

# 2018 NASW-Illinois Chapter School Social Workers Conference

Chicago Teachers Union Foundation, 1901 W Carroll Ave, Chicago, IL 60612

CEUs: 6.0 CEUs (including 3.0 hours in ethics OR cultural competency)

## SCHEDULE

9:00AM–  
10:30AM

1.5  
CEUs

### Creating Schools That Are Physically, Psychologically, and Emotionally Safe

Without safety, students will have substantial difficulty learning self-regulation, how to build trusting peer relationships, or academic content. The need for safety and security has long been established as a foundational need that must be attended to before more abstract aspects of self and interpersonal development can flourish. This workshop will discuss the challenges and opportunities for creating physical, psychological, and emotional safety in schools located in high crime neighborhoods where students navigate real threats to their physical safety on the walk to and from school.

SPEAKER: **Micere Keels**, PhD, Associate Professor, University of Chicago Department of Comparative Human Development

LOCATION: MAIN HALL

10:45AM–  
12:15PM

1.5  
CEUs

### Voice for the Voiceless: Becoming an Advocate for Children of Abuse

As a child, Erin Merryn was labeled as an emotionally disturbed child by her school and given an Individualized Education Program (IEP) with goals in place to help her deal with her anger. However, the root of what was making her so angry was overlooked. A victim of sexual abuse for six years, Erin broke her silence at age 13. In 2008, she made the switch to victim's advocate and began writing legislators to require personal body safety to be taught to kids in school. This decision led to her personal crusade across America to pass what is known as Erin's Law. Erin's Law is the first US child sexual abuse prevention education law requiring children be educated in schools. It has been passed in 31 states as of July 2017. This session will look at the warning signs of abuse and how to properly handle if a child discloses abuse in school.

SPEAKER: **Erin Merryn**, MSW, Author, President of Erin's Law

LOCATION: MAIN HALL

12:15PM–  
1:00PM

### NETWORKING LUNCH

LOCATION: MAIN HALL

1:00PM–  
2:30PM

1.5  
CEUs

### Creating Affirming Learning Environments

This introductory workshop is geared towards classroom teachers and student support staff. It focuses on the experiences and needs of LGBTQ+ young people in school settings and will include opportunities for reflection, dialogue, and skill-building.

SPEAKER: **Nat Duran**, MEd, Youth Engagement Manager, Illinois Safe Schools Alliance

LOCATION: EXEC. CONFERENCE ROOM

### Confidentiality and Professional and Ethical Considerations for the School Social Worker: Part One

This is the first of a two-part workshop series. This workshop will explore the law that pertains to the practice of school social work, concentrating on the complex interplay amongst various confidentiality laws. Attention will also be given to licensure considerations and the composite professional and ethical obligations of school social workers. Additionally, content will include information on some of the recent changes to the revised NASW Code of Ethics, especially in regard to the use of technology in social work practice.

SPEAKERS: **John W. Whitcomb**, JD, Attorney, Monahan Law Group, LLC; and **Joseph C. F. Willuweit**, JD, Attorney, Monahan Law Group, LLC

LOCATION: MAIN HALL

### How the Trifecta Effect Resolves Educational Accountability

Lack of accountability in education, especially within the African American community, continues to be a concern despite major efforts to get parents involved. The history of educational accountability has been—and continues to be—quite controversial. There also continues to be questions regarding parental involvement and how to address this problem properly. By using the Trifecta Effect, schools can assist in the improvement of student's success rates by holding teachers, parents, and students accountable.

SPEAKER: **Tierra Winston**, PhD, School Social Worker, Chicago Public Schools

LOCATION: 125 CLASSROOM

## SCHEDULE *(continued)*

2:45PM–  
4:15PM

1.5  
CEUs

### 🕒 From Plyer v. Doe in 1982 to DACA Termination: An Overview of Challenges Facing Non-Citizens in Schools

Families of mixed immigration and citizenship status have increased in the United States. Immigration enforcement under the current federal administration has increased since January 2017 and impacted teachers, students, and their families, as well as their communities. Learn about new policies and evolving procedures for immigration law. Resources for families facing immigration issues and professionals who assist families will also be discussed and provided.

**SPEAKER:** Maria Baldini-Potermin, Attorney, Maria Baldini-Potermin & Associates, PC

**LOCATION:** 125 CLASSROOM

### 🕒 Confidentiality and Professional and Ethical Considerations for the School Social Worker: Part Two

This is the second of a two-part workshop series. This workshop will explore the law that pertains to the practice of school social work, concentrating on the complex interplay amongst various confidentiality laws. Attention will also be given to licensure considerations and the composite professional and ethical obligations of school social workers. Additionally, content will include information on some of the recent changes to the revised NASW Code of Ethics, especially in regard to the use of technology in social work practice.

**SPEAKERS:** John W. Whitcomb, JD, Attorney, Monahan Law Group, LLC; and Joseph C. F. Willuweit, JD, Attorney, Monahan Law Group, LLC

**LOCATION:** MAIN HALL

### Understanding and Addressing Non-Suicidal Self-Injury and Suicide Risk in Students | 1.5 CEUs

This workshop will review non-suicidal self-injury and suicide risk in students, providing an update on what we know about these conditions, how to identify them in school settings, and how to assess and treat them. The talk will be based on the latest available research on these concerning conditions as well as integrate our clinical experiences in working with children, families, and schools who deal with non-suicidal self-injury and suicidal thoughts and behaviors.

**SPEAKER:** Jason J. Washburn, PhD, ABPP, Board Certified Clinical Child and Adolescent Psychologist Associate Professor and Director of Graduate Studies, Department of Psychiatry and Behavioral Sciences, Northwestern University Feinberg School of Medicine

**LOCATION:** EXEC. CONFERENCE ROOM

## CONFERENCE FAQ: Frequently Asked Questions

### Is there Wifi?

Unfortunately, wireless internet is not available for this conference without raising at significant cost the conference registration rate. If you would like to view speaker Power Point presentations and/or digital handouts, please view the handouts link that was sent via e-mail to all registrants in advance of the conference: <http://bit.ly/naswilssw2018>

### Where can I view speaker Power Point presentations and/or digital handouts?

Any Power Point presentations and/or digital handouts that were provided to us by the speakers have been uploaded to the chapter trainings folder: <http://bit.ly/naswilssw2018>. Feel free to check back with the link after the conference as additional materials may be uploaded.

### How do I get my CEUs?

You should have received a CEU verification form and evaluation at registration. Be sure to write your name and contact information IMMEDIATELY on the form and keep it in a safe place. See full instructions on getting your CEUs on the CEU verification form.

### When will I get my CEU certificate?

All CEU certificates from the conference will be mailed via USPS within 45 days of the conference.

### What if I lose my CEU verification form?

If you lose your CEU verification form, you can get a new one at the registration desk; however, it will not be stamped for the classes you attended prior. BE SURE TO STORE YOUR CEU VERIFICATION FORM IN A SAFE PLACE WHERE YOU WILL NOT LOSE IT.

### What if I forget to get my CEU verification form stamped?

While NASW-Illinois Chapter staff will make reasonable attempts to verify your attendance in a session, we cannot guarantee you will receive credit without proper stamps marking your arrival and departure for each day.

### What if I arrive late or need to leave early?

CEU hours are granted in 30-minute increments and are rounded down. For example, if a session runs from 9am to 12pm and you arrive at 9:20am, you will be deducted .5 hour credit of CEUs. If you arrive late or leave the conference early, your total CEU hours will be adjusted accordingly.

### What if I need to leave early?

You can leave any time you wish, but you will need to be sure to get your CEU form stamped by a classroom monitor or at the registration desk before you leave. You cannot receive CEU credit for classes you do not attend.

### Do I have to stay in the same class the entire time?

No. If a class you are in does not meet your expectations, feel free to move to another class.