



4th Annual Mental Health in Schools Institute

October 17, 2016

or

PREPaRE 2 Training

October 17-18, 2016



*for School Social Workers,
School Counselors, School Psychologists,
School Nurses, School Administrators,
Trauma Coordinators &
Community Mental Health Providers*

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

Online registration only:
www.acssw.com

[PREPaRE 2 TRAINING](#)

[MENTAL HEALTH SKILL
DEVELOPMENT](#)

[COGNITIVE BEHAVIORAL
THERAPY](#)

[DEPRESSION](#)

[RESTORATIVE PRACTICES](#)

[CHILD MALTREATMENT &
TRAUMA INTERVENTIONS](#)

[SOCIAL EMOTIONAL
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[ADULT PERSPECTIVES IN
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American Council for School Social Work
4th Annual Mental Health in Schools Institute
October 17, 2016

or PREPaRE Training
October 17-18, 2016
At-a-Glance

October 17th	REGISTRATION ~ 8 - 8:45				
8:30 - 8:45	WELCOME - IN WORKSHOP ROOMS				
8:45 - 10:15 <i>Break</i> 10:15-10:30 10:30 - Noon	PREPaRE 2 Day 1 Must attend both days of PREPaRE training for full credit, 12.5 CEHs/CEUs.*	Honest, Open & Proud: A Mental Health Program for Youth & A Framework for Children	Cognitive Behavioral Therapy: I Thought It, I Felt It, Now I'm Doing It!	Erika's Lighthouse: Get Depression Out of the Dark	Restorative Practices: What Are They? How Do They Work?
Noon - 1	LUNCH Provided				
1 - 2:30 <i>Break</i> 2:30-2:45 2:45 - 4:15	PREPaRE 2** Continued **Runs to 4:30 pm	Long-term Effects of Child Maltreatment and Effective Interventions to Treat Maltreatment Trauma	Social Emotional Learning. Great Idea! Now What?	* Helping Without Hurting: Ethics and Boundaries in School Social Work *Runs to 5 pm; 4 CEUs total	Needed: Adult Perspective Shift in Children's Mental Health
October 18th	REGISTRATION ~ 8:45 - 9				
8:45 - 4:30	PREPaRE 2 Day 2	LUNCH Provided ~ Noon - 1			

CEHs are approved through the UW-Milwaukee Helen Bader School of Social Welfare, Continuing Education Department. UWM Helen Bader School of Social Welfare does not approve continuing education credit for out-of-state participants or professions other than social work. It is the responsibility of the participant to contact their own board for approval. A maximum of 12.5 CEHs/CEUs may be earned by social workers participating in PREPaRE training; maximum 7 CEHs/CEUs for other participation if taking the Ethics and Boundaries workshop.

***One graduate credit for PREPaRE** is available from Viterbo. Registration and payment to Viterbo University can be made on the first day of the training. Cost is \$200. PREPaRE trainers will provide more information at the workshop.

PREPaRE 2: Two Full Days

Monday, October 17th, & Tuesday, October 18th
8:45 am to 4:30 pm

Limited to 40 Participants
12.5 CEHs/CEUs - 1 Grad. Cr. Available

PREPaRE Workshop 2 - *Crisis Intervention and Recovery: The Roles of School-Based Mental Health Professionals*

Christine Kleiman, MSE, *Safe and Healthy Schools Director, PBIS Trainer, Coordinator/External Coach, SWIS Trainer, CESA 7, Green Bay, WI*

Jackie Schoening, MSSW, LCSW, CSSW, *Coordinator for CESAs 2, 3, & 6, CESA 6 Safe & Healthy Schools & Communities Network, Oshkosh, WI*

Crisis Prevention and Preparedness: Comprehensive School Safety Planning

Schools play a critical role in meeting the needs of students, staff, families and often the local community during times of crisis. PREPaRE is the **only** comprehensive curriculum developed by school-based professionals with firsthand experience and formal training. The curriculum builds on existing personnel, resources, and programs; provides for sustainability; and can be adapted to individual school needs and size. The PREPaRE curriculum has been developed by the National Association of School Psychologists (NASP).

PREPaRE Model

P—Prevent and prepare for psychological trauma
R—Reaffirm physical health and perceptions of security and safety
E—Evaluate psychological trauma risk
P—Provide interventions
a —and
R—Respond to psychological needs
E—Examine the effectiveness of crisis prevention and intervention

This 2-day workshop provides school-based mental health professionals and other school crisis intervention team members with the knowledge necessary to meet the mental health needs of students and staff following a school-associated crisis event. You do not need to complete Workshop 1 to attend Workshop 2.

With updated research and crisis intervention strategies, this workshop teaches participants how to prevent and prepare for psychological trauma, helps to reaffirm both the physical health of members of the school community and students' perceptions that they are safe and secure, evaluates the degree of psychological trauma, responds to the psychological needs of members of the school community, and examines the effectiveness of school crisis intervention and recovery efforts. This workshop is an excellent course for all mental health professionals in your district who provide mental health crisis intervention services. It provides a specific examination of the school-based mental health professionals' roles and responsibilities, with a special emphasis on crisis intervention and recovery.

Who Should Receive Workshop 2 Training? PREPaRE Workshop 2 is appropriate for any individual filling the role of crisis intervention specialist. This includes school mental health staff (school psychologists, social workers, counselors and nurses), administrators, and other individuals whom the team has identified as appropriate providers of psychological first aid. Additionally, this workshop can be very helpful for community-based mental health practitioners who may work with the school crisis team and/or may be brought in to the school assist in response to a crisis.

PREPaRE Training

8:45 - 4:30 12.5 CEHs/CEUs over two days, 6.25 per day. October 17th & 18th

[PREPaRE 2 Training](#) - See page 3.

Mental Health In Schools Institute Sessions

8:45 - 10:15 1.5 CEHs/CEUs

Honest, Open & Proud: A Mental Health Program for Youth & A Framework for Children
*Rebecca Kanitz, LCSW, Project YES! Program Coordinator/Honest, Open, Proud Trainer,
Division of Mental Health and Substance Abuse Services, Wisconsin Department of Health
Services, Madison, WI*

When a child breaks a bone, friends and family often ask for “the story” of how the bone broke, how long it will take to heal and may even ask to sign the cast. But when a child is challenged with a mental health difficulty, it can be tricky for him or her to decide whether to share their journey, when to share it or how to share it. [Honest, Open, Proud](#) is both a small group program to proactively empower teens to make thoughtful decisions about [disclosing their story](#) and an important framework for adults working with younger children. HOP helps children and teens who have faced a mental health challenge (whether or not they have a formal diagnosis) explore the story they have been telling themselves about their challenges and resilience. They practice skills to reverse hurtful self-talk and then take a deep look at the costs and benefits of talking to others in the various settings of their lives. For situations where the person decides to talk about this aspect of their life, the program prepares them to, first, understand their reason or goal, then to test a person before disclosing and finally, to respond to unanticipated reactions.

Cognitive Behavioral Therapy: I Thought It, I Felt It, Now I’m Doing It!
Kristine F. Oswald, MA, MSW, LISW, School Social Worker, Eldridge, IA

Cognitive Behavior Therapy (CBT) has been used to treat people suffering from a wide range of disorders, including anxiety, phobias, depression, and addiction. CBT is one of the most researched types of therapy, in part because treatment is focused on highly specific goals and results can be measured relatively easily. One of the greatest benefits of cognitive-behavior therapy is that it helps clients develop coping skills that can be useful both now and in the future. This hands-on presentation will give the participant ideas/activities that they can take with and implement immediately to assist in getting clients to start thinking more positively! Students diagnosed with anxiety, depression and disruptive behaviors are so much easier to teach when they have the tools to regulate their own emotions. We will briefly introduce what CBT is, and why it is such an effective technique for anyone guilty of negative self-talk -- and isn't that all of us at some time or another? Come ready to have fun while you learn evidence-based interventions! Emphasis on working with young adolescents.

Erika's Lighthouse: Get Depression Out of the Dark...

Peggy Kubert, LCSW, Director of Education and Programming, Erika's Lighthouse A Beacon of Hope For Adolescent Depression, Winnetka, IL

Are you looking for a free and easy to use Tier One intervention that screens for depression and teaches good mental health practices? Learn about a video-based curriculum which can be used in collaboration with teachers and counselors. Based on best practices for suicide prevention, you will receive all of the materials to get started.

Restorative Practices: What Are They? How Do They Work?

Moriah Weingrod, MSSW, School Social Worker, Restorative Practices Coach, Project AWARE, Milwaukee Public Schools, Milwaukee, WI

In this interactive foundational workshop, participants will explore the meaning of operating from a restorative mindset while using the restorative circle process. The workshop will introduce participants to the informal, preventative practices that enhance relationships and build community. Participants will also learn how Restorative Practices fits into the tiered system of support and promotes SEL development in both staff and students. Many of the activities used throughout the workshop can be replicated to use with students of all age groups and will be highlighted throughout. **Note: This experiential workshop is limited to the first 20 registrants..**

10:30 - Noon **1.5 CEHs/CEUs**

Honest Open & Proud: A Program for Youth & A Framework for Children - *continued*

Cognitive Behavioral Therapy: I Thought It, I Felt it, Now I'm doing it! - *continued*

Erika's Lighthouse: Get Depression Out of the Dark... - *continued*

Restorative Practices Foundational Workshop - *continued*

1 - 2:30 **1.5 CEHs/CEUs**

Long-term Effects of Child Maltreatment and Effective Interventions to Treat Maltreatment Trauma

James Dimitri Topitzes, PhD, Associate Professor, Helen Bader School of Social Welfare, University of Wisconsin-Milwaukee, Milwaukee, WI

In this training, the presenter will define psychological trauma and discuss the primary and secondary symptoms of maltreatment trauma. The presenter will review principles of trauma-related social or mental health services, highlighting distinctions between trauma-sensitive approaches, trauma-informed care, and trauma-focused interventions. Additionally, the presenter will discuss a general trauma-focused intervention model that reflects current best practice, and finally, attendees will be exposed to a number of established or promising trauma-focused intervention protocols.

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; Kim Gulbrandson, PhD, Research & Evaluation Coordinator, Wisconsin RTI Center, Chippewa Falls, 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. You will learn about elements of effective implementation and how to align SEL implementation with your existing systems, such as PBIS and the School Mental Health Framework and you will understand how to align SEL with the key components that are essential to an 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.

Needed: Adult Perspective Shift in Children's Mental Health

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

Key to the successful implementation of the WI Department of Public Instruction's Mental Health Framework for Schools is the belief systems of educators. Adults in school must shift their perspectives to understand that attention to their students' social-emotional and mental health needs is critical for their academic success. This workshop will present resources to assist school change champions to facilitate conversations about the perspectives adults hold on children's and parent's attitudes and behavior and how to impact them.

2:45 - 4:15* 1.5 CEHs/CEUs

Long-term Effects of Child Maltreatment and Effective Interventions to Treat Maltreatment Trauma - *continued*

Social Emotional Learning. Great Idea! Now What? - *continued*

Helping Without Hurting: Ethics and Boundaries in School Social Work - *continued*

***NOTE: Workshop runs to 5 pm to insure CEH/CEU integrity.**

Needed: Adult Perspective Shift in Children's Mental Health - *continued*

Session Presenters

Kim Gulbrandson, PhD, Research & Evaluation Coordinator, Wisconsin RTI Center, Chippewa Falls, WI

Kim Gulbrandson is a Research and Evaluation Coordinator for the Wisconsin RTI Center, where she supports continuous improvement processes and the evaluation of a culturally responsive multi-level system of support. Previously, she worked as a school psychologist for the Milwaukee Public Schools Violence Prevention Program, where she provided district-wide support in readiness and implementation of social emotional learning programs, anti-bullying initiatives, conflict resolution and classroom management. gulbrandsonk@wisconsinpbisnetwork.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



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

Rebecca Kanitz, LCSW, Project YES! Program Coordinator/Honest, Open, Proud Trainer, Division of Mental Health and Substance Abuse Services, Wisconsin Department of Health Services, Madison, WI

As the Project YES! Program Coordinator with the Wisconsin Department of Health Services, Becky works with a team to explore and identify best practices for supporting transition-aged youth with, or at risk of developing, mental health challenges. She is a licensed clinical social worker who has worked for the past ten years supporting young people 16-25 years of age, walking alongside them as they become the adults they want to be. She is grateful for the opportunity to support young people as an Honest, Open, Proud trainer, and is excited to be a part of this conference. rebecca.kanitz@wisconsin.gov

Christine Kleiman, MSE, Safe and Healthy Schools Director, PBIS Trainer, Coordinator/External Coach, SWIS Trainer, 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, drug, alcohol, and violence prevention; 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



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 Oswald, MA, MSW, LISW, School Social Worker, Eldridge, IA

Kristine Oswald is a therapist in private practice in Davenport, Iowa at Psychology Health Group. She has a M.A. in Counseling and an MSW from the University of Iowa. Her experience includes 13 years at the Iowa Department of Human Services and 19 years as a school social worker. Kristine knows the importance of laughing every day, and she explains WHY! Koswald@aea9.k12.ia.us



Jackie Schoening, MSSW, LCSW, CSSW, *Wisconsin Safe & Health Schools Training & Technical Assistance Center Coordinator for CESAs 2, 3, & 6, Oshkosh, WI*

Jackie Schoening has been an employee of the Cooperative Educational Services Agency 6 (CESA6) for the past 29 years. She is currently the Wisconsin Safe & Healthy Schools & Communities Network coordinator as well as the CESA 6 H.O.P.E. Center co-director. She also works with a variety of community projects on youth risk issues. Jackie holds a Wisconsin school social worker license and is a Licensed Clinical Social Worker in the state of Wisconsin. She is certified as a Youth Mental Health First Aid Trainer, QPR Trainer, ASMR Trainer, Trauma and Loss Schools Specialist, SBIRT Trainer, PREPaRE Trainer, and TRIBES Trainer. Jackie teaches graduate courses for UW-Oshkosh, Marion and Viterbo Universities and consults on various mental health issues and suicide prevention, among other programs and projects. Jackie is the proud parent of three children and one grandchild. jschoening@cesa6.org



(James) Dimitri Topitzes, PhD, LCSW, *Associate Professor, Helen Bader School of Social Welfare, University of Wisconsin-Milwaukee, Milwaukee, WI*

Dimitri Topitzes earned his PhD in Social Welfare from the University of Wisconsin-Madison in 2006. Prior and subsequent to earning his doctorate, Dr. Topitzes worked in a clinical social work capacity, serving adolescents at-risk for out-of-home placement. In 2008, he accepted a full-time social work faculty appointment with the Helen Bader School of Social Welfare at the University of Wisconsin-Milwaukee (UWM). While continuing a limited clinical practice, he has also published research in the area of maltreatment trauma, including consequences and treatments. He also teaches trauma counseling, advanced practice social work, and the philosophy of science. Currently, he directs the trauma-informed care graduate certificate at the University of Wisconsin-Milwaukee. topitzes@uwm.edu

Moriah Weingrod, MSSW, *School Social Worker, Restorative Practices Coach, Project AWARE, Milwaukee Public Schools, Milwaukee, WI*

Moriah Weingrod is a licensed school social worker for Milwaukee Public Schools with experience using Restorative Practices with in the school setting since 2008. Moriah is currently working as the Restorative Practices Coach for Project AWARE, a grant providing middle and high schools professional coaching and support with school-wide implementation of Restorative Practices. In addition, Moriah facilitates professional development opportunities for schools and staff interested in Restorative Practices and learning to operate from a restorative mindset. weingrm@milwaukee.k12.wi.us

**Knowledge
is knowing a tomato is a fruit.
Wisdom
is not putting it in a fruit salad.**



Hotel Information

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.

Marriott Courtyard

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

Hampton Inn & Suites

176 W Wisconsin Avenue, Milwaukee, WI 53203
just north across from the Grand Avenue Mall
844-531-4778



Residence Inn Suites

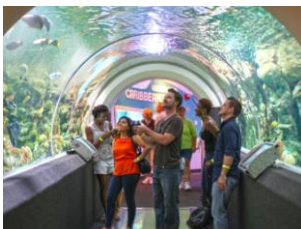
648 N Plankinton Avenue, Milwaukee, WI 53203
just east across from the Grand Avenue Mall
414-224-7890



Milwaukee Fun

Go to: <http://visitmilwaukee.org/events> to find activities, theater, and sports in Milwaukee during your visit.

Click on: <http://www.opentable.com/wi/milwaukee-restaurants> for great food and drink!



Driving & Parking Information

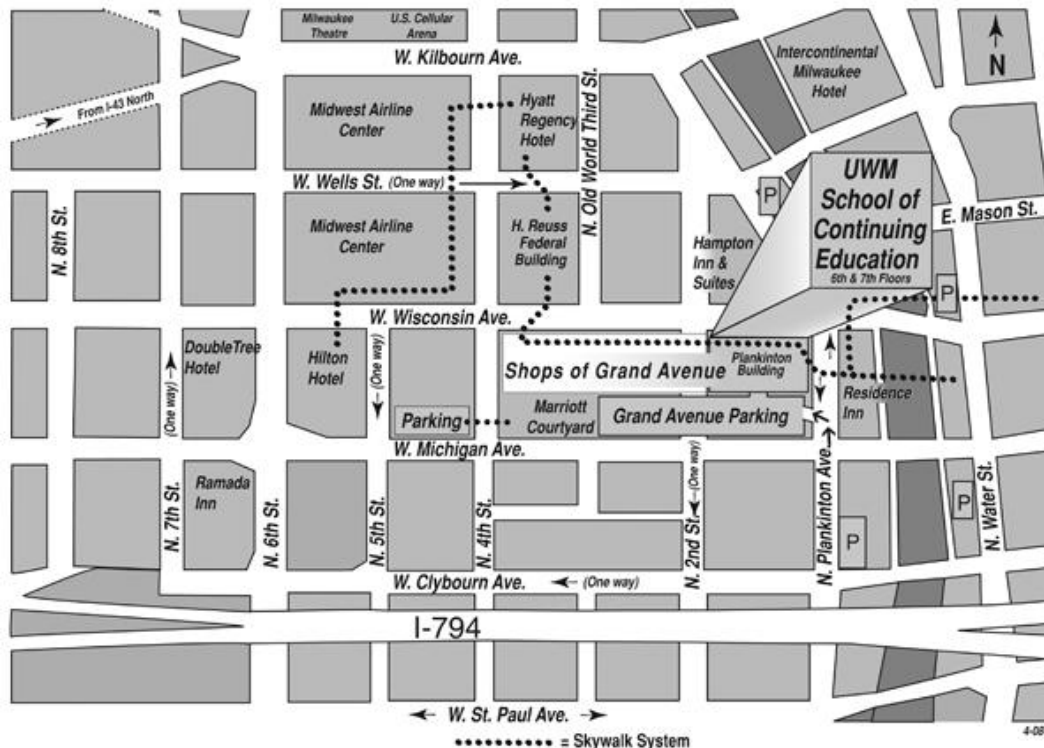
As we go to press, there is heavy construction on I-94 eastbound into downtown Milwaukee. It is not expected to be completed by October 17th. You may want to allow additional travel time.

Check: 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 I-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 FOR PARTICIPANTS

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 structure discount: The School of Continuing Education provides a parking discount for participants in its classes/programs who park in the Grand Avenue parking structure. Please 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.

REGISTRATION INFORMATION

Online registration is required. Initiate your registration today at www.acssw.com to reserve your opportunity to attend this event. Seating is limited – simply go online and register today!

REGISTRATION FEES - Fees include lunch buffet and conference materials.

Mental Health In Schools Institute – October 17th, 2016

	Individual	Team (3 or more from same district / agency)	<i>NOTE: All registrations must be confirmed with either payment (check or credit card) or Purchase Order no later than October 10th. A \$25 late fee will be added if not received.</i>
Early Bird Registration Thru August 31 st	\$135	\$125 per person	
Regular Registration September 1 st - October 10 th	\$145	\$135 per person	
Late Registration* After October 10 th	\$170	\$160 per person	
MSW Student / Retired	\$60	\$60	

PREPaRE 2 Training – October 17th–18th, 2016

	Individual	Team (3 or more from same district / agency)	<i>NOTE: Due to PREPaRE training materials (included in fee) that need to be ordered for each participant, it is highly recommended that participants register early to insure materials arrive prior to training. There will be a \$25 late registration fee added after October 10th to each registration if payment (check, credit card or purchase order) is received after October 10th.</i>
Early Bird Registration Thru August 31 st	\$185	\$175 per person	
Regular Registration September 1 st - October 10 th	\$195	\$185 per person	
Late Registration* After October 10 th <i>Please register early to insure availability of needed training materials.</i>	\$220	\$210 per person	
MSW Student / Retired	\$100	\$100	

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, registration will not be received.** If you click "Invoice Me" – you will receive an immediate invoice via email that can be paid at later date. If you click "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 can pay by check, credit card or purchase order at a later date.
- ACSSW accepts Purchase Orders. See www.acssw.com on how to submit POs.
- Once payment has been received, you will receive an email indicating that you are fully registered and a copy of your paid invoice.
- **Late registration fees** – please read over details above in charts highlighted in yellow regarding late fees. Late fees go into effect for Mental Health in Schools Institute and for PREPaRE 2 Training for all registrations received after October 10th.
- **Additional payment information is provided at www.acssw.com.** Employers: W-9 from ACSSW available upon request.

QUESTIONS or CONCERNS? Contact Sally Carlson @ 414-659-5853 or email sally.carlson@acssw.org

~SPONSOR~



Helen Bader
School of Social Welfare

"Students with mental health challenges struggle to meet their academic potential. This institute offers sessions featuring speakers from Wisconsin and the Midwest on mental health challenges commonly experienced by children and youth and evidence-based approaches and programs that can be used in schools to support students' mental health and academic success."



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.

PH: 414-659-5853

www.acssw.org

FX: 224-649-4408