have become frustrated in the process. The workshop attempts to introduce a playful, small group model in which the pre-group preparation phase is emphasized. A general discussion of autism, the strengths and challenges of children on the spectrum, the benefits of play with these children, and how these relate to group preparation and facilitation will be provided in addition to some audience practice of proposed skills.

E8

## Trauma and PTSD in Youths: Characteristics, Assessment and Treatment in a School Setting

**Christopher Kearney, Ph.D.**, Professor, University of Nevada - Las Vegas, Las Vegas, NV  
**Adrianna Wechsler, M.A.**, University of Nevada - Las Vegas, Las Vegas, NV

One of the most common mental health difficulties faced by children and adolescents is trauma and subsequent symptoms of post-traumatic stress disorder. This workshop focuses on state-of-the-art strategies to assess and treat trauma-related conditions in children and adolescents. A specific focus is made on trauma-related measures as well as those for related symptoms such as depression, dissociation, and anger. Treatment techniques that focus on symptom reduction, support, and relapse prevention are presented as well. An emphasis is made on strategies most amenable to a school setting.



# 12<sup>th</sup> ANNUAL SCHOOL SOCIAL WORK CONFERENCE

## HOW TO REGISTER

**FAX:** 1-803-771-1595  
(Credit Card Registrations Only)

**MAIL:** School Social Work Association of America  
ATTN: Conference Registration  
PO Box 11391  
Columbia, SC 29211

**WEB:** www.sswaa.org

**Questions?** Call Toll Free (888) 446-5291

- This is my first SSWAA Conference.
- I am a school social worker.

### Registrant Information

Please print clearly and use one form per registrant.

Last Name	First Name	MI
Title		
School/Company		
School/Company Address		
City	State/Province	Zip Code
Telephone	Fax Number	
Email Address		
First Name or Nickname for Badge		

- Please indicate if you will require special assistance during the Conference.  
Please specify: \_\_\_\_\_
- Please indicate if you have any dietary needs.  
Please specify: \_\_\_\_\_

\*ADA accommodations request must be submitted via the registration form no later than March 10, 2009

## Conference Registration Fees

Please complete one form per registrant.

Registration Fees	Pre & Conference	Conference	One Day Only
<input type="checkbox"/> SSWAA Member	\$345	\$285	\$165
<input type="checkbox"/> Non-SSWAA Member*	\$470	\$399	\$285
<input type="checkbox"/> Student/Retired	\$205	\$180	\$130

\* SSWAA Membership for 1 year is included in the nonmember fee. You can renew your membership by paying this fee.

	Worksheet
<b>Registration Fee</b>	
<b>Late Fee</b> Add \$25 if postmarked after March 15th	
<b>Total Due</b>	

### Workshops

Please list your first and second choice for each session that you will be attending.

Session	1 <sup>st</sup> Choice	2 <sup>nd</sup> Choice
Wednesday Pre-Conference		
Thursday Session A		
Thursday Session B		
Friday Session C		
Friday Session D		
Saturday Session E		

Thursday's Luncheon and Annual Meeting  
 \_\_\_ Yes, I will attend the Lunch  
 \_\_\_ I prefer the vegetarian selection  
 \_\_\_ No, I will not be attending the luncheon

Saturday's Brunch and Keynote Speaker  
 \_\_\_ Yes, I will attend the Lunch  
 \_\_\_ I prefer the vegetarian selection  
 \_\_\_ No, I will not be attending the brunch

### Payment Information

- Check** enclosed (Make checks payable to SSWAA)
- Credit Card** provided (Visa / MC / AMEX)

Card Number	
Expiration	Billing Zip Code
Name on Card	
Signature	