5th Annual Mental Health in Schools Institute

Monday, October 2, 2017
Milwaukee, WI

FOR...

School Social Workers
School Counselors
School Psychologists
School Nurses
School Administrators
Community Mental Health Providers

UW-Milwaukee
School of Continuing Education Conference Center
7th Floor • Grand Avenue Mall
Downtown Milwaukee • 161 W. Wisconsin Avenue

Register Online at www.acssw.com
Early Registration Fees Effective Through September 7th
Discount Available for Team Registrations
Dear Colleagues…

It’s time to gather up your school and community mental health team. Join us in Milwaukee, Monday, October 2nd for a unique personalized professional learning experience that will enhance your school’s effectiveness to meet the mental health needs of your students.

ACSSW – The American Council for School Social Work, is a national not-for-profit professional association. We believe in the power of collaboration and teamwork when it comes to meeting the challenge of enhancing educational outcomes of students coping with mental health concerns.

This unique professional event provides school teams with the opportunity to strengthen your collective understanding of evidence-based approaches to school mental health practices.

This year’s Institute features 17 interactive workshops focusing on…

- Compassion Fatigue
- Homelessness
- Motivational Interviewing
- Immigration & Students
- Mindfulness
- Social Emotional Learning
- Dialectical Behavioral Therapy
- Depression & Suicide
- Transgender Students
- Grief Sensitive Schools
- Attendance & PBIS
- Ethics & Boundaries
- Collaborative Mental Health Services
- Alcohol & Drug Abuse
- Threat Assessments
- Restorative Practices
- Building Compassion

Registration fees include morning coffee, buffet lunch, afternoon soda break and conference materials – all for $120 per individual or $115 per individual for teams of 3 or more attending from the same school district or agency. These Early Bird Rates are effective through September 11th. Rates increase by $10 starting September 12th.

CEUs are provided via UW-Milwaukee Helen Bader School of Social Welfare and meet Wisconsin state requirements for social work licenses only. A maximum of 7 CEUs (if participating in Boundaries & Ethics workshop) may be earned by social workers.

Are you looking for new and practical strategies that will lead to improvements in your ability to reach and teach ALL students? What are you waiting for? Get a jumpstart on you school year by organizing your team to register for this event.

See you in October!!!

ACSSW Board of Directors • www.acssw.org
Sally Carlson, ACSSW Vice President/Conference Planner
Sally.carlson@acssw.org • 414-659-5853
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8:45 – 10:15 AM Workshops

Compassion Fatigue & Healing the Wounded Healer
Philip Chard, MS, LCSW, NLP, Out of My Mind, LLC, Pewaukee, WI

Sometimes called “secondary traumatic stress,” compassion fatigue is prevalent among social workers, nurses, physicians, caregivers and first responders who frequently witness suffering and tragedy in others. It is particularly common among those who are “highly sensitive persons,” or HSP, a significant percentage of health care and human service professionals. In this interactive presentation, we will consider:

- Personality characteristics that predispose us to compassion fatigue, such as HSP and external locus of control.
- Signs and symptoms, including how compassion fatigue differs from burnout or chronic stress.
- Early warning signs
- Case examples from the helping professions
- Role of the motivational subconscious in both escalating compassion fatigue and in alleviating it
- Self-care approaches, including contemplative practices
- Evidence-based treatment options

Rally Around Your Homeless Program
Kristine Nadolski & Karen Rice, Wisconsin Dept. of Public Instruction

The number of students that do not have a stable place to call home is growing significantly. All schools are required to serve homeless students. Pupil services staff are the key to ensure students receive services in their schools. We will cover the McKinney-Vento Homeless Assistance Act, strategies for implementing the law, and explore ways that staff can help these students succeed.

A Taste of Motivational Interviewing & MI’s Alignment with Trauma Informed Care and Cultural Reverence:  PART I of 3 Hour Workshop
Shawn Smith, President & Founder, Motivational Interviewing Network of Trainers Member, Alma Institute, Milwaukee, WI

Experientially explore the alignments of Motivational Interviewing, Trauma Informed Care, and Cultural Reverence. Learn how MI’s evidence based approach may be utilized to create safety for students and parents who have experienced varying degrees of trauma and how MI can be leveraged to learn about cultural identifiers unique to a given individual and avoid implicit bias. With a broad evidence base, MI is a proven strategic method of communication used widely by a diverse group of human services professionals - including those in schools – to empower those they serve to embrace positive behavior change.

Immigration Issues for Students and Schools
Cain W. Oulahan, Attorney, Oulahan Immigration Law LLC, Milwaukee, WI

This workshop will provide a general overview of the different types of immigration status and the processes involved in obtaining them. It will also focus specifically on some of the laws, policies, and rights that most directly apply to immigrant students. Get the most up to date information about the rapidly changing immigration landscape.
Mindfulness Practices for Classroom Achievement
Anna Silberg, PhD, Director of Instruction and Research, Growing Minds, Milwaukee, WI
www.growingmindstoday.com

This interactive workshop will highlight the topics of attention and focus, personal mindfulness practices that transfer easily into a school setting, development of the brain and the basics of trauma informed care, and the worrying nature of the mind. Based on the latest science of brain plasticity, students and teachers are able to train themselves to pause before reacting. The skill of accessing one’s executive functions allows for more thoughtful behaviors when learning, teaching and working together. Core themes include the ability to focus when needed, self-regulation, social awareness and positivity skills. Growing Minds’ mission is to enhance the classroom environment through a collaborative partnership with both the teacher and students using mindfulness-based practices to manage emotional wellbeing and increase social skills.

10:30 – Noon Workshops

Application of Dialectical Behavioral Therapy to a High School Setting: Adapting DBT for a Self-Contained Special Education Program for Students with Emotional Disabilities
Dr. Paul Holmes, Brian Drelicharz, LCSW, & Claudia Kelly, LCSW
Hinsdale High School District HAVEN Program, Hinsdale, IL

When young adults experience persistent psychological distress, they present with impulsive coping styles, chaotic relationships and difficulty managing emotion. Providing school-based services to these individuals presents a unique set of challenges, and often a specific therapeutic model to meet the needs of this student population is unclear, insufficient, or ineffective. Dialectical Behavior Therapy (DBT) is a cognitive behavioral therapy designed to address the unique concerns of young adults who have not shown the capacity to consistently engage in traditional school-based therapeutic interventions. DBT has now been shown to be effective with young adults who struggle with impulsivity, emotional liability, cognitive dysregulation and interpersonal chaos. It is a comprehensive therapy involving four clinical activities: Skills Training, Individual Psychotherapy, Telephone Consultation and Group Consultation. Hinsdale High School District is currently implementing a self-contained therapeutic program that utilizes DBT as its therapeutic model: The HAVEN (Hinsdale Area’s Vision for Emotional Needs) Program. This program currently services over 20 students and has drawn significant interest from neighboring districts that hope to replicate its nascent success.

Depression and Suicide Awareness in Your School: Meeting Mandates and Encouraging a Culture of Good Mental Health
Peggy Kubert, MA, LCSW – Director of Education and Programming & Sarah Griebler, BA – Director of Program Development, Erika’s Lighthouse, Winnetka, IL www.erikaslighthouse.org

Wisconsin law requires schools to educate students about suicide prevention using health curriculum. Learn about the free video-based middle school and high school curricula created by Erika’s Lighthouse that can help you meet the law’s guidelines in your school. Erika’s Lighthouse offers depression and suicide awareness curricula for middle school and high schools around the country. The videos, lesson plans, and resources included in the curricula can be presented to your students as a way to meet state mandates. The curricula can be used on its own in your building or as a way to enhance what you’re currently offering around depression and suicide awareness. The lessons are easy to implement, offer opportunities for critical thinking and self-reflection, and highlight the experiences of real high school students.
A Taste of Motivational Interviewing & MI’s Alignment with Trauma Informed Care and Cultural Reverence
Continued from 10:15 AM - PART 2 of 3 Hour Workshop
-Shawn Smith, President & Founder, Motivational Interviewing Network of Trainers Member, Alma Institute, Milwaukee, WI

See above description. This is the second half of a 3-hour workshop presentation.

Supporting Transgender Youth in Schools
Brian Juchems, Senior Director of Education and Policy, GSAFE

Transgender and gender diverse youth and their families are here and a growing part of our communities. This session will provide a framework for welcoming and supporting this student population as well as provide age-appropriate strategies for talking about and responding to questions and put-downs about gender identity. We'll look at key terminology and concepts, student experiences, and various entry points that allow us to begin using or expanding upon best practices immediately. Please bring your questions!

Creating Grief Sensitive Schools
David J Schonfeld, MD, FAAP – Developmental-Behavioral Pediatrician and Director of the National Center for School Crisis and Bereavement, University of Southern California School of Social Work

NOTE: This is a live webinar presentation

The vast majority of children experience the death of a close family member or friend by the time they complete high school. Whether involving a personal loss or one that impacts the entire school/community, bereavement can have a profound and long-term impact on children’s psychological adjustment, academic achievement and personal development. School professionals can play a vital role in providing important support to students to help them understand and learn coping strategies to accelerate their adjustment and minimize their distress, and minimize maladaptive coping mechanisms and behavioral difficulties. Yet most educators and other school professionals have had limited to no professional training in how to support grieving students. The presenter, David J Schonfeld, MD, established and directs the National Center for School Crisis and Bereavement at the University of Southern California Suzanne Dworak-Peck School of Social Work. In addition to providing practical information on how to support grieving students, he will highlight a free, practitioner-oriented website (www.grievingstudents.org) housing comprehensive materials on bereavement developed for educators and other school professionals by the Coalition to Support Grieving Students, of which ACSSW is a Supporting Organizational Member. The Coalition includes the top organizations representing school professionals including educators, school administrators, school social workers, school counselors, school counselors, school nurses, and school psychologists. The website includes video training modules featuring expert commentary, school professionals who share their observations and advice, and bereaved children and family members who offer their own perspective on living with loss. Handouts and reference materials which mirror the training videos can also be freely downloaded from the website. Learning objectives include: initiating conversations with children and their families related to deaths of family members and friends, understanding the role of guilt in impacting adjustment to a loss, providing practical advice on issues such as funeral attendance of children and appreciating the importance of long-term follow-up after a significant loss, and how to access free professional development resources on bereavement via www.grievingstudents.org.
Incorporating Attendance as a Responsible Behavior within the PBIS Framework
Karen Horn, MSW, School Social Worker, Milwaukee Public Schools RtI/PBIS Team
Colleen Wey, Teacher, Milwaukee Public Schools RtI/PBIS Team

Research shows that a multi-tiered framework is most effective to promote regular attendance and reduce absenteeism. Students that miss one day or more each month (resulting in 90% attendance rate) are less likely to read at grade level after 3rd grade. Prevention and early intervention improves the likelihood of increased instructional time and higher academic outcomes while decreasing punitive legal sanctions. Through this presentation, the participant will identify ways to incorporate positive approaches to improve student attendance through the existing PBIS/RtI framework at their school. Participants will 1) understand that attendance is embedded as a behavior expectation within their school’s existing PBIS framework, 2) be able to identify and implement strategies to improve school climate and increase fidelity of Tier 1 practices, and 3) understand the roles and responsibilities of staff in the implementation of attendance in Tier 1 and Tier 2.

Social Emotional Learning. Great Idea! Now What?
Beth A. Herman, MSE, Education Consultant, Project Coordinator, Safe Schools Healthy Students, Wisconsin Department of Public Instruction, Madison, WI

It is well documented that students with age appropriate social emotional development are better prepared for college and career. It is also recognized that age appropriate social emotional skills have many benefits and can help promote a student’s well-being and mental health. So, how do we do this given all the other things we are working on in our schools? In this session, participants will learn about the social emotional learning resources available to them including competencies, training modules and alignment tools. Participants will learn about elements of effective implementation and how to align SEL implementation with existing systems, such as PBIS and the School Mental Health Framework and how to align SEL with the key components that are essential to effective systems.

Helping Without Hurting: Ethics and Boundaries in School Social Work
Julie Incitti, MSW, School Social Worker, Stoughton Area School District, Stoughton, WI & President, Wisconsin School Social Workers Association

This presentation will explore how we can best serve others, as well as keep our students and ourselves safe, by setting healthy boundaries. We will examine the NASW Code of Ethics, Supplemental Ethical Standards for School Social Work Practice, and relevant legislation. Through these materials, we will explore the issues of conflicts of interest, professional boundaries, and confidentiality in the school setting. Following an ethical decision-making process, we will learn from other’s experiences and work through ethical dilemmas together. NOTE: This workshop extends to 5:00 PM and meets Wisconsin requirements for social work ethics and boundaries.
A Collaborative Approach to School Mental Health
Scott Strong, MS, Executive Director of Community Partnerships, Madison WI
Monica Wightman, MSW, Education Consultant, WI Department of Public Instruction

Are you interested in setting up a dynamic collaborative group in your local community that will harness the energy and resources available for youth to promote their well-being? We will describe how to set this up, offer practical agendas and ideas for success, and lessons learned. Our focus will be on how schools, county human service agencies, youth serving agencies, law enforcement and others can come together to look at their local data, existing and potential resources, identify gaps, and make an action plan for their local community to address the mental health needs of youth and families.

Getting Past “NO” – Overcoming Resistance for Change with Teens who Use Drugs and Alcohol
Mary Egan, MA, CADE, Rosecrance Health Network

This workshop will explore the landscape of current drugs abused by teens and provide updates on current drug trends. The workshop will also explore signs and symptoms of teen drug use, identify risk factors for those teens susceptible to substance use disorders, common responses by teens when confronted with their substance use, some common mistakes made by those who try to help, and how to motivate teens and their family to seek help for change to succeed in school and make healthy choices.

2:30 – 4:00 PM Workshops

Learn by Example with the New DPI Restorative Practices Videos
Christine Kleiman, MSE, Wisconsin Safe and Healthy Schools Regional Coordinator, CESA 7, Green Bay, WI

In this session, participants will view the new Restorative Practices Circle videos. These three videos focus on different types of circles; community building, problem solving and academic. After each video there will be a discussion and resources to help participants either venture out to start their own circles in an education setting or to be able to support their fellow colleagues in starting circles. It is highly recommended that participants have some background in Restorative Practices.
Incorporating Attendance as a Responsible Behavior within the PBIS Framework
Karen Horn, MSW, School Social Worker, Milwaukee Public Schools RtI/PBIS Team
Colleen Wey, Teacher, Milwaukee Public Schools RtI/PBIS Team

REPEAT of same workshop offered at 12:45 – 2:15 PM – see above description.

Helping Without Hurting: Ethics and Boundaries in School Social Work
Julie Incitti, MSW, School Social Worker, Stoughton Area School District, Stoughton, WI & President, Wisconsin School Social Workers Association

CONTINUATION of workshop that started at 12:45. NOTE: This workshop extends to 5:00 PM.

Building Our Compassion Resilience: A Toolkit for Staff Learning and Support
Sue McKenzie, Director, Rogers InHealth, Brown Deer, WI

We know that working in schools requires emotional stamina along with physical stamina. Addressing the multiple, complex challenges children bring to school can drain our ability to respond with compassion in effective ways. This new DPI toolkit, created by a collaborative team of educators in WI and facilitated by Sue McKenzie, provides resources to guide staff in learning about compassion fatigue and how to build compassion resilience. Topics include rationale for staff support, tools for measuring compassion fatigue, compassionate boundary setting, role limitations, and much more. Attendees will be empowered to bring the Toolkit back to their schools to provide guidance and leadership in addressing compassion fatigue among their staff.

Threat Assessment in Schools
Trisha Kilpin, School Social Worker; Steve Lodes, School Principal; Colleen McHugh-Moore, Director of Pupil Services; & Sue Williams, School Psychologist, Greendale School District, WI

In this workshop we will discuss what to do when individuals pose a threat, and how to incorporate Violence Risk Assessment as part of a larger school safety and support plan. We will review how to recognize when a student is on the pathway from grievance to violence. Recommendations will be made for essential elements to include in a threat assessment process, and practices to complete a thorough and accurate assessment. This will ultimately lead to developing and implementing strategies to reduce the risk of harm, including factors that increase stabilization. We will clarify misunderstanding and misperceptions in risk assessment, and provide lessons learned through case analysis. Participants will become familiar with resources for next steps in developing a process within their district.
Presenters...

**Philip Chard, MS, LCSW, NLP, Out of My Mind, LLC, Pewaukee, WI**
www.philipchard.com

Philip Chard is President/CEO of Empathia, Inc., a nationwide behavioral services firm providing health, safety and productivity solutions for over 320 organizations representing 2 million covered lives. In addition, he is practicing psychotherapist who writes an award-winning weekly column in the Milwaukee Journal Sentinel titled “Out of My Mind,” and is author of The Healing Earth, which won the 1995 Midwest Publishers Award, and Nature’s Ways, which examines the spiritual aspects of nature interaction. Philip is a contributing writer to Chicken Soup for the Woman’s Soul, has been a guest expert on ABC Television’s 20/20, and has presented at the Brookings Institution, among many other venues. Prior to joining Empathia, he was Director of Behavioral Science Education at Michigan State University’s College of Human Medicine, where he received the Outstanding Faculty Award. Philip holds an MS in counseling psychology from Drake University, is a licensed clinical social worker, completed five years of post-masters study in health psychology from Saybrook University, is a Master Practitioner of NLP and a nationally recognized leader in the field of applied eco-psychology.
outofmymind@philipchard.com

**Brian Drelicharz, LCSW, Student Interventionist, Hinsdale School District, IL**

Brian is a student interventionist in the HAVEN Program. He has experience serving various settings on the continuum of educational services, including mainstream, self-contained, therapeutic, residential, and restrictive residential settings. He was trained in DBT by Dr. Holmes at the University of Chicago and has been utilizing it in his work with students since 2011. bdrelich@hinsdale86.org

**Mary Egan, MAM, CADC, Director of Outreach, Rosecrance Health Network Illinois**

Mary Egan manages the assessment and outreach efforts in the Rosecrance Chicagoland offices including Naperville, Northbrook, Frankfort, Oak Park, LaGrange and Lakeview. She oversees the clinical intake of the Chicagoland offices and performs marketing, outreach, and communications with individuals, families, schools, hospitals and other referral sources. She speaks to professionals and parents on the topics of drug trends, parental influence and adolescent addiction. She previously held a position as a Student Assistance Program Coordinator at a local high school for 17 years where she developed the school’s Student Assistance Program; counseled students, parents and staff on youth substance issues; conducted support groups for students; and provided training for the school community on substance abuse and related issues. With over 25 years’ experience working in the substance abuse field, Mary is committed to helping teens, adults and families access resources for a healthy life. Mary joined Rosecrance in 2008. Mary holds a Master of Arts Degree from the University of Illinois at Springfield, a BS degree in Alcohol Education and a BA degree in Psychology from Quincy University. Mary is also a Certified Alcohol and Drug Counselor. She has received several recognition awards including the Award for Community Excellence from the Oak Lawn Community Partnership, the Partnership Award for Excellence from the Partnership for a Safe and Drug Free Community and the Illinois P.T.A. Distinguished Service Scroll. megan@rosecrance.org
Sarah Griebler, BA, Director of Teen Programs, Erika’s Lighthouse A Beacon of Hope For Adolescent Depression, Winnetka, IL

Sarah received her B.A. in psychology with a minor in music from Lawrence University. In her role at Erika’s Lighthouse since 2014, Sarah organizes and supports Teen Clubs and Teen Panels. She has loved having the opportunity in the past to work with teens in a number of different settings, including teaching 7th through 12th grades in an English classroom in Poland, leading a staff of high school and college students at a summer program at Northwestern University, and hearing the stories of teenage mothers living in poverty in high risk Chicago neighborhoods. Outside of work, Sarah enjoys spending time in nature, attending quirky theatre productions, writing and spending time with the people she loves.
sarah@erikaslighthouse.org

Beth A. Herman, MSE, Education Consultant, Project Coordinator, Safe Schools Healthy Students, Wisconsin Department of Public Instruction, Madison, WI

Beth Herman is an education consultant with the DPI. She co-coordinates the Safe Schools Healthy Students grant and supports other grant initiatives around mental health, school climate and safety. Beth worked for twenty years as a school psychologist, with 17 of those years in Milwaukee Public Schools. In that position she provided training and support to schools in implementation of social emotional learning programs, anti-bullying initiatives, and effective classroom management. Beth.Herman@dpi.wi.gov

Dr. Paul Holmes, School of Social Services Administration, University of Chicago

Dr. Paul Holmes is founder and managing partner of the Emotion Management Program, LLC (EMP). He is also a full-time lecturer at the School of Social Services Administration at the University of Chicago. His main academic and clinical focus is on the development of C-DBT—DBT from the perspective of the Psychological Flexibility Model. Dr. Holmes continues to train developing professionals in both academic and community settings. Dr. Holmes also conducts training workshops and clinical consultation to both public and private mental health providers. He has received extensive clinical training in DBT from the Linehan Training Group as well as instruction in training other clinicians. eholmes@uchicago.edu

Karen Horn, MSW, School Social Worker, Milwaukee Public School District PBIS/RtI Team

Karen is active in the embedding of attendance within the PBIS/RtI framework through the creation of fidelity tools, resources, data and training for Milwaukee Public Schools. Karen has experience working as a school social worker in alternative schools from kindergarten through 12th grade and traditional high school settings in Chicago and Milwaukee. Karen has a particular passion for macro-level school social work and systemic change through positive and strengths-based approaches. honrkd@milwaukee.k12.wi.us

Julie Incitti, MSW, CAPSW, School Social Worker, Stoughton Area School District, Stoughton, WI & President, Wisconsin School Social Workers Association

Julie Incitti received her MSW from the University of Wisconsin – Madison and has been supporting students and families in the Stoughton Area School District since. During her time in Stoughton, she has worked with all grade levels and has taken on many district-wide projects including facilitation of professional development. Julie currently serves as the president of the Wisconsin School Social Workers Association (WSSWA), and has been an active board member since 2012. Julie also serves on the executive board of the Stoughton Area Resource Team. julie.incitti@stoughton.k12.wi.us
Brian Juchems – Senior Director of Education and Policy GSAFE, Madison, WI
www.gsafewi.org

Brian has worked with GSAFE since 2002 and has volunteer experience going back to 1998. Currently he manages educator training program and leads GSAFE policy work with school districts. Prior to GSAFE, Brian J. served as Director of the University of Wisconsin-Madison’s LGBT Campus Center and as Coordinator for a teen peer education program for Briarpatch Youth Services. Brian J. is a graduate of Luther College.

Brian has been at the forefront of fostering welcoming schools in Wisconsin for LGBTQ youth since 1998, organizing dozens statewide and regional youth leadership conferences for students in high school and middle school gay-straight alliance (GSA) as well as providing training and professional development for thousands of educators and adult advocates with an approachable and playful Midwest sensibility. In 2005 Brian J. partnered with Madison students to successfully advocate for the state’s first district-level transgender-inclusive nondiscrimination policy, and has since worked directly with and coached several dozen districts to similarly modernize and implement their policies. Brian J remains a sought-after trainer and consultant for Wisconsin’s K-12 schools, and seeks to balance his passion for LGBTQ-inclusive schools with his family, his dog, his hockey team, and his desire to one day jam for Madison’s first-ever men’s roller derby team. Brian J brianj@gsafewi.org

Claudia Kelly, LCSW, Hinsdale School District, IL

Claudia is a Student Interventionist in the HAVEN Program. Claudia started working in the HAVEN Program during the 2016-2017 school year. She previously worked as a social worker in a mainstream high school setting since 2010 and completed training in DBT with Dr. Holmes.

Trisha Kilpin, MSW, School Social Worker, Greendale School District, WI

Trish has been active in the development and implementation of a Violence Risk Assessment (VRA) process in her district, and provides ongoing training and consultation for VRA teams. She has experience working as a school social worker in schools from PreK through post HS for 26 years. Trish has a passion for creating institutional, systemic change through skill building and understanding. She also teaches Restorative Processes, Trauma Informed Care and is a PREPaRE trainer. trisha.kilpin@greendale.k12.wi.us

Christine Kleiman, MSE, Wisconsin Safe and Healthy Schools Regional Coordinator, CESA 7, Green Bay, WI

Christine Kleiman has her MSE in School Counseling and has worked for 12 years as a school counselor in various districts in Northeastern Wisconsin. For the last fifteen years she has been the Program Director for the Safe and Healthy Schools Department at CESA 7 and for the last 4 years a Regional Coordinator for the Wisconsin Safe and Healthy Schools Center. Christine is a trainer and facilitator of a variety of educational topics surrounding positive school community, safety and crisis management, trauma sensitive schools, drug, alcohol, and violence prevention, SBIRT; her specialty being Restorative Practices in the school setting. Christine is a hostess to many educational events, grants coordinator, and educational event developer. In her spare time she gardens, reads, snowmobiles and rides her horses. ckleiman@cesa7.org
Peggy Kubert, LCSW, Director of Education and Programming, Erika’s Lighthouse  
A Beacon of Hope For Adolescent Depression, Winnetka, IL

Peggy Kubert is the Director of Education and Programming at Erika's Lighthouse. She is a licensed clinical social worker, addictions counselor, student assistance trainer, and parent educator. Peggy has a Masters Degree from the University of Chicago and an undergraduate degree from Northwestern University. Peggy has been with Erika’s Lighthouse since 2006, developing the programming and working with schools to implement it. Peggy is passionate about providing consultation, support, and training to students, educators, parents and health professionals to help young people lead healthy, happy, and productive lives. She also facilitates a parent education program called Roots & Wings, Raising Resilient Children.

peggy@erikaslighthouse.org

Steve Lodes, HS Principal, Greendale School District, WI

In his 18th year as an administrator in the Greendale Schools, Steve is also responsible for leading the Greendale District Safety Team and ensuring a comprehensive approach to school safety and school climate. Steve is a member of the collaborative team implementing the comprehensive Violence Risk Assessment (VRA) process in Greendale. The VRA process is a research-based, consistent, user-friendly tool to gain quick and accurate data about a student, allowing the team to not only keep the schools safer, but to also provide necessary supports to increase the success of the student, and his or her family, in Greendale Schools.

steve.lodes@greendale.k12.wi.us

Colleen McHugh-Moore, Director of Pupil Services, Greendale School District, WI

Colleen has experience as a special education teacher, regular education teacher and administrator. In her role as the Director of Pupil Services, Colleen has the opportunity to work alongside teachers, pupil services staff and administrators to develop and implement specialized services to a wide range of students. She continues to be part of the collaborative work being done to implement a comprehensive Violence Risk Assessment (VRA) process. The VRA has proven to be an invaluable process for determining the level of risk a student presents, as well as the supports needed by the student and others to maintain a safe and effective learning environment.

colleen.mchugh-moore@greendale.k12.wi.us

Sue McKenzie, MA, BS, Director, InHealth/WISE, Rogers Memorial Hospital, Brown Deer, WI

Sue McKenzie applies her years of experience in the school setting and mental health field to design, implement and train trainers on stigma reducing programs and most recently has focused on statewide work to encourage and support use of evidence based approaches, in all settings, to avoid the unintended negative outcomes of well intended actions. She has worked and with international stigma researcher, Patrick Corrigan, and state/national partners such as MHA, NAMI, WI Family Ties, CDC, Emory University, and the National Middle School Association.

smckenzie@rogershospital.org

Kristine Nadolski, State Education for Homeless Children and Youth Coordinator, Wisconsin Dept of Public Instruction

Kristine Nadolski has worked at DPI for over 5 years. She is the DPI AmeriCorps VISTA program director and the State Coordinator of the Education for Homeless Children and Youth program. She previously worked in family engagement in low income schools and served as an AmeriCorps VISTA member for two years. She has her BS in Human Development and Family Studies from UW-Madison.

kristine.nadolski@dpi.wi.gov
Attorney Cain Oulahan is the founder of Oulahan Immigration Law in Milwaukee. His practice focuses on family-based immigration, deportation defense, naturalization, U visas, deferred action, post-conviction relief and the immigration consequences of criminal convictions. He is fluent in Spanish has a Bachelor’s Degree in Latin American Studies from Macalester College in St. Paul, Minnesota. Attorney Oulahan graduated *cum laude* from Marquette University Law School where he was an associate editor of the *Marquette Law Review*. His comment, titled “The American Dream Deferred: Family Separation and Immigrant Visa Adjudications at U.S. Consulates Abroad,” was published in the Summer 2011 edition of the *Marquette Law Review* and was the winner of the 2011 Golden Quill Award for outstanding student comment. Attorney Oulahan is currently President of the Wisconsin Hispanic Lawyers Association, Treasurer of the Wisconsin Chapter of the American Immigration Lawyers Association, and Legal Advisor to the Wisconsin State Board of the League of United Latin American Citizens. He volunteers regularly with the Marquette Volunteer Legal Clinic and frequently presents on immigration issues for local non-profit organizations, churches and schools. He has appeared on the PBS program Adelante, the Telemundo evening news and program Buscando Soluciones, and has been interviewed by Wisconsin Public Radio.

cain@oulahanimmigration.com

Karen Rice has worked at DPI since February of this year. Previously, she spent 10 years in the Middleton-Cross Plains Area School District working with the Homeless Education Program, as well as the Latino community. Karen has her undergraduate degree in Spanish and Education, as well as a Master's in Professional Counseling. karen.rice@dpi.wi.gov

David J Schonfeld, MD, FAAP – Developmental-Behavioral Pediatrician and Director of the National Center for School Crisis and Bereavement, University of Southern California School of Social Work. Professor of the Practice in the Suzanne Dworak-Peck School of Social Work and Pediatrics at the University of Southern California and Children's Hospital Los Angeles.

Dr. Schonfeld is a member the American Academy of Pediatrics Disaster Preparedness Advisory Council and served as a Commissioner for both the National Commission on Children and Disasters and the Sandy Hook Advisory Commission in CT; he was the President of the Society for Developmental and Behavioral Pediatrics from 2006-7. Dr. Schonfeld established the School Crisis Response Program in 1991 while faculty at Yale University School of Medicine, which provided training to tens of thousands of school-related personnel in school systems throughout the country and abroad and provided technical assistance in hundreds of school crisis events. He consulted to the NYC Department of Education to help optimize the infrastructure within the system for crisis preparedness and response and to provide training to and technical assistance in the aftermath of the events of September 11, 2001, which included the training of approximately 1,000 district and school-level crisis teams. In 2005, Dr. Schonfeld was awarded funding by the September 11th Children’s Fund and the National Philanthropic Trust to establish a National Center for School Crisis and Bereavement; funding from the New York Life Foundation is allowing the Center to provide ongoing and expanded services at USC. The goal of the NCSCB is to promote an appreciation of the role schools can serve to support students, staff, and families at times of crisis and loss; to collaborate with organizations and agencies to further this goal; and to serve as a resource for information, training materials, consultation, and technical assistance.

Dr. Schonfeld has authored over 100 scholarly articles, book chapters, and books (e.g., *The Grieving Student: A Teacher’s Guide* published by Brookes Publishing) and provided over 850 presentations on the topics of pediatric bereavement and crisis. Dr. Schonfeld has provided consultation and training on school crisis and pediatric bereavement in the aftermath of a number of school crisis events and disasters within the United States and abroad, including school and community shootings in Newtown, CT, Marysville, WA, Aurora, CO and Chardon, OH; flooding
from Hurricanes Sandy in NYC and NJ, Katrina in New Orleans and Ike in Galveston; tornadoes in Joplin, MO and Alabama; and the 2008 earthquake in Sichuan, China. He has also conducted school-based research (funded by NICHD, NIMH, NIDA, the Maternal and Child Health Bureau, William T Grant Foundation, and other foundations) involving children’s understanding of and adjustment to serious illness and death and school-based interventions to promote adjustment and risk prevention. schonfel@usc.edu

Anna Silberg, PhD, Director of Instruction and Research, Growing Minds, Milwaukee, WI
www.growingmindstoday.com

Anna Silberg received her Ph.D. in curriculum and instruction with an emphasis in urban education from the University of Wisconsin. Her research focused on the labeling of "risk factors" for urban students, and how curriculum, instruction, teachers, schools and environmental factors affect a student's performance. For 9 years, she taught as an Assistant Professor at National-Louis University, where her research and expertise extended to teacher action research, authentic assessment and instruction, curriculum development, educational foundations and urban issues, and teacher mentorship. Anna's professional experience in education began in 1993 as a high school social studies teacher, before and after school program director, and summer camp director in the Boulder Valley. While getting her Master's degree, she participated in building a school-within-a-school for "at risk" students. Anna is trained in the Mindful Schools curriculum, Learn to Breathe, and Mindfulness in Schools Project. She has also been trained in MBSR-Teen, MBSR-Adult and Mindful Self-Compassion with Kristen Neff through the University of San Diego Medical School's Center for Mindfulness. She has a strong interest in trauma-informed care.

Shawn Smith, President & Founder, Motivational Interviewing Network of Trainers
Member, Alma Institute, Milwaukee, WI

Shawn Smith is the co-founder of the Alma Institute a human services professional development organization based in Milwaukee, WI. Alma’s goal is to guide professionals in learning how to engage with people struggling with the impact of trauma in ways that support a person choosing to heal and transform their trauma. Since 2015, Shawn has worked with the Alma Center, a batters intervention program nationally awarded for it’s innovative trauma informed approach and impressive outcomes. Shawn has helped the Alma Center synthesize and organize Healing Focused Care into a training process for human service professionals. Shawn is a member of the Motivational Interviewing Network of Trainers (MINT), sits on the MINT Trainer Certification Committee, MINT Diversity Group, and serves as a Mentor to new MINTies. Shawn has over 20 years of applied and practical experience as a direct service provider, program director, and agency leader in residential treatment, criminal justice, education, youth services, and workforce development settings. Shawn has shared MI, Cultural Reverence, Trauma Informed Care, and Reflective Supervision with thousands of professionals including those serving in education, health care, behavioral health, workforce development, education, addictions, and the criminal justice system. He holds a certificate in Trauma Counseling from the University of Wisconsin Helen Bader School of Social Work. Shawn Smith was initially trained by the originator of Cultural Humility, Dr. Melanie Tervalon. Shawn initiated the first Cultural Humility trainer-of-trainers in Wisconsin. Since, he has work with Dr. Terri Strodthoff and Jojopah Nsoroma to develop Alma Institute’s Cultural Reverence framework. shawn@almacenter.org

Scott Strong, MS, Executive Director of Community Partnerships, Madison WI

Scott Strong is the Executive Director of RISE in Madison, a nonprofit organization providing a continuum of services including early childhood home visiting, child/adolescent mental health, wraparound, and young adult mental health. Scott has worked in community mental health for over 30 years, working mostly with children, adolescents and families. For the past 25 years Scott has been involved in the development of the System of Care for children’s mental health in Dane County, working closely with local school districts, mental health providers, health systems, the juvenile justice system and child welfare system. Scott has presented locally, statewide and nationally on wraparound and Collaborative Systems of Care, and has provided both local and statewide leadership to advance community and school-based mental health programming. Scott.Strong@commpart.org
Sue Williams, School Psychologist, Greendale School District

Sue has been a school psychologist for 26 years, with experience working in rural and suburban districts, and across varied age levels. After helping to develop and initiate a Violence Risk Assessment (VRA) process as part of a district level team, she continues to support building level VRA teams through training and consultation. Sue has an interest in incorporating social thinking philosophies into her work with students, teachers and parents. Sue has recently received certification as a PREPaRE trainer. susan.williams@greendale.k12.wi.us

Monica Wightman, Education Consultant, WI Department of Public Instruction.

Monica has been a social worker for thirty years, with half of her career in child welfare/mental health positions, and the other half in schools. She is a strong advocate for youth and family-driven practices that encourage all of us to have greater impact through collaboration at all levels. She is currently a Project Coordinator for Project AWARE, a large federal SAMHSA grant focused on school mental health, safety and climate. She is excited about DPI's new School Mental Health Framework that will guide districts and their partners to provide a continuum of supports that will enhance the well-being and resilience of children and families. Monica.Wightman@dpi.wi.gov

Colleen Wey, RtI/PBIS District Coach, Milwaukee Public School District

Colleen supports administrators, teams and individual teachers around enhancing their systems within RtI. She provides professional development on RtI and BOIS for the district. Colleen has experience as an academic coach, PBIS internal facilitator and site coordinator for the after school program in addition to being a classroom teacher in multiple grade levels. A particular focus of Colleen’s career has been in education the whole child and having a student centered approach. malzercr@milwaukee.k12.wi.us

Erika’s Lighthouse is a not-for-profit organization dedicated to educating and raising awareness about adolescent depression, encouraging good mental health, and breaking down the stigma surrounding mental health issues.

We offer FREE:

- Video-based curricula for middle and high schoolers
- Parent Handbook on Childhood and Adolescent Depression
- Online depression awareness campaign materials

Get Depression Out of the Dark!
ErikasLighthouse.org
Local Accommodations

If you plan to come in on Sunday or earlier to enjoy Milwaukee’s sights and activities, below are hotels that are very convenient to the Institute facility. See driving map, next page, for locations. Special rates have not been negotiated. The following hotels are within walking distance of the conference facility location.

Hampton Inn & Suites
176 W Wisconsin Avenue, Milwaukee, WI 53203
just north across from the Grand Avenue Mall
866-460-7456

Marriott Courtyard
300 W Michigan Street, Milwaukee, WI 53202
just west of Grand Avenue parking structure
414-291-4122

Residence Inn Suites
648 N Plankinton Avenue, Milwaukee, WI 53203
just east across from the Grand Avenue Mall
414-224-7890

Driving Directions

Please check the following website regarding any possible road construction or closures:
http://www.511wi.gov/Web/traffic/road_closures.aspx

From the West (Madison) • I-94 East to I-794 East • Exit Plankinton Ave ramp, eastbound • Turn slight left onto Plankinton Ave • Stay in middle or right lanes • Continue 1.5 blocks • Parking structure entrance is on your left, one-half block past Michigan St.

From the North (Green Bay) • I-43 South to I-794 East • Exit Plankinton Ave ramp, eastbound • Turn slight left onto Plankinton Ave • Stay in middle or right lanes • Continue 1.5 blocks • Parking structure entrance is on your left, one-half block past Michigan St.

From the South (Chicago) • I-94/I-43 to 1-794 East • Exit at Plankinton Ave ramp • Turn slight left onto Plankinton Ave • Stay in middle or right lanes • Continue 1.5 blocks • Parking structure entrance is on your left, one-half block past Michigan St • Note: Near Mitchell Airport be sure to stay in the left lanes or you will end up going toward Madison.
PARKING INFORMATION

Location: Ample parking for the UWM School of Continuing Education is available in the adjacent Shops of Grand Avenue parking structure. The structure is easily entered from Plankinton Avenue between Wisconsin Avenue and Michigan Street.

Parking: The School of Continuing Education provides a parking discount for participants in its classes/programs who park in the Grand Avenue parking structure. Bring your parking gate ticket to the 7th floor reception desk to have it validated. The validation entitles you to the special UWM rate of $6, regardless of day, time of day or length of stay.

Register Online - www.acssw.com

Initiate your registration online today to reserve your opportunity to attend this event. Immediate payment is not required. Seating is limited – simply go online and register today!

REGISTRATION FEES - Fees cover am coffee/tea, lunch buffet, pm soda break, and conference materials.

Mental Health In Schools Institute – October 2, 2017:

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<th>Individual Rate</th>
<th>Team Discount Rate (3 or more from same district / agency – per person rate)</th>
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NOTE: All registrations must be confirmed with either payment (check or credit card) or Purchase Order no later than September 25th. Late registration rate will be applied if not received by 9/25/17.

HOW TO REGISTER

- Register online at www.acssw.com
- Enter ALL requested Information.
- Click the "Invoice Me" or “Pay Online" button after entering requested information. If you do not select one of these, your registration will not be received. If you select “Invoice Me“ – you will receive an immediate invoice via email that must be paid with check or confirmed with a purchase order no later than Sept 25th. If you select “Pay Online" you will be directed to the ACSSW PayPal account to make payment with a credit card. You will receive immediate confirmation of your payment via email.
- Payment is NOT immediately due. You may pay by check, credit card or purchase order no later than 9/25/17.
- ACSSW accepts Purchase Orders. FAX PO’s to 224-649-4408 or email to sally.carlson@acssw.org
- Once payment or a confirming purchase order has been received, you will receive an emails indicating that you are fully registered as well as a copy of your paid invoice.

QUESTIONS? CONCERNS? Contact Sally Carlson • 414-659-5853 • sally.carlson@acssw.org
Our Mission
ACSSW advocates for the practice of school social work and supports school social workers in their service to students, schools, and families to overcome social, systemic, economic and mental health barriers to student learning.

Our Vision
ACSSW seeks to advance the practice of school social work by offering resources that support innovative practice, effective leadership, and applied research.