



3rd Annual Oregon School Social Work Association Conference Program

March 6th, 2020
8:15am – 3:15pm

Concordia University Library
2811 NE Holman St, Portland, OR 97211

4.5 NASW-Approved CEUs Available
Lunch, Coffee, & Light Breakfast Provided

Join School Social Workers from around Oregon as we organize, network, and expand our knowledge. The goal of OSSWA is to provide professional development, networking, regional collaboration, and state and district level advocacy.

Conference Agenda

8:15-9am	REGISTRATION/LIGHT BREAKFAST		
9am	WELCOME		
Session 1 9:15am-10:45 am	1A: Radical Wellness - A New Understanding of Self Care Meghann Darne, LCSW, <i>Inner Piece</i> , & Rosanne Marmor, LCSW, <i>Pulse Wellness</i>	1B: How trauma is causing a reaction to African American girls in our schools Jonica Shelton, MSW, CSWA, <i>Portland Public Schools</i>	1C: Left To Their Own Devices: How to help adolescents develop a healthy relationship to their devices in and out of school Yshai Boussi, LPC, <i>Portland Family Counseling</i>
10:45-11am	BREAK		
Session 2 11am-12:30pm	2A: Children Are People and So Are You: Building Critical Mass Stephanie Roberson, MSW, MEd., CSWA, & Brianna C. Bragg, MSW, <i>The UPRISE Collective</i>	2B: The Anti-Platitude Approach: Supporting Grieving Students Jana DeCristofaro, LCSW, & Kate Sherwood, LCSW, <i>The Dougy Center for Grieving Children & Families</i>	2C: Integrated School-Wide Social Emotional Learning Julie Prindle, Ph.D., LCSW, Emily Etzkorn, LCSW, Genie Gomez, LSSW, Paul Peters, LSSW, & Amy White, LCSW, <i>Portland Public Schools</i>
12:30-1:30pm	LUNCH		
Session 3 1:30-3pm	3A: Gender Variance 201: Cultivating a Deeper Understanding Among Educators Clement Wilson, MSW Student, <i>Portland State University</i> , & Alyssa Linares, <i>Bridge 13</i>	3B: The Ethics of Educator Wellness Campbell Stewart, LSSW, & Dena Schreiner, LCSW, LSSW, <i>Beaverton School District</i>	3C: The multi-layered Role of School Social Worker with Teen Parents Norelle Harper, MSW, LSSW; Siri Michel-Midelfort, MPH, MSW; Maureen Brennan, LCSW, C-SSWS, <i>Portland Public Schools</i>
3-3:15pm	CLOSING: Receive CEUs		
3:15-3:45pm	OPTIONAL: Tour of 3 to Ph.D. program (a collaboration between Concordia University, Portland Public Schools' Faubion School, Trillium Family Services, Basics (formerly Pacific Foods), and Kaiser Permanente.		

Session 1

WORKSHOP 1A: Radical Wellness - A New Understanding of Self Care

PRESENTERS: Meghann Darne, LCSW, & Rosanne Marmor, LCSW, *Inner Piece*

ABSTRACT: Radical Wellness is a dynamic workshop that will bring a new understanding of self-care. Participants will learn creative ways to understand the needs of your brain, heart and body, as well as the history of self care and the impact culture has on it. Participants will also examine their needs and create their own unique plan for wellness to aid them in creating a sustainable approach to being a social worker. Participants will also deepen their understanding of self compassion and why it is so critical to self care and greater humanity. Radical Wellness tools can be used to help guide others and yourself toward a unique plan for sustainable wellness.

WORKSHOP 1B: How trauma is causing a reaction to African American girls in our schools

PRESENTERS: Jonicia Shelton, MSW, CSWA, *Portland Public Schools*

ABSTRACT: This presentation will focus on the trauma that African American girls have been going through in today's society and how this is being displayed in the schools. Going over the history of trauma. Providing studies and definitions of PTSD and trauma. Also ways to help those girls with their trauma. Discussing what happens to our girls when they face the complexities of trauma that are not being addressed and they are left being silenced. Discussing resilience and repressing past traumatic experiences. Discussion about what we are seeing in schools as it relates to behaviors and how they may or may not be addressed by staff and family.

WORKSHOP 1C: Left To Their Own Devices: How to help adolescents develop a healthy relationship to their devices in and out of school

PRESENTER: Yshai Boussi, LPC, *Portland Family Counseling*

ABSTRACT: 78% of teens check their devices at least hourly, and 50% report feeling “addicted” to their phones. 69% of parents check their devices at least hourly, and 27% of parents feel “addicted”. Technology and devices are here to stay for better and for worse. As helping professionals, it's imperative that we help the youth we serve learn how to be more thoughtful, skilled and responsible online and off. This workshop will discuss the impact of technology on adolescent mental health. Current data and trends will be discussed. Practical solutions and strategies to help students develop healthy digital citizenship and balance in and out of school will be offered as well. Participants will be able to: Identify the current data showing how social media helps and harms adolescents. Describe 3 ways to effectively talk with students about their social media usage. Identify at least 3 ways to help adolescents develop healthy habits online and off.

Session 2

WORKSHOP 2A: Children Are People and So Are You: Building Critical Mass

PRESENTERS: Stephanie Roberson, CSWA, MEd., & Brianna C. Bragg, MSW, *The UPRISE Collective*

ABSTRACT: This workshop will begin by acknowledging the inherent harm that exists both within social work and the education systems that were designed to uphold a white supremacist narrative. Rooted in history and centered in community, this highly interactive workshop will explore the role of social workers to uphold the self-determination and agency of the children and families in their care, and the support they need to make it all happen in a system that doesn't always recognize their worth. Discussions and activities will center around community care as it relates to coalition building, collective organizing, and upholding the truths and stories of targeted communities.

WORKSHOP 2B: The Anti-Platitude Approach: Supporting Grieving Students

PRESENTERS: Jana DeCristofaro, LCSW, & Kate Sherwood, LCSW, *The Dougy Center for Grieving Children & Families*

ABSTRACT: According to the Childhood Bereavement Estimation Model from Judi's House & the JAG Institute, 1 in 17 children in Oregon will experience the death of a parent or sibling by the time they turn 18. This means that educators and school social workers will inevitably be faced with supporting a number of students, each year, who are trying to balance school performance

with how their grief manifests emotionally, cognitively, and behaviorally. In this exploratory session, we will analyze how grieving students are at risk for isolation, disconnection, and decreased school engagement. We'll also review how grief presents for students and the ways school staff can provide effective support. As participants, you'll have the opportunity to hear directly from grieving students via audio and video clips. You'll also be encouraged to practice the skills we use at The Dougy Center for Grieving Children - the first peer-support program for children and teens - as you work with students in grief. Discomfort welcome!

WORKSHOP 2C: Integrated Schoolwide Social Emotional Learning

PRESENTERS: Julie Prindle, Ph.D., LCSW, Emily Etzkorn, LCSW, Genie Gomez, LSSW, Paul Peters, LSSW, & Amy White, LCSW, *Portland Public Schools*

ABSTRACT: This session is intended to share research and practice implementation of school wide SEL by school social workers. In a group presentation format we will explore:

- 1) Our Federal Grant
- 2) Our journey of hiring a team of School Social Workers
- 3) The success and challenges of integration of School Social Workers into school buildings
- 4) The use of Panorama assessment tool for SEL work and goal setting of SEL
- 5) The use of social work services data to assess and improve practice
- 6) Sharing the results of 3 years of design of a 5 year Federal Innovation grant. We are eager to share lessons learned in the last three years- especially how school social workers can use their skills to impact and support multi-tiered systems in the schools.

Session 3

WORKSHOP 3A: Gender Variance 201: Cultivating a Deeper Understanding Among Educators

PRESENTERS: Clement Wilson, MSW Student, *Portland State University*, & Alyssa Linares, *Bridge 13*

ABSTRACT: Designed as a follow-up a transgender 101 training, this experiential workshop provides space for public school educators and support staff to gain a deeper understanding of the shifting landscape of gender identity development, gender ideology, gender variance, and fluidity among Generation Z youth. Participants will increase their gender literacy by experientially exploring their own gender identity and interrogating how their inherent biases inform their work with gender diverse students. Participants will also develop a deeper awareness of gender diversity in nature, historical and current gender diversity and third gender roles across cultures, and how to meaningfully connect this to the work they do with students. The session won't cover introductory topics of transgender identity, nor will it focus on vocabulary. This workshop is intended to develop and cultivate self-awareness and gender literacy among educators and social workers so they can build stronger and more authentic relationships with their gender diverse students and colleagues.

WORKSHOP 3B: The Ethics of Educator Wellness

PRESENTERS: Campbell Stewart, LSSW, & Dena Schreiner, LCSW, LSSW, *Beaverton School District*

ABSTRACT: After moving forward with trauma informed practices in the Beaverton School District, we soon learned a critical oversight in delivery of this work around self-care and educator wellness. We believe in order for teachers to be able to effectively understand and embody trauma informed practices and SEL, they first need to gain some understanding on the signs of vicarious trauma as well as tools and systems that help them explore sustainable practices of self-care and community care. This includes larger systemic changes to help leaders in education understand the importance of this work and that while we can focus on students, we must also focus on the care and support of the teachers serving them. In this session we will explore the why around this work, strategies to offer to staff, and how to address resistance or ambivalence. We also hope to generate a discussion to hear what other school social workers are doing around this important work.

WORKSHOP 3C: The Multi-layered Role of School Social Worker with Teen Parents

PRESENTERS: Norelle Harper, MSW, LSSW; Siri Michel-Midelfort, MPH, MSW; Maureen Brennan, LCSW, C-SSWS, *Portland Public Schools*

ABSTRACT: We will present through vignettes, client profiles and anecdotal information the multitude of needs presented by Teen Parents within an educational system. We will explore the role of the School Social Worker trained to use a multi-dimensional lens

to address the significant needs of pregnant and parenting students, including: basic needs, mental health, drug/alcohol, legal and academics. Many of these students have needs beyond what is typically seen of non-parenting students. We will review practice implications when working within culturally and racially diverse, multi-generational families in need of community resources and supports. We will emphasize the need for a multi-disciplinary team and approach. Additionally, we will examine laws relating to parenting minors. This session will also cover the ethical dilemmas and challenges many School Social Workers face when prioritizing needs of students within a system that often defines academics above interpersonal and social-emotional needs. After this session, Social Workers will have broadened their knowledge to include the unique set of barriers and needs related to working with pregnant and parenting students within an educational setting. We hope that those attending this session will be better prepared to engage and work with pregnant and parenting teens to meet their specific needs.