



Wisconsin School Social Workers Association
2020 Fall Conference

Effective Strategies for Creating Student Success
Virtual Conference Series

Nov 13, 2020	Nov 20, 2020
Dec 8, 2020	Jan 7, 2021
Jan 22, 2021	Feb 3, 2021
Feb 15, 2021	



Purpose and Goals of the Conference Series

This year's conference will take place over the course of several weeks in an interactive online format via Zoom.

Participants can choose from a variety of presentations held over a four month period of time. The purpose of the conference is to provide a variety of strategies that school social workers can readily apply at their school, including evidence-based practices and interventions, school-wide and direct practice. This series will provide attendees with knowledge and strategies to strengthen their practice, raise awareness, and encourage personal and professional growth.

The keynote presentation is Ethical Partnerships and Empowerment: Making a Seat at the Table for All by **Heather Alden, MSW, LICSW**. This workshop will explore the responsibility of school social workers to give voice to students, and provide strategies by which to do so with a structured opportunity to develop action plans to empower their parents and students to bring their voice into the educational system and partner with school staff to improve their relationships with the students and their families.



There are many online trainings available this year, but this is the only conference series that specifically addresses the role of school social workers. We hope to see you at the conference throughout the course of the series.

Angela Baerwolf, WSSWA President – wisconsinssw@gmail.com

Please Note the following Important Information

Online Registration Required. Payments can be made online, by personal check, and by school/organization check. For paying by check, an invoice will be automatically generated and emailed to you. **You may choose to forward this email invoice onto your business office for payment.**

Continuing Education Hours (CEH's) have been applied for from NASW - WI. 2 CEHs per workshop, with the exception of Ethics and Boundaries (4.5 CEHs) and Motivational Interviewing and SBIRT (3 CEHs). You will be asked to complete a Google form at the end of each workshop in order to receive an electronic confirmation of your attendance.

Conference Fees: The conference fee for the entire 7 course series is \$120 for members, \$210 for nonmembers, and \$60 for members who are students/retirees. If you wish to attend select sessions, the fee is \$20 for members, \$35 for nonmembers, and \$10 for members who are students/retirees per session.

We encourage you to register as a member before registering for the conference, in order to enjoy the member rate.

- Requests for ADA accommodations **MUST** be received by **October 8, 2020**.
- Registration for each workshop closes the day before the workshop. Registration for the full conference closes the day before the first workshop (November 12th).
- Cancellation Policy - No refunds will be given for cancellations.

Instructions for Online Registration

Go to <https://www.wsswa.org/> and click on the event you wish to sign up for in the 'Events' section on the right side of the homepage. Go [here](#) to register for the entire series of workshops.



1. Choose to either register for individual workshops or the full conference
2. Check to make sure you have entered all the information.
3. Hit "submit" and your registration form is submitted.
4. Follow the prompt to select your payment option.
 - **To pay by credit card** through Stripe, follow the instructions for online payment. You will automatically receive an email receipt for payments made online or an invoice indicating payment is requested..
 - **To pay by check**, an invoice is automatically generated and emailed to you. Make checks payable to "WSSWA" and send to:
Alex Schirmacher - 549 North Main St. Cottage Grove, WI 53527
 - To pay by school/organization check, an invoice is automatically generated and emailed to you. **You may need to forward this email invoice to your business office for processing.**

For assistance with online registration or for questions contact Angela Baerwolf at wisconsinssw@gmail.com. You can update your membership profile yourself on our website, wsswa.org, as well as check your membership level and renewal date.

Handouts and Presentation materials will be available electronically. Materials will be emailed in advance of the conference.

Don't forget to visit our online store!

Since we are unable to hold an in-person fall conference and provide a space to shop for WSSWA apparel and accessories, we are bringing you the opportunity to shop online! Check out options [here](#).



Workshop Descriptions

Each 2-hour workshop will conclude with application of content to practice in break-out rooms.

Keynote: Ethical Partnerships and Empowerment: Making a seat at the table for all.

Presented by Heather Alden.

Date: Friday, November 13th, 2020 Time: 9:00-11:00

Engage in a meaningful and poignant dialogue about empowering our clients and their families to find seats at our educational tables. Specifically considering that our students need their parents to be informed to advocate for their rights as students in our schools and we as social workers can be the conduit to make that happen. Considering our ethical responsibility to give voice to all the constituents in education; what role does the social worker play and how can we best meet the needs of all our students. This keynote will challenge all of us to step up and make all voices heard, considering it is our ethical responsibility and equity is a cornerstone of our practice. The workshop will detail strategies to make this happen and provide attendees an opportunity to create action plans for their schools/districts to empower all members of their school communities (students, parents, community members, staff) to make necessary changes so all students achieve academic and social success.



Objectives: 1) Attendees will learn how empowerment theory is an equity strategy to help all of our students and their families actively engage in the education system. 2) Attendees will learn concrete strategies to actively engage parents in their children's education and methods to negotiate these relationships with their educational colleagues as well. 3) Using the framework of Project Connection, a School-based mentor program, demonstrate how empowering families impacts their connection to school, engagement in their children's learning and increased trust in school systems.

A: School Social Work Ethics and Boundaries: Relationships Within the School Community

Presented by Julie Incitti.

Date: Friday, November 20, 2020. Time: 8:00a-12:30p

In this session we will have the chance to self-reflect on our engagement with students and consider when we might be over or underinvolved and how that might impact others. We will learn signs to look out for and consider methods to re-center our relationships to ensure we are working in integrity. Boundaries in light of the current variations of learning modes will be discussed. We will practice a model for having difficult conversations and then how to recognize and interrupt bias in the school setting. This session is adapted to a virtual learning mode and will include small group discussions, appropriate breaks and stretches, polls, and other engaging activities. This course is approved by NASW WI for CEH's.

Learning Objectives: 1. Re-familiarize with NASW ethical values - how they apply to school social work 2. Recognize behaviors of a professional acting in (and outside of) the zone of helpfulness 3. Practice difficult conversations related to boundary violations 4. Live social justice through preparing to interrupt bias in the school setting 5. Feel comfortable using an ethical decision-making model

B: Engaging a County-Wide Truancy Task Force

Presented by Jaime Dobner and Luke Pinion

Date: Tuesday, December 8, 2020 Time: 1:30-3:30

The School District of Waukesha was involved in a County-led truancy task force for numerous years. In the Winter of 2018, the district assumed the facilitation of this task force and completely restructured the format, process, and scope of the committee. This session will go into detail about the processes and outcomes of this work, which spanned over a year's worth of collaborative, deep work. This includes preliminary survey data obtained from all 19 school districts in the county and analyzing this data to identify the primary focus of the task force. Once the focal points were identified, we then established a structure and sequence for the task force. We will share tools that were used in this process to organize the work and keep the work moving forward. Additionally, we will share out our first truancy task force summary report, which includes various resources and information. There will be time allowed for participants to discuss application of content to their practice.



Learning Objectives: 1. Attendees will walk away with proactive resources for intervening around truancy in their schools and districts. 2. Further understanding of how you can work collaboratively between the educational, county, and juvenile justice agencies. 3. Understand the nuances and process that occurs on the county and youth justice end after a habitual truancy referral is submitted by the school (flow chart, definitions, sample letters, guidelines).

C: Last on the List? Deepening Your Awareness and Enhancing Your Wellness Using Self-Coaching Strategies.

Presented by Amy Nelson CAPSW

Date: Thursday, January 7, 2021 Time: 1:30-3:30

School social workers aren't often drawn to wellness workshops. We take care of others and often forget about ourselves. Through exploring our values and thoughts, including those that sabotage our wellness, participants will learn strategies to use on their own self-care journey. Fully honoring our values and beliefs brings fulfillment and gives us energy. Enter our inner saboteur, with thoughts that deliberately damage and destroy our confidence, hope, and resilience. Through fully exploring this saboteur, participants shine a light on the dissonant voices within and begin to develop self-coaching strategies that honor their values and improve their wellness.



Learning Objectives: 1. Participants will identify and evaluate their current values and thoughts related to their own wellness. 2. Participants will identify what thoughts sabotage their wellness and apply tools to identify and manage their saboteur of wellness. 3. Participants will develop new awareness and new self-coaching strategies to improve their individual wellness.

D: Strategies to Use with Students with Challenging Behaviors- Self Regulation and Social Skills

Presented by Madeline Tolkan Conrad

Date: Friday, January 22, 2021 Time: 9:00-11:00

This session will include best practices in the area of self-regulation and social skills for students with Autism and Emotional/Behavioral issues. Learn strategies outlined by Ross Green and Dr. Stuart Shanker regarding self-regulation. Let's dive into Social Thinking strategies by Michelle Garcia-Winner and Zones of Regulation. In addition, we'll discuss Behavior Intervention Plans and other considerations for program supports.

Learning Objectives: 1. Understand the 5 steps for addressing self-regulation needs of students. 2. Identify several curriculums/programs to support SEL needs of students. 3.

Identify behavior planning and evaluation of the lagging skills, as well as the staff preventative and response strategies for dysregulated students.

E. Supporting Survivors of Trauma

Presented by Missy Mael and Dana Pellebon

Date: **Wednesday, February 3, 2021** Time: **9:00-11:00**

In this session, participants will learn about how the brain responds to trauma both during and after a traumatic event. Through dialogue and activities, Missy and Dana will lead attendees through an interactive experience that will give them knowledge and allow them to practice skills to help them feel better prepared to work with students who have survived almost any form of trauma.

Learning Objectives: 1. Know the prevalence of sexual violence. 2. Interact with survivors in a supportive and trauma-informed/healing-centered way. 3. Understand how intersections of oppression may impact a survivor's ability and willingness to interact with service providers

F. Introduction to Motivation Interviewing in Schools (Part 1) and Introduction to delivering Screening, Brief Intervention, and Referral to Treatment (SBIRT) in Schools **Presented by Tanya Novotnak and Carrie Klein, LCSW**

Date: **Monday, February 15, 2021** Time **12:30-3:30**

This two-part presentation will be a comprehensive introduction to motivational interviewing and SBIRT in school settings. SBIRT is a brief intervention based on motivational interviewing for secondary students struggling with drug and alcohol use, engagement, attendance, and other behavioral concerns. The first presentation will cover foundational principles of motivational interviewing with adolescents, including opportunities for practice. The second presentation will introduce participants to the protocol of SBIRT, also with opportunities for active engagement. Presenters will discuss best practices and helpful strategies for implementing SBIRT in school settings.



Learning Objectives: 1. Participants will understand the research evidence supporting beneficial outcomes of SBIRT. 2. Participants will learn practical strategies and tools for implementing MI and SBIRT in schools and overcoming implementation barriers. 3. Participants will practice MI and SBIRT and receive feedback on skills.

Information about Presenters

Heather Aiden, MSW, LICSW has been a school social worker in St Paul Public Schools for the past 20 years and presented at conferences in Minnesota as well as within the Midwest Region and Nationally on a myriad of topics including advocacy, bully prevention, innovative ideas to support students, working with children with autism, trauma informed social work strategies and school based mental health. She has spoken to school social workers, school administrators, medical professionals, community service providers, parents and students. She has partnered with Vermont Public Radio with their podcast "Jolted" to address an averted school shooting and has been published in publications referencing her work on bully prevention. Heather is an adjunct professor at Augsburg University in Minneapolis, MN. Heather is the past President of the Midwest School Social Work Council, Past President of the Minnesota School Social Work Association and was the SSWAA's National School Social Worker of the year in 2012. Heather is the mother of two teenage daughters and active in her community addressing racial justice and eliminating racial disparities through co-leading efforts on dismantling white privilege in her church community.

Jaime Dobner, MSW is a School Social Worker for the School District of Waukesha. She has worked primarily at Butler Middle School, but also at 2 elementary schools as well. Prior to becoming a School Social Worker, Jaime worked as a Social Worker for Waukesha County Health and Human Services in the Family Services Unit. There she worked with at risk youth, truancy concerns, the Juvenile Justice system and families. Jaime graduated from UW-Whitewater with an undergraduate degree in Social Work and then obtained her Master's Degree from Loyola University in School Social Work. Jaime has enjoyed working with at risk youth and their families for the last 20+ years. She has particularly been passionate about bringing proactive strategies/practices to the school setting at a more universal level, while still supporting students and families on a more intensive level

Julie Incitti, MSW is the school social work consultant at the Wisconsin Department of Public Instruction. Her areas of focus include professional ethics and boundaries, child welfare, attendance/truancy, pupil records, mental health, trauma-sensitive schools, and reducing and responding to sexual violence in schools. Julie received her MSW from the University of Wisconsin – Madison before working as a school social worker in the public schools. Julie served as the president of the Wisconsin School Social Workers Association (WSSWA). Her work has focused on developing policies and procedures that best serve students and school districts at multiple systems levels.

Carrie Klein, LCSW, was a School Social Worker for 19 years, was in private practice (with a primary focus of treating anxiety disorders) in the Minneapolis area for 10 years. She is currently the Tier 2 Mental Health Intervention Coach for the Madison Metropolitan School District. Carrie delivered SBIRT to students in the Madison Metropolitan School District and is now helping to plan and deliver SBIRT professional development and implementation.

Missy Mael, M.Ed. is a survivor of sexual and intimate partner violence who has transformed her trauma into social activism, advocacy, and community outreach. She channeled her passion for serving others into achieving a Master's degree in Education with a concentration in equity and social justice in education. She is a certified yoga and mindfulness instructor, a certified Youth Mental Health First Aid instructor, and she has received specialized training in trauma informed mindfulness. Professionally, she leads a team of sexual violence outreach and prevention educators, finding innovative strategies for reaching and serving survivors of sexual violence. She has over 20 years of experience in education, including serving as an Assistant Dean of Students at a small college, where she supported students who had experienced various forms of trauma before and during their time at the college. Missy is driven to help others survivors by sharing her knowledge, skills, and experiences with other professionals.

Amy Nelson, CAPSW, has been a school social worker in the Milwaukee area for nearly 15 years, working in both public and private schools. She is also a co-founder of the Urban School Professional Network, a nonprofit organization offering resources, consultation, and support for non-public mental health professionals. Amy is driven by her desire to break down barriers to learning and by her passion to empower students, parents, and families. Whether facilitating a parent workshop, partnering with teachers on potential interventions for students, or working one-on-one with youth, she fosters collaborative relationships to facilitate change. While never wavering from her desire to make a difference in the lives of others, Amy recognized she must also take better care of herself. This realization led her to explore, and experience, life coaching. Inspired by how coaching helped guide her own self-care journey, she enrolled in the University

of Wisconsin-Madison Certified Professional Coach Program in fall 2019. Amy's experiences have cemented her belief in the power of life coaching and its impact on wellness, not only for students and families, but also for the professionals who have dedicated their lives to helping others.

Tanya Novotnak, MS is a doctoral intern in the Madison Metropolitan School District, and a student in the University of Wisconsin School Psychology Program. Tanya has studied motivational interviewing for several years, beginning with work in addiction treatment and research in Seattle, Washington. She earned a competency certificate in motivational interviewing from the University of Wisconsin Continuing Studies in 2019. Tanya also helped develop SBIRT professional development in MMSD during the 2019-2020 year.

Dana Pellebon is the Senior Director of Client Services at Rape Crisis Center.

Luke Pinion, Ed, S. is the Director of Student Services for the School District of Waukesha (SDW). He began his career in education in 2007 as a special education paraprofessional before entering the field of school psychology. Luke received his Bachelor's, Master's, and Educational Specialist degrees from UW-Whitewater followed by his administrative license through UW-Eau Claire. He practiced as a school psychologist in Milwaukee Public Schools for 5 years prior to transitioning to Oak Creek, where he began training for and transitioning to the pupil services administrator role. Luke's professional passion revolves around supporting school-based mental health at all levels, from universal through intensive supports. Currently, Luke oversees high-level discipline throughout SDW, alternative education and at-risk programming, school-based mental health, and the school counseling and school social work departments. Additionally, Luke has a strong passion for skydiving and has been teaching others as a skydiving instructor for the past 17 years!

Madeline Tolkan Conrad, LCSW recently moved to the Northwoods of WI Summer of 2019 and began a new position as Academic, Behavior and Mental Health Intervention Specialist at CESA 9. In this role, she works on the micro, mezzo and macro needs of the districts she serves. This includes direct services for students, coaching district Mental Health, SEL and PBIS teams, consultation with staff regarding suggested interventions and building staff capacity with coaching and presentations focused on the mental health and behavior needs of students. Madeline was a school social worker in the Minneapolis area for 20 years, working with students with special needs in the area of SEL. In addition, she worked part time as a hospital social worker at Children's Hospital of Minnesota doing mental health crisis assessments and supporting families through trauma and grief/loss. Madeline is a graduate of UW-Madison (98') with a BSW and MSSW where she specialized in SW in Educational settings.