WE ARE STRONGER TOGETHER

IASSW 51ST ANNUAL CONFERENCE
TINLEY PARK CONVENTION CENTER
OCTOBER 28-29, 2021
Welcome to the 51st Annual Illinois Association of School Social Workers (IASSW) Conference! The IASSW Board is excited to offer this year’s conference in a hybrid model. Last year, we held a virtual conference virtually, and while we heard positive feedback regarding the ability to join remotely, we are happy to offer you the hybrid option. The conference committee has been working hard to create a meaningful experience for all attendees, and whether you are joining in-person or virtually, we are excited to be together and offer a variety of incredible presenters who will cover a range of relevant topics. Conference is a time to network, connect with colleagues, engage in professional development, and be around like-minded individuals. Our hope each year is that you find the workshop topics beneficial to both your personal and professional growth and also enjoy time spent with the other attendees.

This past year has been extremely challenging for all of us, and at the same time, brought needed attention to mental health and social injustices. We must take care of ourselves in order to take care of others. This year’s theme, “We are Stronger Together” is meaningful in many ways. The pandemic and the past legislative session showed us that we are truly stronger when we work together.

During our 2020 Board Retreat, we had the opportunity to learn from Dr. Tanisha King, a phenomenal speaker, expert, and engaging presenter. I am excited to share that you, too, will also have the opportunity to experience Dr. King’s wealth of knowledge, as she is our Conference Keynote Speaker. Dr. King will educate us on ways to “interrupt racism, microaggressions and disproportionate suspension in K-12”; for additional details, check out Dr. King’s bio and presentation description.

I would like to express gratitude to everyone who has played a role in the planning of our 51st annual conference. We could not have done this without our Conference Chair Kenya Butts and the Conference Committee. Thank you to our sponsors, exhibitors, staff at EVEN Hotel and Tinley Park Convention Center.

Last but not least, I thank our members and attendees. Your participation in the conference along with the feedback you provide, assists us in offering a valuable experience each year. I am beyond excited to join you during the 2021 IASSW conference where we continue our professional growth, and strengthen the knowledge that we bring to the school social work field.

Tiffany Nelson, IASSW President          Kenya Butts, Conference Chair
Please thank the following IASSW conference committee members when you see them in October. These individuals have voluntarily put in hundreds of hours of work so that you may have a specially designed conference focusing on school social workers!

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<td>Kenya Butts</td>
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<td>Tamara Butler</td>
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<td>Technology</td>
<td>Samantha Cravens &amp; Cynthia Goodman</td>
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IMPORTANT CONFERENCE INFORMATION 2021

Americans with Disabilities Act:

If you have ADA needs, please advise Kelly at before October 15th. IASSW is committed to making the conference fully accessible and beneficial to all.

Awards:

Each year the Illinois Association of School Social Workers chooses to honor a Citizen, a School Social Worker and a Legislator of the Year. Persons from each of these categories have been chosen to be recognized for their unique contributions in their advocacy for children.

Business Lunch:

IASSW meets with its members annually to take care of association business. Only members of IASSW are invited to be part of the annual meeting.

Continuing Education:

IASSW is a provider of CEU’s and PDH’s. IASSW CEU certification number is 159000141. PDH number is 65108200051000. There are up to 12 CEU hours available at the conference this year. You’ll receive credit via the conference app, which is free.

In an effort to go green, CEU’s will only be available on the app. Download the app. Check-in to each session by clicking the “Agenda” session then entering the check-in and check-out code on the appropriate session screen. Go to “Evaluation” and fill in each session evaluation form completely. All questions require your answer in order to claim your credits. Allow 10 minutes before you go to “My CEU/PDH” to check your transcript. You may need to use the refresh button. After the conference confirm that you have evaluated all sessions and the EVENT evaluation. Email your transcript of credits. See “CEU PDH help” for additional directions and troubleshooting.

In order to receive PDH hours you will need to download and complete an ISBE (77-21A) evaluation form for each workshop that you attend. The ISBE (77-21A) evaluation form will be located on the IASSW website. Members wanting PDH hours are to email the completed ISBE evaluation forms (77-21A) to executivesecretary@iassw.org daily on Thursday by 6pm and on Friday by 6pm. ISBE evidence of completion forms (77-21B) for PDH will be sent to you by email after the conference.

Credit Cards:
Please be advised that there will be no refunds given of credit card fees that might occur if you are using a credit card to pay for the conference.

Dee Yeck School Social Work Award:

The Dee Yeck School Social Work Foundation (DYSSWF) is offering two Graduate Student Scholarships for the 2021-2022 School Year. The Scholarships will be valued at $500.00 a piece. The scholarships will be presented during the 2021 Conference at the IASSW Business Lunch on Friday. Please see the Dee Yeck School Social Work website for information and application: https://iassw.org/2020-dee-yeck-graduate-student-scholarships/. The scholarship application must be received by October 7, 2021.

Geraldine Tosby Award:
Conference reimbursement scholarships will be presented to two randomly selected interns who are IASSW members and are registered for the full conference. See the surprise on their faces at the Business Luncheon on Friday.

IASSW has a Conference APP and is a Green Conference:

To save trees and waste, handouts will be available to all conference participants via the IASSW conference app and IASSW web page!

Membership:

If you are not currently a member of IASSW, now is the time to join! Members, students, and retired persons receive a reduced conference rate. NOTE: The Friday business meeting is for IASSW members-only.

Member Store:

T-shirts will be for sale online via the app and IASSW website

Recorded Sessions:

Sessions during the virtual conference will be recorded for access after the conference.

Refund Policy:

Complete the cancellation request form: https://forms.gle/STxxaBmciQNACydn9 by October 18, 2021 at 11:59pm. These requests will be refunded, less 25% administrative fee. There will be NO refunds after October 19, 2021.

Substitutions are always welcome. Complete this form for substitution:
https://forms.gle/RXYnyYjVAuVMw7D46
Stay connected with IASSW:

Please make sure IASSW has your email address! IASSW has gone green therefore all communication including conference brochure and materials are only online! Your email will only be used to communicate official IASSW business.

Webinars:
Please check out the IASSW website at www.iassw.org to look for upcoming webinars throughout the year.

Covid-19 restrictions: IASSW will follow the recommendations of the CDC. Masks are required for this event.

Conference Pricing:
Member 2 day: $280
Member 1 day: $150

Student/retired 2 day: $165
Student/retired 1 day: $90

Non member 2 day: $400
Non member 1 day: $225

Virtual Conference
Member 2 day: $175
Member 1 day: $90

Student/retired 2 day: $100
Student/retired 1 day: $65

Non member 2 day: $250
Non member 1 day: $175
The Dee Yeck School Social Work Foundation is pleased to announce that two scholarships (valued at over $500) may be awarded to Illinois Graduate School Social Work Intern(s). The scholarships will include the opportunity to attend this year’s IASSW conference for free, a $200 stipend, and a two year membership to IASSW after obtaining your first job in the field. The scholarships will be presented during the 2021 IASSW conference. Applicants will receive their stipends and certificates for membership at the conference.

In order to qualify for a scholarship the candidate:

- Must be a graduate student member of IASSW
- Must be enrolled in an Illinois approved School Social Work Graduate Internship Program
- Must be a second-year or an advanced standing graduate School Social Work Intern
- Exhibit high potential to be a distinguished professional School Social Worker
- Submit a personal statement regarding the importance of the scholarship to the applicant (commitment to the SSW profession, and plan for involvement in leadership).
- Submit a statement of professional goals in school social work
- Attend the Illinois Association of School Social Worker Annual Conference
- Attend the Illinois Association of School Social Worker Luncheon at the Conference
- Provide endorsement from your District Intern Supervisor
- Provide endorsement from your University Faculty Member
- Complete and submit the application by the deadline
Dee Yeck School Social Work Scholarship Application

Intern Name:
Address/phone/email:
University:
Statement of professional school social work goals:

Submit a personal statement regarding the importance of the scholarship to the applicant (e.g. financial need, special project planned, subsidize attendance at IASSW Conference or commitment to the SSW profession).

Internship Supervisor Endorsement
Supervisor Name/Position:
District/School/Address/Phone/Email/Number of days per week:

Please state why you consider this School Social Work Intern to be an excellent candidate for a scholarship. *

University Faculty Member Endorsement:
Faculty Member Name/Position:
University/Address/Phone/Email/Class Title:

Please state why you consider this School Social Work Intern to be an excellent candidate for a scholarship. *

*Use more space as needed for extended responses.

Download the application (iassw.org/about/dee-yeck-foundation/)
Mail the completed application prior to October 7th, 2021 to
Dee Yeck School Social Work Foundation, Chair
3351 Washington Street
Lansing, IL 60438
Or email to wfreund@iassw.org

Awardees will be notified prior to the IASSW conference
Virtual Conference Schedule
(These sessions will be virtual and in person, therefore will be recorded)

Thursday, October 28, 2021

8:30am-10:00am
Keynote Title: How did we get here and Where do we go on from here?

10:15am-11:45am
3. MTSS Redefined: Strengthen universal interventions to Make The System Successful

1:15-4:30pm
19. Motivating the Unmotivated: Motivational Interviewing with Adolescents

Friday, October 29, 2021

8:30am-10:00am
33. The Ethics of working with "Ordinary Psychosis" in Schools & Institutions

10:15am-11:45am
40. Demystifying The MDR Process

1:15pm-2:45pm
48. ‘Resilience: The Biology of Stress & The Science of Hope’ Movie Screening

3:00pm-4:30pm
#53 Inner Ethics: Becoming a Reflective Practitioner
Welcome to the 51st Annual School Social Work Conference!

Keynote Presentation 8:30 A.M. – 10:00 A.M.
Keynote Title: How did we get here and Where do we go on from here?
Presenter: Dr. Tanisha King, Ph.D, Ohio University

Biography: Dr. Tanisha King is an Author, International Speaker and Consultant, as well as a three-time alumna of the University of Illinois at Urbana-Champaign. Dr. King currently serves as the Chief Inclusion Officer for the Heritage College of Osteopathic Medicine at Ohio University, where she is also an Adjunct Professor in the department of Social Medicine. Additionally, she is an Adjunct Professor at Southern New Hampshire University where she teaches a Ph.D. level social change course.

Previously, Dr. King has taught at the undergraduate and graduate levels at the University of Illinois and Fordham University and served her communities through volunteerism as members of various boards of directors. Dr. King has been featured in multiple news and radio outlets and appeared in the 2017 Virginia theater performance “That’s What She Said”. She spoke to an audience of over 5,000 people at a women’s march in the state of Illinois and won a political seat as a member of the Champaign County Board. Her inaugural book “Out of Battle into Freedom” was featured at an NAACP author pavilion and has been described on Amazon as a “must read”.

Dr. King is the Founder of Dr. King Speaks, LLC, where she helps organizations move from performative to transformative diversity, equity, and inclusion practices as well as empowers women to defy odds and overcome obstacles through radical self-love. Her podcast, “Ask Me How I Know”, discusses politics, social justice, women empowerment and more.
Keynote title: How did we get here and Where do we go on from here?

*Dr. Tanisha King, Ph.D, Ohio University*

Dr. King will provide an overview of the history of racism in America and the socialization process as well as the ways these issues continue to perpetuate themselves in school settings. Finally, Dr. King will provide specific ways on the micro, mezzo and macro level to interrupt racism, microaggressions and disproportionate suspension in K-12. **All Settings/All Levels/Cultural Competence**

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**Thursday, October 28, 2021 10:15 A.M. – 11:45 A.M. 1.5 Hour Sessions**

**Workshops 2-9**

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2. **School Refusal, Avoidance & Anxiety: Assessment, Interventions & Strategies**

*Jacqueline A. Rhew, CADC, LCPC, Center for Emotional Wellness of the Northwest Suburbs, Robin Choquette, PsyD, LCPC, Elite Performance*

Join us as we take a look at the science behind engaging students, educators, and families. We want to also look at how we can meet the emotional needs of our students more effectively and efficiently, while creating parent partnerships that support student resiliency. We will also be working to reflect on strategies to integrate anti-racism work into our current practices. The presenters will further expand on their model, Whole Child Engagement, with a focus to engage students and families in the education process, meet the emotional needs of students more effectively and efficiently, and to create parent partnerships that support student resiliency. Participants will be asked to reflect on strategies to integrate anti-racism work into our current practices. This framework also proves hopeful that social work burnout will be reduced through the practice of different and innovative ways to meet their student’s needs within their building. **All Settings/All Levels/Cultural Competence**

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3. **MTSS Redefined: Strengthen universal interventions to Make The System Successful**

*Karen L. Roach, LCSW NMT, Center Cass School District 66 and Loyola University of Chicago*

In every classroom, there are students whose SEL needs outweigh their academic needs; challenging behaviors or big emotions interrupt learning and staff looks to you to "fix" the problem. MTSS Redefined capitalizes on a developmentally-informed approach to give you a framework that facilitates change in the classroom with universal interventions that benefit all students. Stop wasting time in problem solving meetings! MTSS Redefined is the universal answer to Make The System Successful. **All Settings/All Levels/****

Laura Koehler, Psy.D. Linden Oaks Behavioral Health

This workshop will dive deep into the meaning and benefits of mindfulness. Participants will walk out of the workshop with tangible mindfulness skills to not only help their students get more engaged in the present, but also themselves. Participants will have the opportunity to learn by doing and practicing various mindfulness activities. All Settings/All Levels

5. Building Connections and Capacity Beyond the Social Work Session

Katie Johns, LCSW, CADC, CODP I, PEL District 95, Aurora University, Laura Donavon, LCSW, CADC, CCJP, CCJTS, MAC, CODP I, Aurora University, Joi Counseling Center

The workshop will focus on how school social workers can provide effective professional development in their schools/districts in order to connect skills learned in social work sessions to the classroom and school environment. Attendees will reflect on their current practices, how to increase education amongst staff and be a valuable resource to all. The goal is to ensure students are generalizing skills and teachers have the capacity to also develop students' emotional intelligence. All Settings, All Levels

6. ‘You are (Inherently) V.A.L.U.E.D: 6 valuable lessons to overcoming’ - A real life trauma informed approach to Social Emotional Learning

Ava Blalark, MSW, LCSW, CCTP, Glenbard School District 87

‘You are (Inherently) V.A.L.U.E.D: 6 valuable lessons to overcoming’ - A real life, trauma informed social emotional learning approach. We can all agree that Social and Emotional Learning should be a primary focus after the year we've all had. But even before COVID research showed that one of the best ways to improve student outcomes is to use a trauma informed lens and to connect with students.

This workshop will invite participants to become more self aware and explore the tools needed to cope when you feel that life has dealt you a bad hand so that we can help our students. All Settings/All Levels
7. Social Workers and McKinney-Vento A natural partnership

Matthew Hanafee Area 1 Lead Liaison, Will County ROE

There are more than 50,000 McKinney-Vento eligible students in Illinois. We give a brief overview of State and Federal law on homelessness. The main focus of the presentation will be to give social workers the tools and resources to help identify eligible students and we will share best practices to help them succeed in school and life. All Settings/All Levels


Mark E. Swerdlik, Ph.D., ABPP, Illinois State University, Dennis J. Simon Ph.D., NSSEO Timber Ridge Therapeutic Day School (RET)

The DEP Supervision model offers a practical guiding framework for clinical supervision in schools. Its Ecological component integrates systemic considerations into case conceptualization and intervention, fostering diversity and cultural responsiveness. Case illustrations examine skills for establishing an effective supervisory relationship and teaching professional competencies. Adaptations for virtual supervision are delineated. All Settings/All Levels/Cultural Competence

9. The Playbook: Addressing Systemic Barriers by Championing Mental Health

Ashley Perry Ph.D., QuaverEd

For students to be champions in life, they need coaches who care not only about their academic success, but their mental health as well. Get ready, because we’re equipping you with the playbook to help you advocate for your students’ well-being as they face many barriers in life. In this session, attendees will identify systemic barriers that impact their students’ mental health and create a personalized action plan to develop a community of mental health champions in their school building. When our students win, we win. All Settings/All Levels
Thursday, October 28, 2021  Lunch 12:00-1:00 P.M.

*This lunchtime gathering will provide time to come together in association with one another, reflect on current strengths and needs of the times, de-stress from workload burdens, and truly connect with one another – all while honoring Dr. Michael Kelly, who worked tirelessly to continuously bring together school social workers from all areas of the profession. This lunchtime gathering will allow for informal – and genuine – time to discuss and focus on oneself in relation to the work that we do and the feelings that we have.*

Thursday, October 28, 2021  1:15 P.M. – 2:45 P.M.  1.5 Hour Sessions

Workshops 10-17
10. ‘Resilience: The Biology of Stress & The Science of Hope’ Movie Screening

Jennifer Samartano BSW, MA, Prevent Child Abuse Illinois

‘Resilience’ is a one hour documentary that delves into the science of Adverse Childhood Experiences (ACEs). The documentary reveals how toxic stress can trigger hormones that wreak havoc on the brain and bodies of children putting them at greater risk for disease, homelessness, prison time and early death. ‘Resilience’ chronicles a movement that is fighting back to protect children from the insidious effects of toxic stress and the dark legacy of a childhood that no child would choose. All Settings/All Levels

11. Teaching Teens Healthy Relationships

Joaquin Barraza, Child and Family Counselor, Freedom House, Domestic Violence and Sexual Assault Services

“Unhealthy relationships can start early and last a lifetime” – CDC, 2020. Teens that have experienced violence or trauma may have difficulty navigating appropriate relationships with adults and peers. During this presentation, we’ll go over strategies to teach teens about healthy relationships and how they can navigate conflict in their lives. All Settings/All Levels

12. The Side Hustle - Build A Successful SW Practice without compromising your FT work.

Yesenia Servin, CPMSM, YS Credentialing

Build a strong, successful, profitable solo practice; from insurance credentialing to revenue cycle; understand all the moving parts. High School/All Levels/CEU’s only

13. Whole Child Engagement

Jacqueline A. Rhew, LCPC from the Center for Emotional Wellness of the Northwest Suburbs and Sherrine Peyton from the Kenneth Young Center

Jacqueline Rhew has planned this interactive conference, in order to create a time for discussion, learning, and reflection. The goal is to focus on ways to engage students and families in the education process, meet the emotional needs of students more effectively

Dr. Leticia Villarreal Sosa, Dominican University, Rebecca K. Oliver, School Social Work Association of America, Dr. Brenda Lindsey,

School Social Work has a long-standing history deeply rooted in interstitial skills found in education and social. School social workers have long been leaders in the field of social work, organizing some of the first national organizations among specializations, and actively involved in issues of equity as well as the development of interventions specific to schools. Leadership often invokes a professional to take a stand. Using recent events in Illinois as a spring-board for discussion, this session will discuss leadership best-practices which are inclusive, involve stakeholders, and challenge dominant narratives. Attendees will learn about resources that are available to them to support their advocacy efforts and service provision. The presentation will also offer ways that attendees can further develop their practice competencies to demonstrate the essential role that School Social Workers play in the school community. All Settings, All Levels

15. Early Detection and Intervention for Youth At Risk for Psychosis

Candy Malina, LCSW, Thresholds

School social workers may be the first to detect the early warning signs of the development of a psychotic disorder. Learn what the most recent research shows about how to screen for psychosis risk and how to intervene most effectively to improve long-term positive outcomes for youth and families. All Settings, All Levels

16. Powerful Home-School Partnerships: Involving and Empowering Parents to Drive Student Success

Meagan Nichole, Francis Parker School

Powerful Home-School Partnerships: Involving and Empowering Parents to Drive Student Success. A strong school-home alliance can drive positive change in the lives of our students. In this workshop, participants will learn how and why creating a strong home-school alliance will yield significant results and can create positive school experiences for students. Participants will leave with new skills including: effective collaboration techniques, creating and establishing goals with parents, understanding barriers in the home-school relationship, and strategies for facilitating and engaging in
difficult conversations. **All Settings, All Levels**

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17. **Trauma-Informed Interventions & IEPs**

*Kirsty Ruggles, MS, The Knowledge Center at Chaddock*

This workshop begins with a brief summary of the impact of trauma and disrupted attachment relationships on students. This will be followed by the presentation of trauma-informed, relationship-based interventions and IEP accommodations developed from our many years of experience working with students at Chaddock’s Special Education School. **All Settings/ All Levels**

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**Activities after conference**

**Thursday**

**October 28, 2021**

4pm–6pm– Happy hour sponsored by Equitable (Local One restaurant)

5:30pm–University Reception

Come celebrate 50 years of IASSW with the auction and Karaoke

6:30pm–50th anniversary celebration
Adolescent Focused Treatment

At least 1 in 5 adolescents suffers from a behavioral health disorder.

When left untreated, behavioral health disorders can lead to issues at school, family conflicts, substance abuse, and even thoughts of harm.

Early intervention is important to the recovery process.

We have experts who specialize in:
- School anxiety/refusal
- Depression/mood disorders
- Addictions
- Eating disorders
- Self-injury

Our programs features:
- Comprehensive inpatient, outpatient, and psychiatric services for adolescents
- Family therapy/support
- State-certified teacher support
- Return to school coordination

lindenoaks.org

Call our Help Line 24/7 at (630) 305-5027 for your free, confidential assessment.
Thursday, October 28, 2021 1:15 P.M. – 4:30 P.M. 3 Hour Sessions

Workshops 18-21

18. Efficient Data Collection Using Free Tools

Charles Brooks, MSW, Central District 301, Tom Chennell, Belvidere CUSD #100

This workshop is designed to improve your ability to collect data. These tips and techniques are designed to help you collect data efficiently to save time and make better decisions. Bring your laptops, because we will have learn to building a calculating field using Excel/Google Sheets. All Settings/All Level

19. Motivating the Unmotivated: Motivational Interviewing with Adolescents

Justin Wolfe LCPC, CADC, CRC, Linden Oaks Hospital

Motivational Interviewing (MI) is a way of being with people that allows behavioral health providers a means of helping clients along the process of change. Initially developed to help clients with substance use disorders, MI has application in assisting with many additional life challenges and changes. All Settings/All Levels

20. SCHOOL SOCIAL WORKERS: Can equity be promoted using social emotional learning?

Marva Furlongue-Laver MSW PhD Candidate, Broward County Public Schools

We cannot have social emotional learning without equity. The promise of social and emotional development as a lever for increasing educational equity rests on the capacity of School Social Workers to understand that all learning is social and emotional and all learning is mediated by relationships that sit in a sociopolitical, racialized context – for all children, not just those who are black and brown. Social emotional learning offers the possibility of acknowledging, addressing, and healing from the ways we have all been impacted by racism and systemic oppression and to create inclusive, liberatory learning environments in which students of color and students living in poverty experience a sense of belonging, agency to shape the content and process of their learning, and thrive. All Settings/All Level/Cultural Competence
21. **Goal Writing for School Social Workers**

*Cindy Hall, MSW, LCSW, Black Hawk Area Special Education District, Allison Wilhelm, MSW, LSW, Black Hawk Area Special Education Coordinator*

This workshop will focus on the present level of performance and adverse effect in determining the information needed to write measurable and specific goals, objectives/benchmarks and how to collect data on those goals for progress monitoring. Participants will have an opportunity to practice writing goals. **All Settings/All Levels**
Suicide Prevention for Schools: Programs and Resources

More Than Sad*

Teen Depression – Teaches students grades 9-12 to recognize the signs of depression in themselves and others.

Suicide Prevention Education for Teachers and Other School Personnel ** – Helps educators to recognize signs of deteriorating mental health in students and refer them for help.

Suicide Prevention Education for Parents – Teaches parents to recognize signs of depression and other mental health problems, initiate caring conversations with their children, and get them help.

Signs Matter: Early Detection**

Two-hour online suicide prevention training for K-12 educators and school staff.

It’s Real: College Students and Mental Health*

The transition to college often presents emotional challenges. It’s Real follows six students who wrestled with mental health concerns, sought treatment, and found their own sense of balance. This short documentary, which includes a facilitator’s guide for use in programming, is appropriate for students, parents, staff and faculty.

After a Suicide: A Toolkit for Schools***

Guidelines and materials for schools that have been affected by a suicide death.

Model School Policy on Suicide Prevention

A comprehensive guide for schools to implement suicide prevention policies.

* Available in Spanish and/or closed-captioning
** Complies with many state training requirements for educators
*** Listed in the Suicide Prevention Resource Center’s Resources and Programs (formerly Best Practice Registry)

afsp.org/education
Thursday, October 28, 2021 3:00 P.M. – 4:30 P.M. 1.5 Hour Sessions

Workshops 22-28

22. **Assess Your Students' Social Emotional Learning in Real-Time**

*Andy Duran, LEAD (Linking Efforts Against Drugs)*

This workshop will explore a new model for assessing your students' social emotional learning in real-time. Using data and outcomes from one pilot program, we will discuss how one school district implemented an application to track their student Social Emotional health through a quick daily self-report, and as a result set up opportunities for intervention.

This program sought to achieve 4 main goals: 1) Enable students to communicate their emotions and SE status with a real-time daily check-in, and then respond accordingly with Tier 1, 2 and 3 interventions based on the student responses. 2) Helped schools/districts to know the state of their students' emotional health with self-identified data. 3) Helped classroom teachers understand how to better serve their students. 4) Provided the school district with reliable data they could use to develop future staffing and programming objectives. **All Settings/All Levels**

23. **Demystifying The MDR Process**

*Sonya Perez Harrington, MSW, MEd, Ed.S, College Station Independent School District*

The purpose of the workshop is to demystify the MDR process! This is a mandatory component in many of our roles and is frequently a high stakes process which can have lasting impacts. There will also be some discussion about the unique responsibility we have as School Social Workers to stand in the gap and advocate for our students. **All Settings/All Levels**

24. **It's Real: Teens and Mental Health**

*Courtney Collins, American Foundation for Suicide Prevention*

It’s Real: Teens and Mental Health provides youth with general mental health information and resources. The presentation defines mental health and includes guidance on starting a conversation about mental health and engaging in self-care. The
intended audience is for teens between the ages of 14 and 18. Although the information can also be useful in educating teachers, counselors, parents and other adults who work closely with adolescents and mental health, this program is directed in particular to be presented to high school classes or in community settings with groups of comparably aged adolescents. All Settings/All Levels

25. **Cannabis and CBD**

*Justin Wolfe LCPC, CADC, CRC, Linden Oaks Hospital*

The workshop will address the ever changing landscape of Cannabis and CBD. The latest research on Cannabis and CBD will be presented during this time. Presentation will discuss the impact of legalization adolescents cannabis and CBD use, while also presenting the impact it can have on development/mental health. Ways to address Cannabis and CBD use will be presented during this time. All Settings/ All Levels

26. **Supporting Students After Behavioral Health Hospitalization**

*Pamela Schibli, MA, Linden Oaks Behavioral and Daneen Taylor, Linden Oaks Behavioral Health*

Helping navigate student's return to school from mental health hospitalization. Participants will learn 3 strategies to help a student returning to school after a hospitalization. Participants will be able to explain the importance of continuing care after a student is discharged from hospitalization back to school. All Settings/ All Levels

27. **The Dragon's Closet: An In-House, Inclusive Support for Low-Income Students**

*Terri Walker, AM, LCSW, Pekin Community High School, Mallory Enos, MSW, Pekin Community High School*

Dragon's Closet is an in house, inclusive pantry for low income students at Pekin High School. The goal of Dragon's Closet is to help meet students' basic needs in order to remove barriers to learning. School staff, special education students, and community volunteers work together to manage, run, and stock the pantry. All Settings/ All Levels

28. **Successful Parenting: Create Your Custom Plan for Raising Independent Children into Adulthood**

*Jacqueline A. Rhew, LCPC, CADC, Center for Emotional Wellness, Robin B Choquette, PsyD, Elite Performance Counseling*
This program will look at the science of engagement and equip professionals with the framework needed to provide an eight-week parenting class, along with parent and family coaching in both individual and family sessions. Schools and agencies have found this program particularly helpful when supporting parents dealing with issues such as anxiety, depression, school refusal, ADHD and other behavioral issues. All Settings/All Levels

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We offer pediatric special services to school districts throughout the Chicagoland Suburbs

Omni’s mission is to build dynamic, collaborative Multidisciplinary Treatment Teams who excel in the provision of specialized services to all children in need. Omni has been collaborating with over 25 school districts on a long-term basis, and is currently accepting placements within new districts interested in creating lasting partnerships with our organization.

We are committed to holistic, integrative care.

Our staff is incredibly well integrated into the landscape of your district and operates mutually within the entire school community. Each and every specialist designated to the district's Treatment Team is carefully selected, licensed by the state, certified by their association, and qualified in school-based services. Omni prioritizes in-house training and continuing education for our staff in order to provide the most effective and appropriate coordination of care within the districts we serve. Together, we carefully evaluate, plan and implement success-proven treatment programs in consultation with the child's guardian, to ensure treatment goals are successfully communicated and achieved.

NeuroRestorative is a leading provider of subacute and post-acute rehabilitation services for people of all ages with brain, spinal cord, and medically complex injuries, illnesses, and other challenges, including stroke.

In various locations and settings, we provide a continuum of care and rehabilitation options, including specialized services for infants, children, adults, and Military Service Members and Veterans. **Our services include:**

- Neurorehabilitation
- Neurobehavioral
- Supported Living
- Transitional Living
- Host-Home/In-Home
- Day Treatment
- Outpatient
- Respite
- Home & Community

NeuroRestorative is located in 26 states throughout the United States. For more information on our services at our Illinois program or a program in a specific state, please call 800-743-6802.
29. Designing for Diversity, Equity, and Inclusion

*Dr. Rachel Lauren Storm, Ph.D. Fred S. Bailey Scholar, University of Illinois YMCA*

In this interactive session, participants will understand strategies for designing services and spaces through the lens of diversity, equity, and inclusion; identify barriers to shifting institutional culture and climate; and gain insight into practical considerations for designing for inclusion, diversity, and equity within an organization. **All Settings/ All Levels/Cultural Competency**

30. Trauma-Informed Interventions & IEPs

*Kirsty Ruggles, MS, The Knowledge Center at Chaddock*

This workshop begins with a brief summary of the impact of trauma and disrupted attachment relationships on students. This will be followed by the presentation of trauma-informed, relationship-based interventions and IEP accommodations developed from our many years of experience working with students at Chaddock’s Special Education School. **All Settings/ All Levels**

31. Supporting Our Trans, Gender-expansive, and Questioning Students

*Rhonda Peterson Dealey, DSW, LCSW, LSCSW, Washburn University*

This workshop will provide participants with key terminology and current research surrounding the experiences and needs of transgender, gender non-conforming, and gender expansive students. Attendees will have an opportunity to share their experiences, successes, questions, and resources in this interactive, trans-supportive session. **All Settings/ All Levels/ Cultural Competency**

32. The Ethics of working with "Ordinary Psychosis" in Schools & Institutions

*Neil Gorman DSW, LCSW, Aurora University & Interlude Wellness*

This is a workshop about how to use psychodynamic techniques to help professionals
ethically treat individuals with "ordinary psychosis". In schools many adolescents will display "ordinary psychosis" where they believe something that is not true, and no matter how much evidence they are presented with, which shows what they believe to be incorrect, the adolescent invests more into their erroneous belief. (e.g., the use of THC is "good for you.") **All Settings/ High School/ Ethics**

33. **The Playbook: Addressing Systemic Barriers by Championing Mental Health**  
   *Ashley Perry Ph.D., QuaverEd*

   For students to be champions in life, they need coaches who care not only about their academic success, but their mental health as well. Get ready, because we’re equipping you with the playbook to help you advocate for your students’ well-being as they face many barriers in life. In this session, attendees will identify systemic barriers that impact their students’ mental health and create a personalized action plan to develop a community of mental health champions in their school building. When our students win, we win. **All Settings/All Levels**

34. **Blankets and Boundaries: The power of presence with our students**  
   *C. Duke Novak LCSW, CCTP, MBSR-T, Mundelein High School*

   A lecture about the necessity of presence to provide either blankets or boundaries depending on the needs of our students in the moment. An integral approach to school social work and assessment will be presented. Questions will be asked of attendees to spark discussion about what they see their students requiring. Listening skills, mindfulness practices, and the power of relationships will be discussed as well. Why they are important, as well as, how to achieve empathy and understanding. **All Settings/ High School**

**Friday, October 29, 2021- 10:15 A.M. – 11:45 A.M.**

1.5 Hour Sessions

Workshops 35-39

35. **Social Workers and McKinney-Vento A natural partnership**  
   *Matthew Hanafee Area 1 Lead Liaison, Will County ROE*

   There are more than 50,000 McKinney-Vento eligible students in Illinois. We give a
brief overview of State and Federal law on homelessness. The main focus of the presentation will be to give social workers the tools and resources to help identify eligible students and we will share best practices to help them succeed in school and life. All Settings/All Levels

36. An Introduction to Trauma, Racism and Equity: Building Healing Centered Schools

*Caryn Curry, LCSW, Lurie Children's Hospital of Chicago, Center for Childhood Resilience*

Trauma-Informed practices cannot be fully effective without understanding and implementing them through an equity lens. In this workshop participants will learn critical concepts linking trauma, racism and inequity; learn about impacts of racism and inequity on students; and reflect on implications for school social work practice. All Settings/All Levels/Cultural Competency

37. Assess Your Students' Social Emotional Learning in Real-Time

*Andy Duran, LEAD (Linking Efforts Against Drugs)*

This workshop will explore a new model for assessing your students' social emotional learning in real-time. Using data and outcomes from one pilot program, we will discuss how one school district implemented an application to track their student Social Emotional health through a quick daily self-report, and as a result set up opportunities for intervention.

This program sought to achieve 4 main goals: 1) Enable students to communicate their emotions and SE status with a real-time daily check-in, and then respond accordingly with Tier 1, 2 and 3 interventions based on the student responses. 2) Helped schools/districts to know the state of their students' emotional health with self-identified data. 3) Helped classroom teachers understand how to better serve their students. 4) Provided the school district with reliable data they could use to develop future staffing and programming objectives. All Settings/All Levels

38. MTSS Redefined: Strengthen universal interventions to Make The System Successful

*Karen L. Roach, LCSW NMT, Center Cass School District 66 and Loyola University of Chicago*

In every classroom, there are students whose SEL needs outweigh their academic
needs; challenging behaviors or big emotions interrupt learning and staff looks to you to "fix" the problem. MTSS Redefined capitalizes on a developmentally-informed approach to give you a framework that facilitates change in the classroom with universal interventions that benefit all students. Stop wasting time in problem solving meetings! MTSS Redefined is the universal answer to Make The System Successful. All Settings/All Levels/

39. Demystifying The MDR Process

Sonya Perez Harrington, MSW, MEd, Ed.S, College Station Independent School District

The purpose of the workshop is to demystify the MDR process! This is a mandatory component in many of our roles and is frequently a high stakes process which can have lasting impacts. There will also be some discussion about the unique responsibility we have as School Social Workers to stand in the gap and advocate for our students. All Settings/All Levels

Friday, October 29, 2021 Business Lunch 12:00-1:00 P.M.

Friday, October 29, 2021 1:15 P.M. – 4:30 P.M. 3 Hour Sessions

Workshops 41-43

40. Motivating the Unmotivated: Motivational Interviewing with Adolescents

Justin Wolfe LCPC, CADC, CRC, Linden Oaks Hospital

Motivational Interviewing (MI) is a way of being with people that allows behavioral health providers a means of helping clients along the process of change. Initially developed to help clients with substance use disorders, MI has application in assisting with many additional life challenges and changes. All Settings/All Levels

41. 2021 Legislative Update & Panel Presentation on Creating a Legislative Campaign

Phil Milsk, Law Office of Phil Milsk, Tom Tebbe, IASSW Executive Director

This presentation will feature a review of legislation that was passed during the 2020 –
2021 legislative session by Phil Milsk, IASSW Legislative Liaison. There will be a particular focus on those pieces of legislation that apply in education and the school social worker role. Additionally, there will be a panel presentation about the planning, coordination, and implementation of the IASSW initiative to block and/or defeat SB 2071. This proposed legislation would have allowed LSWs and LCSWs to work in the school setting as a PEL without taking the appropriate coursework, passing the content area test or completing a supervised internship. All Settings/All Levels

42. SCHOOL SOCIAL WORKERS: Can equity be promoted using social emotional learning?

Marva Furlongue-Laver MSW PhD Candidate, Broward County Public Schools

We cannot have social emotional learning without equity. The promise of social and emotional development as a lever for increasing educational equity rests on the capacity of School Social Workers to understand that all learning is social and emotional and all learning is mediated by relationships that sit in a sociopolitical, racialized context – for all children, not just those who are black and brown. Social emotional learning offers the possibility of acknowledging, addressing, and healing from the ways we have all been impacted by racism and systemic oppression and to create inclusive, liberatory learning environments in which students of color and students living in poverty experience a sense of belonging, agency to shape the content and process of their learning, and thrive. All Settings/All Level/Cultural Competence

Friday, October 29, 2021 1:15 P.M. – 2:45 P.M. 1.5 Hour Sessions

Workshops 44-48

43. Supporting Newcomer Youth Wellness in Schools

Bianca P. Vargas Ocasio, Center for Childhood Resilience at Ann & Robert H. Lurie Children's Hospital of Chicago

Participants will learn about the refugee/immigrant experiences across all stages of migration, the intersection of COVID and newcomer stress and resources for supporting newcomer youth and families in both elementary and high-school settings. Participants will also learn strategies to support newcomers across the MTSS (Multi-Tiered System of Supports). All Settings/All Levels/Cultural Competence
44. **These Ain't Your Parents or Grandparents Psychedelics... Or are they? An Overview of the Psychedelic Renaissance in Mental Health**

*Myrna Cavazos, LCSW/MSW, Flossmoor School District #161*

This introductory workshop will cover the psychedelic renaissance in mental health currently occurring in the US, including the rapidly changing landscape ranging from clinical trials to FDA approved treatments, with a review of its origin in traditional psycho-spiritual practices of indigenous / ancestral cultures and knowledge systems around the world. The therapeutic properties of various psychedelic medicines, treatment implications with adolescents and families, how the principles of social work practice provide an optimal framework for outcomes, and the important role that school clinicians play will be discussed. **All Settings/All Levels**

45. **Early Detection and Intervention for Youth At Risk for Psychosis**

*Candy Malina, LCSW, Thresholds*

School social workers may be the first to detect the early warning signs of the development of a psychotic disorder. Learn what the most recent research shows about how to screen for psychosis risk and how to intervene most effectively to improve long-term positive outcomes for youth and families. **All Settings, All Levels**

46. **Teaching Teens Healthy Relationships**

*Joaquin Barraza, Child and Family Counselor, Freedom House, Domestic Violence and Sexual Assault Services*

“Unhealthy relationships can start early and last a lifetime” – CDC, 2020.

Teens that have experienced violence or trauma may have difficulty navigating appropriate relationships with adults and peers. During this presentation, we’ll go over strategies to teach teens about healthy relationships and how they can navigate conflict in their lives. **All Settings/All Levels**

47. **‘Resilience: The Biology of Stress & The Science of Hope’ Movie Screening**

*Jennifer Samartano BSW, MA, Prevent Child Abuse Illinois*
‘Resilience’ is a one hour documentary that delves into the science of Adverse Childhood Experiences (ACEs). The documentary reveals how toxic stress can trigger hormones that wreak havoc on the brain and bodies of children putting them at greater risk for disease, homelessness, prison time and early death. ‘Resilience’ chronicles a movement that is fighting back to protect children from the insidious effects of toxic stress and the dark legacy of a childhood that no child would choose. All Settings/All Levels

Friday, October 29, 2021 3:00 P.M. – 4:30 P.M. 1.5 Hour Sessions

Workshops 49-52

48. It's Real: Teens and Mental Health

Courtney Collins, American Foundation for Suicide Prevention

It’s Real: Teens and Mental Health provides youth with general mental health information and resources. The presentation defines mental health and includes guidance on starting a conversation about mental health and engaging in self-care. The intended audience is for teens between the ages of 14 and 18. Although the information can also be useful in educating teachers, counselors, parents and other adults who work closely with adolescents and mental health, this program is directed in particular to be presented to high school classes or in community settings with groups of comparably aged adolescents. All Settings/All Levels

49. Building Connections and Capacity Beyond the Social Work Session

Katie Johns, LCSW, CADC, CODP I, PEL District 95, Aurora University, Laura Donavon, LCSW, CADC, CCJP, CCJTS, MAC, CODP I, Aurora University, Joi Counseling Center

The workshop will focus on how school social workers can provide effective professional development in their schools/districts in order to connect skills learned in social work sessions to the classroom and school environment. Attendees will reflect on their current practices, how to increase education amongst staff and be a valuable resource to all. The goal is to ensure students are generalizing skills and teachers have the capacity to also develop students’ emotional intelligence. All Settings, All Levels

50. Supporting Students After Behavioral Health Hospitalization
Pamela Schibli, MA, Linden Oaks Behavioral and Daneen Taylor, Linden Oaks Behavioral Health

Helping navigate student's return to school from mental health hospitalization. 1. Participants will learn 3 strategies to help a student returning to school after a hospitalization. 2. Participants will be able to explain the importance of continuing care after a student is discharged from hospitalization back to school. All Settings/ All Levels

51. The Side Hustle - Build A Successful SW Practice without compromising your FT work.

Yesenia Servin, CPMSM, YS Credentialing

Build a strong, successful, profitable solo practice; from insurance credentialing to revenue cycle; understand all the moving parts. High School/All Levels/CEU’s only

52. Inner Ethics: Becoming a Reflective Practitioner

Priscilla Boyd, LCSW M.Ed, Southwest Cook County Cooperative for Special Education

This workshop is about the consideration of ethics from the perspective of self reflection rather than a collection of externally enforced moral judgments. We will focus on ways to conduct internal self examination of our own values and motivations as we engage in the healing and personal evolution of students. All Settings/ All Levels/ Ethics
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