



2023 CONFERENCE: THE CHALLENGE OF CHANGE

As we emerge from the overwhelming demands of the pandemic, school social workers and home and school visitors have had to adapt in a changed educational environment. This is our challenge!



CONFERENCE INFORMATION

- September 28-29, 2023
- 7:30am-5:00pm; 7:30am-3:45pm
- Up to 12.5 CEUs
- Register at www.passwp.com
- Milton Hershey School
Founders Hall
E Governor Rd
Hershey, PA 17033
- Members: \$150 (2 days);
\$85 (1 day)
Students: \$25
Non-Members: \$190
- Questions?
Email PASSWP@gmail.com

PASSWP welcomes any professional who is interested in attending and we especially invite social workers, home and school visitors, psychologists, school counselors, and graduate students.



OVERVIEW

THURSDAY, SEPTEMBER 28

- 7:30-8:30** REGISTRATION AND BREAKFAST
- 8:30-11:30** THE ANATOMY OF AN ETHICAL SOCIAL WORKER IN THE DIGITAL AGE
- 11:30-12:15** LUNCH
- 12:30-2:30** MANDATED REPORTER TRAINING
OR
AWARENESS & TOOLS FOR TRAUMA-INFORMED CARE IN K-12
- 2:45-3:45** LETHAL MEANS SAFETY
- 4:00-5:00** OPTIONAL: MHS TOUR WITH SEL COMPONENTS

FRIDAY, SEPTEMBER 29

- 7:30-8:30** REGISTRATION AND BREAKFAST
- 8:30-9:30** ADVOCACY
- 9:45-11:15** SESSION 1
- 11:30-12:15** LUNCH
- 12:30-2:00** SESSION 2
- 2:15-3:45** SESSION 3

Details on sessions being offered can be found on pages 2-7 in this brochure

THANK YOU TO THE 2023 CONFERENCE HOST AND SPONSOR, MILTON HERSHEY SCHOOL! PLEASE GO TO WWW.MHSKIDS.ORG TO LEARN MORE ABOUT THIS WONDERFUL OPPORTUNITY FOR STUDENTS AND FAMILIES.



CHECK OUT THE NEW CATHERINE HERSHEY SCHOOL FOR EARLY LEARNING THAT IS OPENING FACILITIES ACROSS THE STATE. [HTTPS://WWW.CHSLEARN.ORG](https://www.chslearn.org)

2023 CONFERENCE: THE CHALLENGE OF CHANGE



WORKSHOP DETAILS

THURSDAY, SEPTEMBER 28

THE ANATOMY OF AN ETHICAL SOCIAL WORKER IN THE DIGITAL AGE [CHRIS RICH, LCSW, ACSW]

3 CEUs

What are the key elements of ethical practice for the modern clinical practitioner? This workshop is designed to examine the qualities of ethical practice. Ethical practice is the fundamental ingredient in sound clinical practice and good risk management. The Ethical Practitioner is a training developed to assist clinicians to recognize the core ethical principles and apply them to ethical challenges that present themselves. This ethical training will highlight ethical challenges that arise in the digital world. Social workers are confronted with new challenges and opportunities with social media, AI, electronic communication technologies and increasingly complex communication and electronic storage tools available to us. Social workers need to be aware of the ethical implications in navigating electronic communication tools, current and into the future. Qualifies for mandatory ethics CEUs.

Objectives:

1. Participants will learn to utilize ethical decision-making strategies to resolve ethical challenges.
2. Participants will review strategies for managing ethical challenges in the digital world.
3. Participants will engage in activity-based learning to assist in developing competency in ethical practice skills.

MANDATED REPORTER TRAINING [FAMILY SUPPORT ALLIANCE]

2 CEUs

The program reviews the elements of child abuse, including the legal definitions and categories and indicators of abuse. The training provides an overview of mandated reporting obligations, including how to make a report, protections for those who report and liabilities for failing to report. This training will include group activities, discussion of scenarios, and allow for questions from the participants to be answered immediately by trainers who are experts in the field of child welfare. This session is approved by the Department of Human Services, Education, and State and meet all requirements for mandated reporters to receive training in recognizing and reporting child abuse (including ACT 126, ACT 31, and/or ACT 48.)

AWARENESS & TOOLS FOR TRAUMA-INFORMED CARE IN K-12 [LINDSAY BREWSTER, MSW]

2 CEUs

I provide insight into the wave of trauma-informed care (TIC) into the PA public school systems by discussing my path towards TIC as a public school high school teacher and now social worker. Section one covers the root causes and effects of trauma; section two covers Self-Awareness and Competency; section three covers "how to be with a traumatized child" through attunement and conscious discipline; section four covers tools, games and resources that provide additional knowledge and practice skills related to helping k-12 students and themselves in the process.

Objectives:

1. To demonstrate the effects of trauma on k-12 students
2. To guide social workers towards increased self-awareness and self-care
3. To provide tools and resources that can be applied as soon as needed

LETHA MEANS SAFETY [DR. MATTHEW B. WINTERSTEEN]

1 CEU

Reducing access to lethal means during a suicidal crisis can be lifesaving. This presentation will focus on strategies for reducing access to lethal means during times of crisis. A particular focus will be paid to clinical approaches to talking with families about risks and lethal means reduction. Meets requirement for 1 CEU for suicide prevention.

Objectives:

1. Identify the most common methods of suicide in youth
2. Understand the importance of reducing access to lethal means during times of suicidal crises
3. Engage youth and their families in discussions around lethal means reduction

[THIS SESSION IS FULL] MILTON HERSHEY SCHOOL TOUR WITH SEL COMPONENT

1 CEU

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2023 CONFERENCE: THE CHALLENGE OF CHANGE

WORKSHOP DETAILS

FRIDAY, SEPTEMBER 29

ADVOCACY [PASSWP BOARD MEMBERS]

1 CEU

PASSWP has been working hard since our last conference in 2019. Dawn Hoopes is our PSEA representative and is going to share the importance of advocacy on local, state, and national levels. She will share how advocacy has led to PDE developing an education certification for school social workers. PASSWP board members will also provide updates on how PASSWP is working for you and how you can become more involved. You do not need to sign up for this session, it will be part of the schedule.

Objectives:

1. Participants will increase their awareness of how advocacy works at the State level
2. Participants will learn skills related to SSW advocacy.
3. Participants will learn how PASSWP and SSWAA advocate at state and local levels

::SESSION 1 OPTIONS::

DEVELOPING AND SUSTAINING GSAS AT THE SECONDARY LEVEL: GSAS: WHY AND HOW? [SHENAYE VANWYNDARDEN, MSW, LSW; JAMIE SHOWERS, MSW, LCSW, CCTP]

1.5 CEUs

This session will provide knowledge to participants about the impact that having a GSA has on not only LGBTQIA+ students, but on the entire school community. Current data and trends will be discussed, along with ideas for developing and sustaining your own GSA at the secondary level. Participants will have the opportunity to begin outlining how they can start (or improve) their school's GSA. Information will be shared as to how this aligns with social work core values and professional expectations.

Objectives:

1. Participants will increase knowledge surrounding data of LGBTQIA+ youth in schools, as well as the positive impact of having GSAs in schools on all school community members
2. Participants will receive an overview of how to develop a GSA in their school and components that support a successful GSA
3. Participants will learn the connection of this topic to social work ethics and core values

SCHOOL MENTAL HEALTH MODEL [SARAH DOBEK TROUTMAN, BA]

1.5 CEUs

This model was specifically created for adaptability to each unique school district while still following the fidelity of the model. The model provides an easy visualization guide that can be utilized when presenting the model to non-clinical staff in schools such as Administration, School Boards, and Teaching staff. The model allows for each school to fit their existing programs and staff into the chart to quickly recognize where they may be lacking. Additionally, it provides a sustainable guideline for mental health applications in a school system. At the end of the workshop, the goal is for each individual to have a completed model unique to their school system that they can take back to their district for further discussion and consideration.

Objectives:

1. Understanding of an updated, easy to apply mental health model for school systems.
2. Recognizing the importance of following a model when implementing mental health programs.
3. Using this model as a tool in working with school districts for mental health program implementation.

TRENDS AND PROJECTIONS: HOW TO ASSESS SCHOOL SOCIAL WORK NEEDS IN YOUR OWN DISTRICT

[DR. JOHN VAFEAS; ALICE C. FISCHER, MSS, LCSW]

1.5 CEUs

The newly codified requirement for specialization and certification of school social workers (SSW) signals a significant opportunity for the profession. As the unique skills of SSW are being recognized and standardized, we anticipate that more Pennsylvania schools will seek to hire SSWs. Using an assessment method and compensation analysis, this workshop will explore the role and function of SSWs in public schools and the source of their authority. Using data from 2015-present, the presentation will also explore hiring, compensation, and experience trends to project areas of growth within the profession. This topic is essential to SSWs' understanding of trends, projections, and opportunities for the advancement of the profession. Presenters will share an accessible assessment model for participants to use to better understand their schools' needs for social work services. The assessment model also provides tools for determining the role of school social workers specific to each school's mission and strategies for advocacy with school administrators, school boards, and the state public education system. Following the presentation of the model, participants will have an opportunity to

2023 CONFERENCE: THE CHALLENGE OF CHANGE

☆ WORKSHOP DETAILS

TRENDS AND PROJECTIONS CONT'D

engage in breakout groups to explore how they will use the assessment tool in their own schools. There will also be a group discussion to share strategies between participants at different stages of advocacy practice for school social work in public education.

Objectives:

- 1.Participants will understand growth projections, salary compensation and hiring trends for school social workers in Pennsylvania public schools.
- 2.Participants will learn and practice using an assessment strategy and tool to clearly define the role, function, and need for school social work services.
- 3.Participants will develop a plan for implementing the assessment strategy and tool for social work advocacy in their home school.

CAN'T WE ALL JUST GET ALONG? HOW SCHOOL PSYCHOLOGISTS, SCHOOL COUNSELORS, AND SCHOOL SOCIAL WORKERS CAN COLLABORATE AND WORK TOGETHER [DR. DEE STALNECKER, LSW, BCBA; DR. JASON PEDERSEN, NCSP; BRITTANY BLOCK, MA]

1.5 CEUs

Historically our groups have been territorial and less than collaborative, but we have identified key components and tools that have removed role confusion and increased collaborative productivity when working with students. This session will increase participants understanding of the different roles, the lens through which we all view student needs, and then provide a tool (the SSWAA venn diagram adapted from Sun Prairie Area School District, Wisconsin) that participants can use in their own districts to increase collaboration among SISP (Specialized Instructional Support Personnel).

Objectives:

- 1.Participants will increase their understanding of the tasks and roles of each professional (school counselor, school psych, school social worker) from their point of view
- 2.Participants will learn how role confusion, role overlap, and role ambiguity play a part in creating territorial conflict among SISPpersonnel.
- 3.Participants will be provided a tool to use independently and with their counterparts to aid in developing a more collaborative process.

COLLABORATIVE CONVERSATION ON RACE [DR. CHRISTINA HELFRICK, LSW]

1.5 CEUs

Educational institutions, whether K-12 public education, private education, and traversing all the way to college campuses, lack ways to have productive conversations regarding race. The students are caught in the crossfire and lack role models for communication, collaboration, and innovation. Our students are the hope for the next generation and, therefore, must be equipped to do better than our own at communicating and collaborating to solve racial issues. This session will explore a new path: Next Generation Collaborative Conversations which seeks to equip schools and students to have collaborative conversations regarding race.

Objectives:

- 1.Understand the dangers of ethnocentrism and the healing power of intergroup contact of Collaborative Conversations.
- 2.Learn about the Next Generation Framework that promotes students as leaders in Collaborative Conversations and developing solutions to racial issues.
- 3.Learn and apply the practical and technical skills of relationship building and communication in order to develop an understanding between different perspectives.

::SESSION 2 OPTIONS::

GROUPS AS A MODALITY TO MAXIMIZE SERVICE TO STUDENTS [MEREDITH BURNETT, LCSW; CARRIE CORRAO, MSW, HSV, EMILY ROSS, NCSP, KATIE FRITZ, ED.S, NCSP]

1.5 CEUs

Presentation by School Social Workers and School Psychologists on running small groups K-12 for Social and Emotional Learning, Anxiety, Attendance, and those experiencing Homelessness. Presentation will include information on specific interventions and strategies, as well as the use of outside agencies to run groups to support students.

Objectives:

- 1.Sharing strategies for running groups, what has been implemented in our school district, supported with data
- 2.Discussion on community resources to maximize service and efficiency
- 3.Having on hand tools (aka team building) when working in groups comprised of students

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2023 CONFERENCE: THE CHALLENGE OF CHANGE

WORKSHOP DETAILS

STORIES SAVE LIVES: A WORKSHOP TO HELP BUILD YOUR TOOLKIT FOR WORKING WITH TEENS SUFFERING FROM EMOTIONAL & MENTAL HEALTH PROBLEMS [DR. HEATHER TETER, LSW, CSSW]

1.5 CEUs

If you work with teens aged 13 and older and enjoy a hands-on learning experience, then join this workshop for an immersion into the world of how using stories can make an impact in the life of a teen struggling with emotional and mental health problems. This is an interactive workshop, during which you will have the opportunity to hear how teens use their personal stories to positively support their peers who are struggling with similar challenges. During this workshop, you will have the opportunity to move around, practice coping skills developed to help teens in school settings and examine a variety of resources available to professionals and teens.

Objectives:

1. Participants will develop an awareness of the positive impact stories can have on a teen struggling with emotional and mental health problems.
2. Learn and practice techniques designed to target teens dealing with depression, anxiety, and lack of focus.
3. Learn and practice techniques designed to target teens dealing with depression, anxiety, and lack of focus.

IT TAKES A VILLAGE: EMPOWERING YOUTH AND FAMILIES THROUGH TRAUMA-INFORMED AND CULTURALLY RESPONSIVE CARE [TALISA RAMOS WATTS, LSW]

1.5 CEUs

The role of a school social worker is vital to the life force of our education system. As our schools continue to grow in number and diversity, so do the complexities of social issues and the needs of the students who we serve. Now more than ever, it is imperative for us to lean into trauma-informed approaches to provide holistic support services that are sustainable and effective. This workshop will focus on the importance of creating spaces of equity and belonging for our students and scholars coming from marginalized and underserved communities. We will discuss culturally responsive approaches to individual, community, and system level issues, and explore the importance of restorative practices in school settings.

Objectives:

1. Participants will gain an awareness of how histories of inequities and oppression within the social work field continues to impact how we serve and engage marginalized communities.
2. Participants will be able to identify at least 3 ways they can take to provide culturally responsive and trauma informed services to students, their families, and their communities.
3. Participants will explore at least 3 steps they can take to implement restorative practices at their schools and in their approach to providing services.

ENCOURAGE UPSTANDERS, IMPLEMENTING A PEER-TO-PEER EDUCATION PROGRAM [JOE WERNER, LSW; KATIE SANDFORD, BA; MARY WORTHINGTON, M.ED]

1.5 CEUs

Have you considered implementing a peer education program? Research suggests that people are more likely to change their attitudes and behaviors if they believe the messenger is similar to them and faces the same concerns and pressures. Peer education programs benefit younger students as well as peer educators by recognizing "the best way to learn is to teach" (Frank Oppenheimer) NOVA developed "ENCOURAGE Upstanders", a peer education program. Using this model, this presentation will provide insightful and practical peer-to-peer learning implementation strategies, logistical considerations, and presentation methodologies.

Objectives:

1. Acquire knowledge related to the benefits of peer education.
2. Identify the starting process
3. Compare peer education programs
4. Increase confidence for developing peer education programs

OUR DISTRICT'S JOURNEY OF SELECTING AND IMPLEMENTING THE NEUROSEQUENTIAL MODEL IN EDUCATION [HEATHER WAY, MSW; MEGAN HUNTER, MSW]

1.5 CEUs

This session will focus on the journey of Williamsport Area School District over the last two years from selecting and beginning to implement a model towards becoming a trauma informed district. It was in this process that Dr. Bruce Perry's work was discovered which led to training and coaching staff in the model that has value for all students and staff not solely those who have experienced trauma. The Neurosequential Model in Education provides a framework and lens to view our students, staff and ourselves in

2023 CONFERENCE: THE CHALLENGE OF CHANGE

★ WORKSHOP DETAILS

OUR DISTRICT'S JOURNEY CONT'D

neurobiologically respectful manner. We will share briefly about this model and the process of implementing this model throughout our district.

Objectives:

1. Participants will gain an understanding about the Neurosequential Model in Education and its connection to school social workers.
2. Participants will engage in discussion around how learning about the brain can best inform our social work practices and strategies.
3. Participants will identify an action step they can take within their school community to grow in their knowledge of neuroscience. (i.e. - book study, lead a PD session, etc.)

::SESSION 3 OPTIONS::

TRENDS IN HOMELESSNESS [JOE WILLARD]

1.5 CEUs

Description and objectives coming soon

SELF-COMPASSION FOR SCHOOL SOCIAL WORKERS [DR. JEN MARSHALL]

1.5 CEUs

What does it mean to be kind to ourselves? We have heard the word self-care so much, however, are we practicing self-compassion? How can we limit self-criticism and offset its negative effects in order to feel better and decrease our stress?

Objectives:

1. Define and explore 6 aspects of Self-Compassion
2. Define and explore barriers to practice Self-Compassion
3. Define and explore ways to practice Self-Compassion

SOCIAL EMOTIONAL LEARNING 202: IMPROVING OUR FOUNDATIONS [LINDSAY KNEPP, LSW, M.ED]

1.5 CEUs

SEL is something we have learned a lot about over the last few years, but as social workers how do we connect SEL with our caseload, data collection, and our schools. SEL can work as a tool with truancy and special education students, and how do we make the connections to our schools.

Objectives:

1. How can a social worker support SEL in their caseloads and schools?
2. Understand the connection between SEL, Truancy, and Special Education?
3. Next steps to improving SEL

JUST TALK ABOUT IT [SHEILA GILLIN, MSS, LCSW; KRISTEN E. HAROOTUNIAN, BA]

1.5 CEUs

This session opens with a Minding Your Mind clinician discussing the signs and symptoms of the mental health issues most prevalent in adolescents through young adulthood, and how to know the difference from typical teenage behavior. The young adult speaker adds a real-life story that illustrates the information from our clinician, transforming it all into relatable experiences

Objectives:

1. Develop an understanding of adolescent brain development and the impact of prolonged elevated stress levels on brain chemistry
2. Identify signs and symptoms of common mental health disorders among adolescents including depression and anxiety
3. Identify signs and symptoms of social thoughts and behaviors

[THIS SESSION IS FULL] SUPPORTING STUDENTS AND FAMILIES WHO STRUGGLE WITH SCHOOL ATTENDANCE [LUCINDA HARNISH, LSW; DR. CAITLIN F. BENNYHOFF]

1.5 CEUs

Students miss school for a variety of reasons whether it is related to instability with family dynamics, mental health challenges, or school implementation of exclusionary factors (Kearney, 2022); however, our primary paradigm for responding to chronic attendance concerns includes decades of reactive and punitive measures (i.e., truancy citations or fines, exclusionary). Presenters will provide

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2023 CONFERENCE: THE CHALLENGE OF CHANGE

WORKSHOP DETAILS

SUPPORTING STUDENTS CONT'D

practical, accessible assessments and attendance enablers to address attendance at each multi-tiered level of support. These tools will enhance school social workers' knowledge of data-based decision-making at every tier of support while encouraging home, school, and community connections to promote fidelity of intervention implementation and completeness of support. The presenters will provide a review of possible functions of school refusal behavior leading to attendance issues as well as time for learning to administer and score the School Refusal Assessment Scale - Revised (SRAS-R), a free, brief assessment tool that can be administered to caregivers and students. The session will end with a review of case studies for participants to practice using the SRAS-R, determining functions of school refusal, and designing initial interventions to promote attendance.

Objectives:

1. Participants will learn a multi-tiered approach to supporting families and students with attendance challenges from a trauma-informed perspective.
2. Participants will learn how to use assessments within a multi-tiered system of support, with a focus on the School Refusal Assessment Scale - Revised.
3. Participants will learn attendance enablers at each tier of support to promote increased school attendance.

HOTEL INFORMATION

ROOM BLOCK FOR THOSE BOOKING A 2-NIGHT STAY (SEPT 27-29)

Days Inn Hershey, 350 West Chocolate Avenue, Hershey PA 17033

- Call 717-534-2126 to make reservation, noting you are reserving under the block for PASSWP. Block will EXPIRE SEPTEMBER 15, and 24-hour notice is required for cancellations.
- Rate: \$68 + tax per night (PLEASE ONLY RESERVE THESE ROOMS IF YOU ARE PLANNING TO STAY FOR BOTH NIGHTS, as availability for 2-night stays is limited!)

ROOM BLOCK FOR THOSE BOOKING A 1-NIGHT STAY (SEPT 28-29)

Hampton Inn & Suites, 749 East Chocolate Avenue, Hershey PA 17033

- Call 717-533-8400 to make reservation, noting you are reserving under the block for PASSWP. Block will EXPIRE AUGUST 28, 24-hour notice is required for cancellations.
- Rate: \$169 + tax, queen and king beds available, includes complimentary continental breakfast

Please contact PASSWP (passwp@gmail.com) if special accommodations are needed in order to participate in the event.

Refund policy : All cancellations MUST be in writing to Chris Rich: RichC@mhs-pa.org. Individuals sending written requests dated September 14, 2023 (two weeks before the start date of the event) will receive a refund minus a 25% administrative fee. There will be no refunds after September 14th. Personal emergencies will be taken into consideration.

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2023 CONFERENCE: THE CHALLENGE OF CHANGE



PRESENTERS

THE ANATOMY OF AN ETHICAL SOCIAL WORKER IN THE DIGITAL AGE

CHRIS RICH, LCSW, ACSW IS THE SENIOR MANAGER OF STUDENT HEALTH SERVICES AT MILTON HERSHEY SCHOOL (MHS). HE HAS 26 YEARS OF EXPERIENCE IN SOCIAL WORK PRACTICE. MR. RICH IS RESPONSIBLE FOR THE DELIVERY OF SOCIAL WORK SERVICES TO STUDENTS AND FAMILIES AS WELL AS THE COORDINATION OF HEALTH SERVICE PROFESSIONALS IN DELIVERING COMPREHENSIVE HEALTH CARE TO STUDENTS AT MHS. CHRIS RICH IS ACTIVE IN PROFESSIONAL ASSOCIATIONS. HE SERVED AS PRESIDENT OF NASW-PA (2009-2011) AND IS CURRENTLY CHAIR OF THEIR ETHICS COMMITTEE. HE IS INVOLVED IN PROFESSIONAL REVIEW, TRAINING, WRITING NEWSLETTER ARTICLES, CONSULTATION, ADVOCACY, AND EDUCATION ON TOPICS OF ETHICS AND SOCIAL WORK PRACTICE. HE SERVES AS THE TREASURER AND CONFERENCE PLANNING COMMITTEE FOR THE PENNSYLVANIA ASSOCIATION OF SCHOOL SOCIAL WORK PERSONNEL PROVIDING EDUCATION AND ADVOCACY FOR SCHOOL SOCIAL WORKERS AND THEIR CLIENTS AND A PROUD SSWA MEMBER. HE ALSO VOLUNTEERS AND SERVES ON THE BOARD FOR ECHOS, A LOCAL HOMELESS SHELTER AND SOCIAL SERVICES SUPPORT ORGANIZATION.

AWARENESS & TOOLS FOR TRAUMA-INFORMED CARE IN K-12

LINDSAY BREWSTER, MSW IS A PA CERTIFIED TEACHER (ELD/ESL & SPANISH) AND HAS A MASTER'S IN TESOL AND SOCIAL WORK. SHE IS PASSIONATE ABOUT HELPING STAFF AND STUDENTS LEARN AND GROW WITH GREATER EASE BY ADDRESSING TRAUMA, SHARING AND PRACTICING COPING SKILLS AND FINDING SOLIDARITY WITHIN OUR COMMUNITIES. SHE IS ALSO A SOCIAL WORKER FOR A BEFORE AND AFTER SCHOOL PROGRAM, FOCUSING ON SEL AND STAFF WELLNESS.

LETHAL MEANS SAFETY

MATTHEW B. WINTERSTEEN, PH.D., IS DIRECTOR OF THE DAVID FARBER CENTER FOR THE ADVANCEMENT OF SUICIDE PREVENTION INTERVENTION, RESEARCH, AND EDUCATION (ASPIRE) AND ASSOCIATE PROFESSOR AND DIRECTOR OF RESEARCH IN THE DIVISION OF CHILD AND ADOLESCENT PSYCHIATRY AT SIDNEY KIMMEL MEDICAL COLLEGE AT THOMAS JEFFERSON UNIVERSITY IN PHILADELPHIA. HIS GRANT-FUNDED WORK SUPPORTS HIS ROLE AS FACILITATOR OF THE PENNSYLVANIA HIGHER EDUCATION SUICIDE PREVENTION COALITION IN ADDITION TO HIS GRANT-FUNDED WORK. DR. WINTERSTEEN HAS SERVED ON NUMEROUS NATIONAL AND INTERNATIONAL TASK FORCES CONVENED BY THE SUICIDE PREVENTION RESOURCE CENTER, THE AMERICAN ASSOCIATION OF SUICIDIOLOGY, THE AMERICAN FOUNDATION FOR SUICIDE PREVENTION, THE NATIONAL SUICIDE PREVENTION LIFELINE, SUICIDE AWARENESS AND VOICES OF EDUCATION, AND THE NATIONAL INSTITUTE OF MENTAL HEALTH. HE WAS A CONSULTANT TO THE NATIONAL CENTER FOR THE PREVENTION OF YOUTH SUICIDE (NCPYS) AND PARTICIPATED ON PENNSYLVANIA GOVERNOR TOM WOLF'S SUICIDE PREVENTION TASK FORCE. DR. WINTERSTEEN IS THE CURRENT BOARD CHAIR OF PREVENT SUICIDE PA AND PRESIDENT OF THE DELAWARE VALLEY MEDICAL STUDENT WELLNESS COLLABORATIVE (DVMSWC).

DEVELOPING AND SUSTAINING GSAS AT THE SECONDARY LEVEL: GSAS: WHY AND HOW?

JAMIE L. SHOWERS, MSW, LCSW, CCTP IS A SCHOOL SOCIAL WORKER WITH THE SCHOOL DISTRICT OF LANCASTER AND THE SECRETARY OF THE PASSWP EXECUTIVE BOARD. SHE IS A LICENSED CLINICAL SOCIAL WORKER AND CERTIFIED CLINICAL TRAUMA PROFESSIONAL. SHE IS ENTERING HER 8TH YEAR AS A SCHOOL SOCIAL WORKER AND HAS SPENT HER CAREER WORKING WITH YOUTH AND FAMILIES THROUGHOUT CENTRAL PENNSYLVANIA. AT THE CORE OF JAMIE'S PRACTICE IS A DEDICATION TO SOCIAL JUSTICE THROUGH A CULTURALLY RESPONSIVE APPROACH AND ENSURING THAT ALL COMMUNITIES ARE EQUITABLY RESOURCED. SHE SERVES AS A MEMBER OF SDOL'S EQUITY TEAM AND ENGAGES IN ADVOCACY EFFORTS FOR FAIR FUNDING IN PUBLIC SCHOOLS. SHENAYE VANWYNGARDEN, MSW, LSW IS AN EMPOWERMENT-FOCUSED SOCIAL WORKER DEDICATED TO CREATING A SAFE, POSITIVE ENVIRONMENT FOR STUDENTS.

SCHOOL MENTAL HEALTH MODEL

SARAH DOBEK TROUTMAN, BA HAS A LIFELONG PASSION OF HELPING OTHERS. SHE HAS WORKED IN THE FIELD OF BEHAVIORAL HEALTH FOR OVER 10 YEARS AND RECENTLY WAS ABLE TO MOVE INTO A DIRECTOR POSITION ALLOWING HER TO HAVE A LARGER IMPACT IN THE COMMUNITY.

TRENDS AND PROJECTIONS: HOW TO ASSESS SCHOOL SOCIAL WORK NEEDS IN YOUR OWN DISTRICT

DR. JOHN G. VAFEAS, CHAIRS THE DEPARTMENT OF SOCIAL WORK AT KUTZTOWN UNIVERSITY OF PENNSYLVANIA AND IS A PROFESSOR AND DIRECTOR OF THE MSW PROGRAM. HIS RESEARCH FOCUSED ON THE USE OF IT IN PRACTICE, PROGRAM EVALUATION, POLICY AND ADVOCACY, POVERTY, CURRICULUM DESIGN, AND ASSESSMENT METHODOLOGY FOR AGENCY AND ACADEMIC PROGRAM ACCREDITATION. DR. VAFEAS FOUNDED THE KUTZTOWN UNIVERSITY CENTER FOR THE STUDY OF SCHOOL SOCIAL WORK AND THE CERTIFICATE PROGRAM IN SCHOOL SOCIAL WORK.

ALICE C. FISCHER, MSS, LCSW IS A DOCTORAL STUDENT IN THE DEPARTMENT OF SOCIAL WORK AT KUTZTOWN UNIVERSITY OF PENNSYLVANIA. SHE HAS EXPERIENCE WITH PROGRAM DEVELOPMENT AND EVALUATION IN OUTPATIENT, RESIDENTIAL, HOSPITAL, AND CROSS-ORGANIZATIONAL SETTINGS. SHE IS CURRENTLY IN PRIVATE PRACTICE AND IS THE DOCTORAL ASSISTANT FOR THE CENTER FOR THE STUDY OF SCHOOL SOCIAL WORK. SHE ALSO SERVES AS CO-CHAIR OF THE INAUGURAL STUDENT ADVISORY BOARD AT GADE.

CAN'T WE ALL JUST GET ALONG? HOW SCHOOL PSYCHOLOGISTS, SCHOOL COUNSELORS, AND SCHOOL SOCIAL WORKERS CAN COLLABORATE AND WORK TOGETHER.

DR. DEE STALNECKER, LSW, BCBA; DR. JASON PEDERSEN, NCSP; BRITTANY BLOCK, MA

DR. DEE STANECKER, LSW, BCBA IS THE SCHOOL SOCIAL WORKER AT DERRY TOWNSHIP SCHOOL DISTRICT. SHE HAS OVER 30 YEARS OF EXPERIENCE WORKING WITH YOUTH IN CHILD WELFARE, JUVENILE JUSTICE, ALTERNATIVE EDUCATION, BEHAVIOR ANALYSIS, AND SCHOOL SOCIAL WORK. SHE COMPLETED A DSW THROUGH MILLERSVILLE/KUTZTOWN, HOLDS AN MSW GRADUATE OF TEMPLE UNIVERSITY, AND IS A BOARD-CERTIFIED BEHAVIOR ANALYST. SHE IS A BOARD MEMBER OF PENNSYLVANIA ASSOCIATION OF SCHOOL SOCIAL WORK PERSONNEL (PASSWP).

DR. JASON PEDERSEN IS A NATIONALLY CERTIFIED AND PA CERTIFIED SCHOOL PSYCHOLOGIST AND IS EMPLOYED AS A SCHOOL PSYCHOLOGIST BY THE DERRY TOWNSHIP SCHOOL DISTRICT. HE WAS NAMED THE 2023 SCHOOL PSYCHOLOGIST OF THE YEAR BY THE NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS. HE CO-LEAD DTSD'S TRAUMA-INFORMED RESPONSE TO STUDENTS' RETURN TO SCHOOL AND A SERIES OF PD ON SEL FOR STAFF AT DTSD. HE IS CO-AUTHOR OF THE RECENTLY RELEASED BOOK THE DATA-DRIVEN SCHOOL: COLLABORATING TO IMPROVE STUDENT OUTCOMES.

BRITTANY BLOCK IS A CERTIFIED SCHOOL COUNSELOR IN THE STATE OF PENNSYLVANIA. SHE IS EMPLOYED AS AN ELEMENTARY SCHOOL COUNSELOR AT DERRY TOWNSHIP SCHOOL DISTRICT. PRIOR TO BECOMING A SCHOOL COUNSELOR, BRITTANY WORKED AS A BEHAVIOR SPECIALIST/MOBILE THERAPIST FOR MANY YEARS, WORKING WITH FAMILIES, SCHOOL STAFF, AND COMMUNITY MEMBERS.

COLLABORATIVE CONVERSATION ON RACE

DR. CHRISTINA HELFRICK, LSW COMPLETED HER DOCTORAL JOURNEY BY STUDYING INTERVENTION RESEARCH WITH THE GOAL OF BUILDING SOCIAL CAPITAL FOR HOMELESS YOUTH IN SCHOOL SYSTEMS. CHRISTINA HAS SPENT NEARLY A DECADE IN PRACTICE IN SCHOOL SYSTEM. HER WORK EXPERIENCE SPANS MENTAL HEALTH, CHILD WELFARE, AND IMMIGRANT SERVING SYSTEMS OVER THE LAST 20 YEARS. CURRENTLY SHE IS AN ASSISTANT PROFESSOR AT LANCASTER BIBLE COLLEGE, WHERE SHE TEACHES COURSES ON CULTURAL DIVERSITY, MENTAL HEALTH, MACRO AND CLINICAL SOCIAL WORK PRACTICE. CHRISTINA IS A COMMUNITY ORGANIZER, AND CURRENTLY SERVES AS THE VICE PRESIDENT OF FRIENDS OF DONEGAL, A GRASS ROOTS COMMUNITY COLLABORATIVE WORKING TO END POVERTY AND HOMELESSNESS IN THE COMMUNITY. SHE ALSO SERVES HER PROFESSION AS THE BOARD PRESIDENT FOR THE PENNSYLVANIA ASSOCIATION OF SCHOOL SOCIAL WORK PERSONNEL. SHE IS ALSO DEVELOPING AN INTERVENTION WITH A DIVERSE RESEARCH TEAM FROM BAYLOR UNIVERSITY TO SUPPORT HIGH SCHOOL STUDENTS IN HAVING COLLABORATIVE CONVERSATIONS ABOUT RACE. LOCALLY AND NATIONALLY, CHRISTINA IS PASSIONATE ABOUT BEING A CATALYST FOR COLLABORATIVE SOCIAL JUSTICE-ORIENTED WORK.

2023 CONFERENCE: THE CHALLENGE OF CHANGE



PRESENTERS

GROUPS AS A MODALITY TO MAXIMIZE SERVICE TO STUDENTS

MEREDITH BURNETT, LCSW IS A CLINICAL SOCIAL WORKER WHO HAS WORKED AT PEQUEA VALLEY SCHOOL DISTRICT IN LANCASTER COUNTY SINCE 2009. SHE STARTED HER CAREER IN CHILD WELFARE IN DELAWARE AND CHESTER COUNTIES, AND HAD A PRIVATE PRACTICE IN OXFORD PENNSYLVANIA. CARRIE CORRAO, MSW, HSV IS AN ELEMENTARY SCHOOL SOCIAL WORKER WHO HAS WORKED IN A VARIETY OF EDUCATIONAL SETTINGS FOR TEN YEARS. THIS SCHOOL YEAR IS HER 5TH YEAR AS AN ELEMENTARY SCHOOL SOCIAL WORKER WITH PEQUEA VALLEY SCHOOL DISTRICT. SHE WORKS CLOSELY WITH STUDENTS, PARENTS, AND COMMUNITY STAKEHOLDERS TO MEET THE NEEDS WITHIN THE COMMUNITY. EMILY ROSS, NCSP, KATIE FRITZ, ED.S, NCSP

STORIES SAVE LIVES: A WORKSHOP TO HELP BUILD YOUR TOOLKIT FOR WORKING WITH TEENS SUFFERING FROM EMOTIONAL & MENTAL HEALTH PROBLEMS
DR. HEATHER TETER, LSW, CSSW HAS OVER 30 YEARS OF EXPERIENCE IN THE FIELD OF SOCIAL WORK INCLUDING EXPERIENCE IN PUBLIC MENTAL HEALTH, BOTH DIRECT SERVICE AS WELL AS PROGRAM MANAGEMENT AND PROGRAM DEVELOPMENT, TEACHING AND SCHOOL SOCIAL WORK IN A PRIVATE RESIDENTIAL SCHOOL SETTING. SHE IS CURRENTLY THE SENIOR MANAGER OF STUDENT HEALTH SERVICES AT MILTON HERSHEY SCHOOL AND AN ADJUNCT FACULTY MEMBER AT ELIZABETHTOWN COLLEGE. IN HER ROLE AT MILTON HERSHEY SCHOOL, SHE IS RESPONSIBLE TO ENSURE THAT MULTI-DISCIPLINARY TEAMS ARE ESTABLISHED AND WORK TOGETHER EFFECTIVELY WITH THE GOAL OF PROVIDING HOLISTIC SERVICES TO SUPPORT ALL STUDENTS AS WELL AS PROVIDING DIRECT SOCIAL WORK SERVICES TO BOTH STUDENTS AND THEIR FAMILIES.

IT TAKES A VILLAGE: EMPOWERING YOUTH AND FAMILIES THROUGH TRAUMA-INFORMED AND CULTURALLY RESPONSIVE CARE
TALISA RAMOS WATTS, LSW. A LICENSED SOCIAL WORKER IN THE STATE OF PENNSYLVANIA, TALISA HAS DEDICATED HERSELF TO CULTIVATING AN ENVIRONMENT OF EQUITY, INCLUSION, AND BELONGING IN EDUCATION, HEALTH CARE, GOVERNMENT, AND COMMUNITY SETTINGS. WITH A BACKGROUND IN HUMAN BEHAVIOR, TALISA HAS SUPPORTED SEVERAL INSTITUTIONS AND ORGANIZATIONS IN IMPROVING ORGANIZATIONAL CULTURE, IMPLEMENTING CHANGE MANAGEMENT, AND CULTIVATING A TRAUMA-INFORMED WORKPLACE. TALISA IS ALSO A CERTIFIED TRAUMA PROFESSIONAL WHO UTILIZES A CULTURALLY RESPONSIVE LENS AND SPECIALIZES IN HEALING INTERGENERATIONAL TRAUMA WITHIN COMMUNITIES OF COLOR.

ENCOURAGE UPSTANDERS, IMPLEMENTING A PEER-TO-PEER EDUCATION PROGRAM
JOE WERNER, LSW IS A SCHOOL SOCIAL WORKER AT PENNRIDGE SCHOOL DISTRICT IN PERKASIE, PA. JOE HAS WORKED IN SCHOOL SETTINGS IN BUCKS COUNTY AS A SCHOOL SOCIAL WORKER FOR THE PAST 20 YEARS. PRIOR TO THAT HE WORKED AT BUCKS COUNTY JUVENILE COURT. AS A SCHOOL SOCIAL WORKER, JOE FOCUSES ON TRUANCY REDUCTION, CRISIS INTERVENTION, BULLYING PREVENTION, SUICIDE PREVENTION, COMMUNITY CONNECTIONS AND REFERRALS, AND HOMELESS, TO NAME A FEW. JOE RECENTLY WORKED ON THE PENNSYLVANIA JUVENILE JUSTICE TASK FORCE AND HAS HELD VARIOUS POSITIONS WITH PASSWP FROM REGIONAL REP TO PRESIDENT.

MARY WORTHINGTON, M. ED. IS NOVA'S DIRECTOR OF PREVENTION EDUCATION AND TRAINING WHERE MARY PROVIDES LEADERSHIP FOR STRATEGIC DEVELOPMENT AND IMPLEMENTATION OF PREVENTION AND TRAINING PROGRAMS THAT ADVANCE KNOWLEDGE, TOOLS, AND SKILLS TO PREVENT AND END VIOLENCE. MARY IS THE 2017 RECIPIENT OF THE PENNSYLVANIA'S COALITION AGAINST RAPE'S (PCAR) VISION OF HOPE AWARD FOR SEXUAL VIOLENCE PREVENTION AND INTERVENTION WORK. HER PREVENTION WORK WAS RECOGNIZED IN THE NEW YORK TIMES AND USA TODAY. SHE AUTHORED "BUILDING BODY BOUNDARIES" FOR AUTISM FILE MAGAZINE AND DEVELOPED SMART HEALTHY RELATIONSHIP EDUCATION (SHARE), A VIOLENCE PREVENTION PROGRAM FOR YOUTH AND YOUNG ADULTS WITH AUTISM SPECTRUM DISORDER.

KATIE SANFORD, BA RECEIVED HER UNDERGRADUATE DEGREE IN SOCIOLOGY WITH A MINOR IN GENDER STUDIES FROM BLOOMSBURG UNIVERSITY AND IS CURRENTLY PURSUING HER MPH WITH A FOCUS IN COMMUNITY HEALTH AT WEST CHESTER UNIVERSITY. KATIE JOINED THE TEAM AT NOVA IN AUGUST OF 2022. PRIOR TO JOINING NOVA, SHE WORKED IN THE PREVENTION DEPARTMENT OF VARIOUS ANTI-VIOLENCE NONPROFITS IN PENNSYLVANIA. THROUGH HER WORK IN VIOLENCE PREVENTION SHE HAS FOUND A PASSION FOR DISCUSSING HOW OUR SOCIETY, ESPECIALLY THE MEDIA, PERPETUATES VIOLENCE AND WHAT WE CAN DO TO BREAK THAT CYCLE.

OUR DISTRICT'S JOURNEY OF SELECTING AND IMPLEMENTING THE NEUROSEQUENTIAL MODEL IN EDUCATION
HEATHER WAY, MSW AND MEGAN HUNTER, MSW ARE SCHOOL SOCIAL WORKERS IN THE WILLIAMSPORT AREA SCHOOL DISTRICT. IN THE FALL OF 2021 THEIR DISTRICT RESPONDED TO THE INCREASED MENTAL NEEDS OF THEIR STUDENTS AND CREATED TWO NEW POSITIONS: MENTAL HEALTH AND TRAUMA COORDINATORS. HEATHER SERVES IN THIS ROLE FOR GRADES 7-12 AND MEGAN SERVES FOR GRADES K-6TH GRADE. THEY COORDINATE OUTSIDE AGENCY SERVICES, LEAD DISTRICT WIDE SUICIDE PREVENTION INITIATIVES, AND TRAINS STAFF IN THE NEUROSEQUENTIAL MODEL IN EDUCATION.

TRENDS IN HOMELESSNESS
JOE WILLARD

SELF-COMPASSION FOR SCHOOL SOCIAL WORKERS
DR. JENN MARSHAL HAS BEEN A SCHOOL SOCIAL WORKER IN THE OWEN J. ROBERTS SCHOOL DISTRICT FOR 23 YEARS. SHE IS ALSO AN ADJUNCT PROFESSOR AT WEST CHESTER UNIVERSITY IN THE BACHELORS OF SOCIAL WORK DEPARTMENT.

SOCIAL EMOTIONAL LEARNING 202: IMPROVING OUR FOUNDATIONS
LINDSAY KNEPP, LSW, M.ED IS THE FAMILY STRATEGIC PARTNERSHIP MANAGER AT CATHERINE HERSHEY SCHOOLS FOR EARLY LEARNING WHERE HER ROLE IS TO CONNECT CENTERS WITH LOCAL ORGANIZATIONS THAT PROVIDE RESOURCES TO SUPPORT CHS FAMILIES. A LICENSED SOCIAL WORKER WHO ALSO SITS ON THE PENNSYLVANIA SCHOOL SOCIAL WORK PERSONNEL BOARD, LINDSAY JOINED CHS AFTER THIRTEEN YEARS WORKING AS A SCHOOL SOCIAL WORKER. LINDSAY HOLDS A BA IN SOCIOLOGY AND CRIMINOLOGY AND A MASTER OF SOCIAL WORK FROM MILLERSVILLE UNIVERSITY OF PENNSYLVANIA, AS WELL AS A MASTER OF EDUCATION, MED, TRAUMA AND RESILIENCE FROM EASTERN Mennonite UNIVERSITY. LINDSAY LIKES TO RELAX BY TRAVELING WITH HER HUSBAND, AND 2 CHILDREN. ALSO, LINDSAY HAS VOLUNTEERED ON THE BOARD OF A NONPROFIT OF FOOD BANK BOARD FOR THE PAST 10 YEARS.

JUST TALK ABOUT IT
SHEILA GILLIN, MSS, LCSW IS A LICENSED SOCIAL WORKER AND A CERTIFIED CHILD AND ADOLESCENT PSYCHOTHERAPIST WITH OVER FIFTEEN YEARS OF EXPERIENCE IN THE MENTAL HEALTH FIELD. IN ADDITION TO HER WORK WITH MINDING YOUR MIND, SHE HAS A CLINICAL COUNSELING PRACTICE WHERE SHE PROVIDES INDIVIDUAL, FAMILY AND GROUP COUNSELING TO A BROAD RANGE OF CLIENTS INCLUDING ADULTS, ADOLESCENTS AND CHILDREN. SHE ALSO SERVES AS THE DIRECTOR OF GRADUATE ADMISSIONS AT BRYN MAWR COLLEGE. AS A CHILD, KRISTEN HAROOTUNIAN, BA, EXPERIENCED SIGNIFICANT TRAUMA, INCLUDING HER MOTHER ATTEMPTING AND COMPLETING SUICIDE. WHEN SHE REACHED HER PRETEEN YEARS, KRISTEN DIDN'T KNOW HOW TO MANAGE WHAT SHE WAS FEELING AND TURNED TO ALCOHOL, DRUGS, AND SELF-HARM TO MASK THE PAIN THAT SHE SO DESPERATELY WANTED TO KEEP LOCKED AWAY. AS A RESULT OF THIS SHE SUFFERED WITH DEBILITATING DEPRESSION AND ANXIETY THAT AFFECTED HER IN HER EVERYDAY LIFE. AFTER GOING TO TREATMENT, WHERE SHE LEARNED HOW TO REPLACE HER NEGATIVE COPING SKILLS

2023 CONFERENCE: THE CHALLENGE OF CHANGE



PRESENTERS

WITH POSITIVE ONES, SHE WORKED HARD TO INCORPORATE THOSE HABITS INTO HER LIFE. KRISTEN ATTENDED A RECOVERY HIGH SCHOOL TO FINISH HER EDUCATION AND WENT ON TO COLLEGE.

SUPPORTING STUDENTS AND FAMILIES WHO STRUGGLE WITH SCHOOL ATTENDANCE

LUCINDA HARNISH IS A LICENSED SOCIAL WORKER AND CERTIFIED SCHOOL SOCIAL WORKER IN LANCASTER, PA. SHE IS CURRENTLY IN HER 25TH YEAR OF EMPLOYMENT WITH THE LANCASTER LEBANON IU13. SHE DEDICATES MOST OF HER TIME TO SUPPORTING STUDENTS IN THE IU13 CLASSROOMS ACROSS ALL EXCEPTIONALITIES.

DR. CAITLIN F. BENNYHOFF IS A NATIONALLY CERTIFIED SCHOOL PSYCHOLOGIST IN LANCASTER, PA IN HER 15TH YEAR OF PRACTICE. SHE IS CURRENTLY EMPLOYED AS THE SCHOOL PSYCHOLOGIST FOR THE LANCASTER-LEBANON IU13 ATTEND PROGRAM. HER PROFESSIONAL TOPICS OF INTEREST INCLUDE ASSESSMENT AND INTERVENTION FOR SCHOOL REFUSAL BEHAVIOR; CALCULATING, GRAPHING, AND INTERPRETING STUDENT RATE OF IMPROVEMENT DATA; AND DETERMINING SPECIFIC LEARNING DISABILITY ELIGIBILITY USING RESPONSE TO INTERVENTION METHODOLOGIES.