Mental Health in Schools
Institute Schedule

7:45-8:30 a.m.    Registration

8:30-9 a.m.        • Welcome
                    • Dr. Stan Stojkovic, Dean
                    Helen Bader School of Social Welfare
                    UW-Milwaukee

9-12 noon         Seminars -- 3 CEHs/CEUs
                    1. Advancing Student Outcomes through Our Roles as Leaders
                    2. The Truth N’ Trauma Program: An Intervention for Youth to
                       Address Exposure to Community Violence
                    3. Introduction to Restorative Practices in Schools
                    4. Working With and Supporting LGBTQ+ Youth
                    5. DSM-5: What Mental Health Professionals Who Work with
                       Children Need to Know

Noon-1 p.m.       Lunch (included)

1-4 p.m.          Seminars -- 3 CEHs/CEUs
                    6. Advanced Trauma Sensitive Schools: From Awareness to
                       Application
                    7. Tools and Techniques for Helping Anxious Kids
                    8. On The Edge of Chaos: Intervening with Traumatized
                       Males
                    9. Motivational Interviewing: An Introduction

OR

1-5 p.m.          Seminar -- 4 CEHs/CEUs in Ethics & Boundaries
                    10. Technological Boundaries and Ethics in a School Setting

CEHs provided 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 7 CEHs/CEUs may be earned by social workers.

Online Registration Available - www.acssw.com
Seminars

9 a.m. - noon  --  3 CEHs/CEUs

1 - Advancing Student Outcomes through Our Roles as Leaders: Building Effective Facilitator and Presenter Skills
Jeannette Deloya, MSSW, LSSW, Program Support School Social Worker & Sara Knueve, MSW, LSSW, School Social Worker and Positive Behavior Support External Coach
Madison Metropolitan School District

School social workers, counselors, and psychologists are often asked to present on current topics in order to build capacity in our schools and communities. In addition, we are invited ‘to the table’ to serve as facilitators and engage group members. These are leadership roles that provide opportunities to build collaboration, promote change, support positive growth, deepen understanding, problem solve around challenges, influence decision-making, and leverage strength within a professional community. Few of us have had formal training in either presentation or facilitation skills. Participants will explore concepts and tools that are designed to support adults in school environments as they engage in the collaboration necessary to build professional community and increase student achievement. The approach that will be shared is built on the research-informed principles and strategies of Adaptive Schools, as developed by Robert Garmston and Bruce Wellman. These practices are effective for creating collaborative environments where group members are noticeably engaged and meet desired presentation/meeting outcomes. The strategies/principles also contribute to creating effective learning environments for our students. We believe you will find this time to be very well-spent!

2 - The Truth N’ Trauma Program: An Intervention for Youth to Address Exposure to Community Violence
Kimberly Mann, PhD, LCSW; Troy Harden, EdD, LCSW; Thomas Kenemore, PhD; Danton Floyd, MEd & Karen Jean Martinson, PhD, Chicago State University, Department of Social Work

This workshop highlights an innovative program addressing exposure to violence through the use of a trauma-informed and restorative practices based curriculum. The Truth N’ Trauma program trains youth in trauma-informed practices and participatory action research methods, theatre, media development, and advocacy. In addition to an overview of Truth N’ Trauma program components, participants will explore steps to developing similar programs with middle through high school age youth.

3 - Introduction to Restorative Practices in Schools
Chauna Perry Finch, MSW, Milwaukee Public Schools &
Jody Ebbinger-Bentley, MSW, Oak Creek-Franklin Jr. School District

Restorative Practices (RP) is a set of strategies grounded in a philosophy that places high value on healthy, caring, and mutually fulfilling relationships. The focus is on providing high support and high accountability as a recipe for a healthy educational environment. RP aims to create a school community which is healthy and connected through use of one-on-one restorative conversations, community building circles, repairing harm circles and more formal community conferences which may include family, community and school members. Through a didactic and experiential format, participants will understand the philosophy and will learn how to use RP in a school setting. Participants will receive resources and basic knowledge for further study and training.
4 - Working with and Supporting LGBTQ+ Youth
Kristen Donat, Program Coordinator, Project Q, & Anne David, Program Manager, Anti-Violence Program
Milwaukee LGBT Community Center

This presentation will go beyond basic Lesbian, Gay, Bisexual, Transgender, Questioning/Queer terms and definitions. Presenters will explore and clarify how privilege and oppression impacts LGBTQ+ people in the context of mental health and identity development. The presentation will explore the differences between sexual orientation and gender identity, define terms used to describe LGBTQ+ individuals, explain issues impacting diverse LGBTQ+ youth communities, and introduce concrete skills for working with LGBTQ people.

5 - DSM-5: What Mental Health Professionals Who Work with Children Need to Know
Todd L. Eisenberg, MD, Board-certified Psychiatrist
Rogers Memorial Hospital, Oconomowoc, WI

This session will offer a concise review of the development of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and provide an introduction to the changes incorporated in the DSM-5 that will impact the treatment of children and adolescents. In addition, case vignettes will be included for small group discussion, and participants will have the opportunity to obtain consultation regarding diagnostic and treatment challenges.

1 - 4 p.m. -- 3 CEHs/CEUs

6 - Advanced Trauma Sensitive Schools: From Awareness to Application
Sara Daniel, MSW, Director of Quality Improvement
St. Aemilian--Lakeside, Milwaukee, WI

Participants in this presentation should have a foundational knowledge of the high prevalence of adverse experiences our students face and the impact this can have on development, behavior and learning. Specific tools will be shared to assess trauma events and trauma reaction in students. Key physiological, developmental, behavioral and academic indicators will be highlighted. Participants will be encouraged to examine their own perspective on challenging students, and will also be given strategies to help facilitate perspective shift toward a more trauma informed view in others in their districts and communities. Specific strategies for classroom intervention that target the lower brain and increase regulation in students will be shared along with ideas about how to create nurturing relationships with students. These strategies will improve behavior, increase access to educational content, and create healing and resilience. Participants will explore how to help students create a “reason to be” through having a sense of purpose and hope. Finally the need for a focus on the caregiver capacity of school staff will be emphasized as essential in creating a trauma sensitive school. This presentation will be interactive and include hands on activities and discussion. Many resources will be shared and the expertise of the room will be drawn upon to encourage collaboration and a wider community of knowledge.
7 - Tools and Techniques for Helping Anxious Kids
Patric Mattek, PhD, Licensed Psychologist
Performance Enhancement, Franklin, WI

Anxiety is something that everyone experiences. Sometimes, however, anxiety can be extreme and significantly impact the daily functioning of children and adolescents. This workshop will provide an overview of anxiety disorders and offer many practical strategies that can be utilized in the school setting to aid students with anxiety issues. Numerous case examples will be provided.

8 - On The Edge of Chaos: Intervening with Traumatized Males
Steve Sawyer, MSW, LCSW, Owner/Director of the New Vision Wilderness Program, Brookfield, WI & Consultant/Owner of Dynamic Interventions, LLC

This workshop provides a detailed overview on key aspects of adolescent trauma and successful related interventions. Participants will learn about basic neurological aspects of trauma and how that trauma manifests specific to young males. Steve will also provide an additional overview of treatment of trauma in a Wilderness Therapy modality through a combination of exercise, healthy group culture, experiential activities, and cutting-edge modern treatment modalities. This seminar will revolutionize participants’ understanding of how to reach traumatized young males.

9 - Motivational Interviewing: An Introduction
Shawn Smith, Co-chair, Evidenced Based Practices Committee & Related Training Initiatives
Wisconsin Community Services, Milwaukee, WI

With a broad evidence base, Motivational Interviewing is a proven strategic method of communication that is used widely by a diverse group of human services professionals – including those in school settings -- to empower those they serve to embrace positive behavior change. Human services professionals who interact with at-risk youth will benefit from understanding the Spirit of Motivational Interviewing, related theory and skills. Participants will receive an experiential overview of Motivational Interviewing by exploring MI Spirit and skills. Skill exploration will result in at least one useable tool to take with you back to your workplace.

1 - 5 p.m. -- 4 CEHs/CEUs

10 - Technological Boundaries and Ethics in a School Setting
Ellen Belluomini, MSW, Adjunct Professor at National Louis University & Harper College, Palatine, IL & Consultant at Saint Xavier University, Chicago, IL

Every helping profession creates ethical standards to guide professional conduct. Technology has become a cultural competence in our society yet some professionals are unaware of how to create boundaries around these new digital practices. The National Association of Social Workers and the Association of Social Work Boards created technology standards for practice in 2005. The advance in technology has significantly changed since these standards were created. The American Psychological Association and the American Nurses Association code of ethics for nurses do not include technology language or specifically address the changes in societal practices. The research for all of these fields is starting to address boundaries and technological ethical dilemmas. This presentation addresses ethical issues and solutions for school professionals and supporting personnel.
Institute Presenters

**Jeannette Deloya, MSSW, LSSW**, has worked for the Madison Metropolitan School District for the past 22 years, serving elementary, middle and high schools as a school-based social worker. Since 2006, Jeannette has served as Program Support for School Social Workers, providing professional development, consultation and policy/practice integration, with a focus on mental health, trauma and adult learning. Jeannette is a certified Adaptive Schools Agency Trainer. She and Sara Knueve have effectively integrated collaborative principles and strategies into their presentation, facilitation and group member skill sets.

**Sara Knueve, MSW, LSSW**, Sara Knueve, MSW, LSSW, has served Madison Schools as an elementary and middle school social worker since 2002. For the past 5 years, she has provided leadership, training, coaching and consultation as the district has developed and implemented a Positive Behavior Interventions and Supports framework. Sara has also nurtured a long-standing commitment to Social and Emotional Learning (SEL) in schools and has contributed significantly to the district’s decision to include SEL on its list of implementation priorities. She and Jeannette Deloya have effectively integrated collaborative principles and strategies into their presentation, facilitation and group member skill sets.

**Kimberly A. Mann, PhD, LCSW**, Associate Professor of Social Work at Chicago State University (CSU), currently serves as the Project Director for the Illinois Birth- Three, Title IV-E Waiver with the Illinois Department of Children and Family Services. Her practice, program development and research interests include clinical practice with children and their families, and the impact of trauma in the lives of youth. Dr. Mann has over twenty-five years experience working with youth and families, primarily in public school and community-based settings. She has served as a consultant to community-based agencies that serve young children and families that have been exposed to violence, as well as the practitioners who serve this population.

**Thomas K. Kenemore, PhD, LCSW, BCD**, is an Associate Professor at Chicago State University in the Master of Social Work Program. He teaches both graduate and undergraduate practice courses. He teaches doctoral level courses in the Loyola University Chicago School of Social Work. He has conducted a qualitative study of the experiences of victims of police torture, a study of the experiences of re-entry from long-term incarceration, and with colleagues has completed a study exploring the impact of violence on youth in schools. He is editor of the *Child & Adolescent Social Work Journal*, and maintains a private practice providing clinical services and organizational consultation to service agencies. He serves on the Cultural Competence and Diversity Committee of the Illinois Chapter of the National Association of Social Workers, and is involved with a Re-Entry Committee at Chicago Coalition for the Homeless in its initiative to change Section 8 application policies of the Chicago Housing Authority.

**Danton Floyd, MEd**, is a youth worker/organizer and socio-emotional counselor throughout Chicago, IL. He works with youth in community, psychiatric institutions, higher education, and primary and secondary school based settings. His work examines the intersection between the moral and conventional domains of inner city Black males and the impact those conventions have on their development. He received his Masters degree from University of Illinois at Chicago in Education Psychology (Youth Development). He also works with Black males in analyzing their identity as a catalyst for organizing and social change. Danton incorporates trauma informed and restorative practices as a tool to create cultures of youth/adult partnerships as a foundation for intergenerational organizing among Black youth and adults.
Troy D. Harden, EdD, LCSW, currently serves as an Assistant Professor within Chicago State University’s Master of Social Work Program, specializing in urban youth and community interventions, and the Director for the Truth N’Trauma Project. He has over 20 years experience serving and consulting in social service, school, and community settings. He has worked as a clinician, administrator, educator, and advocate concerning community issues in diverse settings. He is a graduate of Loyola University Chicago’s Master of Social Work program, and received his doctorate from DePaul University’s School of Education, specializing in curriculum and training.

Karen Jean Martinson, PhD, is a Lecturer in the Department of Communications, Media Arts, and Theatre at Chicago State University. She explores the intersection of contemporary USAmerican Performance, consumer culture, and the processes of identification through her scholarly and creative work. She focuses her scholarly research on El Vez, the Mexican Elvis/Robert Lopez, interrogating his use of performance and branding to complicate, confound, and ultimately cross separating lines of differences such as race, ethnicity, class, gender, and sexuality. Creatively, she works as both a dramaturg and director, staging and devising works of social import and engagement.

Chauna Perry Finch, MSW, has been a school social worker with Milwaukee Public Schools for over 11 years and has worked with youth for over 16 years. She has been using Restorative Practices for over six years and has implemented and facilitated Restorative Practices at the middle and high school levels. Chauna has also trained students and facilitated staff workshops on Restorative Practices. She is currently a part of a team to create PBIS Social Academic Intervention Group curriculum for high schools.

Jody Ebbinger-Bentley, MSW, earned her Master of Social Work degree from Loyola University Chicago. Jody has over 15 years experience in the field of social work. She began her career in child welfare and spent nine years with the TABS (Truancy Abatement Burglary Suppression) Program working her way from a case manager to Program Director when she realized her passion was really to work in schools instead of with schools. She returned to school to obtain her MSW from Loyola University Chicago in 2007 and now is in her fourth year as a school social worker. Before going back for her MSW, Jody was exposed to Restorative Justice in the community. When hired in Milwaukee Public Schools, her position prepared her to train staff and help implement restorative practices in over 30 schools in two years. She also was the co-facilitator for the Restorative Practices Professional Learning Community for the social work department in MPS. Jody is currently working in five elementary schools in the Oak Creek Franklin Joint School District, a suburb of Milwaukee.

Kristen Donat received her BA in Gender and Women Studies with a certificate in LGBT studies from the University of Wisconsin-Madison and is a recipient of the Meyerhoff Undergraduate Excellence Award for Service, Leadership and Scholarship. She is currently the Program Manager of Project Q, a youth Development Program of the Milwaukee LGBT Community Center. Kristen has developed and facilitated over 30 cultural competency educational sessions focused on working with the LGBT+ community to over 900 people. Some of the individuals educated include: students at local high schools and colleges such as Marquette University, Cardinal Stritch University, Alverno College, Medical College o Wisconsin, UWM, and MPS Social Workers, foster care parents, and Wraparound Care Coordinators. Kristen has been working with community based organizations focused in education, community organizing, and social justice issues for 5 years.
Anne David, MSW, received her Master of Social Work degree from the University of Wisconsin-Milwaukee. She is currently manager of the Anti-Violence Program of the Milwaukee LGBT Community Center and provides advocacy services and counseling for survivors and victims of intimate partner violence, sexual assault, hate crimes, and other forms of victimization. Anne previously practiced psychotherapy at Sixteenth Street Community Health Center as a bilingual (Spanish/English) therapist. She was a behavioral health consultant to the HIV Department and provided counseling to individuals adjusting to recent diagnosis of HIV. She worked with transitioning female clients who received counseling prior to beginning hormonal therapy and worked with clients around gender exploration, transgender and gender identity concerns.

Todd L. Eisenberg, MD, is a board-certified psychiatrist at Rogers Memorial Hospital, Oconomowoc, WI, with subspecialty training in the treatment of children and adolescents. He completed his child and adolescent psychiatry fellowship and general psychiatry residency at the University of Minnesota. Dr. Eisenberg is a graduate of the University of Wisconsin Medical School where he received the Vincent Russo Memorial Award for outstanding qualities of leadership and character. He is a member of the American Academy of Child and Adolescent Psychiatry (AACAP) and was an AACAP award recipient in 2006 and 2009. He is also a member of the American Psychiatric Association, Academy of Occupational and Organizational Psychiatry and the Wisconsin Medical Society.

Sara N. Daniel, MSW, LCSW, is the Director of Quality Improvement for St. Aemilian-Lakeside, Inc., an agency that is leading the way in providing trauma informed care to children and families in Wisconsin. Since 1997, Sara has been collaborating with school districts to provide consultation and training in working with students affected by trauma, mental health issues or behavioral challenges. For 14 years, she oversaw a continuum of services providing direct care to students, families and schools to increase student success. She currently supports program staff for St. Aemilian-Lakeside’s various lines of service to implement trauma informed care in their work with children in child welfare and out of home care. Sara, a member of the WI DPI Trauma Sensitive Schools workgroup, is the co-author of the Trauma Sensitive Schools Toolkit available on the DPI website. Sara has a Masters degree in Social Work from the University of Wisconsin-Milwaukee.

Patric Mattek, PhD, earned his degree in clinical psychology at Northern Illinois University-DeKalb and his Master of Science degree in clinical psychology at Marquette University. He is a licensed psychologist with Performance Enhancement in Franklin, WI, and is a staff psychologist at the Walworth County Department of Health and Human Services, Elkhorn, WI. He is also licensed with the National Register of Health Service Providers in Psychology. Dr. Mattek is a clinical supervisor with My Home, Your Home, Milwaukee, and Dominion Behavioral Health. He specializes in working with children and adolescents with emphasis in anxiety, ADHD, and mental health disorders that affect this particular population. Dr. Mattek is a popular speaker and has offered many presentations.

Steven E. Sawyer, LCSW, CSAC, earned his Master of Social Work degree from the University of Wisconsin-Milwaukee. He is the owner/director of the New Wilderness Program, Wisconsin’s only wilderness treatment program, and the consultant/owner of Dynamic Interventions, LLC, providing trainings and seminars for staff development statewide in clinical and educational settings. Steve has been a therapist and counselor and has made numerous presentations throughout the state. In 2003 he was presented the Community Award by Tough Love International. He is a member of the National Association of Social Workers and a board member of the National Association of Therapeutic Wilderness Camping.
Shawn Smith is a member of the Motivational Interviewing Network of Trainers (MINT), an international organization of trainers who come from diverse backgrounds and apply Motivational Interviewing (MI) in a variety of settings. Started in 1997 by a small group of trainers trained by William R. Miller and Stephen Rollnick (MI originators), the mission of the MINT is to promote good practice in the application, research and training of MI. Since 2009 Shawn has trained over 300 Milwaukee area professionals in Motivational Interviewing including those serving in education, health care, behavioral health, and the criminal justice system. In addition to his quarterly MI Trainings at Wisconsin Community Services (WCS)--open to external participants--he has trained for the Hope Council in Kenosha, Wisconsin State Department of Corrections, and Marion County Ohio Juvenile Probation. In his role at WCS, he co-chairs the Evidenced Based Practices Committee and related training initiatives including Trauma Informed Care and Community Building.

Ellen Belluomini, MSW, LCSW, is completing her PhD in Human Services this Fall. She earned her Master of Social Work in Mental Health degree from the University of Illinois-Chicago. Ellen is an adunct professor at National Louis University, is a consultant in human services at Saint Xavier University (Chicago), and is adjunct professor in human services at Harper College (Palatine, IL). Ellen has offered numerous presentations to schools and districts in Illinois on such varied topics as integrating technology in school social work practice, the ethics of integrating technology in school social work practice, team building and working through conflict, and improving behavioral management through the art of communication. She has contributed to the New Social Worker Magazine on technology, has presented at numerous community forums on varied topics, and is a member of the National Association of Social Workers.

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.

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

**Marriott Courtyard**
300 W Michigan Street, Milwaukee WI  53203
just west of Grand Avenue parking structure
414-291-4122

**Residence Inn Suites**
648 N Plankinton Avenue, Milwaukee, WI  53203
east across Plankinton Avenue from Grand Avenue Mall
414-224-7890
Driving & Parking Directions

As we go to press, there is heavy construction on I-94 coming from the south (I-94 westbound) into downtown Milwaukee. It is expected to be complete by September, but you will want to allow additional travel time if it is continuing in Fall. Check: www.dot.wisconsin.gov/travel/road/workzones-se.htm

From the North:
- I-43 South to I-794 East
- Exit Plankinton Ave. ramp, eastbound
- Turn slight left onto Plankinton Ave.
- Continue 1.5 blocks
- Parking structure entrance is on your left, one-half block past Michigan St.

From the South:
- North on I-94/I-43 to I-794 East
- Exit at Plankinton Ave. ramp
- Turn slight left onto Plankinton Ave.
- 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.

From the West:
- I-94 East to I-794
- Exit 1H, James Lovell/St. Paul ramp (just past Chicago ramp)
- Curve left on ramp to James Lovell St.
- Proceed one block on James Lovell St.
- Turn right on Michigan St. eastbound
- Continue east on Michigan six blocks to N. Plankinton Ave.
- Turn left onto Plankinton Ave.
- You will immediately see the parking structure entrance on your left

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.
Mental Health in Schools Institute
Registration Form

Speed up your registration! Register online - [www.acssw.com](http://www.acssw.com)

Type of Registration: _____ Individual Employed   _____ Team Registration   _____ Retired/Student

Name _____________________________________________ Title _______________________________

Employer ______________________________________________________________________________

Address _______________________________________________________________________________

City ______________________________________________________ State___________ Zip _________

Phone __(______)_____________________ Email _____________________________________________

Select Workshops you plan to attend - Circle one choice per time slot below.

9 a.m. to Noon          Seminars:  1         2         3         4         5

1-4 p.m.          Seminars:  6         7         8         9         10  (Ethics: ends at 5 p.m.)

Registration Fees

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All registrations will receive email confirmation. If you do not receive immediate confirmation after registering online or, if mailing or faxing, within 48 hours, you may not be registered.

Contact Sally Carlson with questions or concerns: 414-659-5853 or or email: sally.carlson@acssw.org


Check # __________________ / Purchase Order # ________________________________ attach copy of PO (ACSSW EIN #27-0344742)

Credit Card Full Name on Card: ____________________________________________________________________________

Card Type: _____ Visa _____ Mastercard _____ American Express _____ Discover _____ other:___________

Credit Card # ____________________________________ Card Exp. Date: ________ 3-Digit Code (on back of card): _________

Submit Payment to: ACSSW or American Council for School Social Work

c/o of Sally Carlson • 5011 W. Fairy Chasm Crt. • Milwaukee, WI 53223

FAX to: 224-649-4408  Questions??? call 414-659-5853  or email: sally.carlson@acssw.org
Mental Health in Schools Institute
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September 30, 2013 --- Milwaukee, WI

Supporting Innovative Practice, Effective Leadership, Applied Research