SSWAA is proud to introduce our speakers for the 2022 National Conference:

**Jennifer Agosti** is the founder and president of JRA Consulting, Ltd. and provides consulting services focused on the transformation of organizational cultures in child and family service organizations. She helped adapt the Breakthrough Series Collaborative methodology from the health care arena to child welfare in 2001 and worked closely with the National Child Traumatic Stress Network in 2005 to further adapt the model for the field of child trauma. She partners with schools, public and tribal child welfare agencies, health care organizations, and non-profits nationwide.

**Michelle Alvarez** has a Master’s in social work from the University of Maryland and a Doctor of Education in higher education from Nova Southeastern University. Michelle has been a leader in the field of school social work as past president of the board of the School Social Work Association of America and associate editor of Children & Schools. She has published more than 40 articles and books in the area of school social work and has presented across the US, in Singapore, and in New Zealand. She completed the HERS leadership training program for women interested in higher education administration at Wellesley College, and is making the transition to senior leadership as an ACE Fellow at SNHU.

**Brandi Anderson** a Licensed Master Social Worker, School Social Worker, & PhD Student, with a myriad of experience in serving individuals of all ages; in the genres of mental health and resilience building. With exposure in areas such as school social work, inpatient/outpatient treatment settings & community-based agencies, it has become quite apparent that most all youth could benefit from support in becoming the very best they can be. I am particularly interested in the use of expressive arts techniques & modalities to enhance individual well-being & life trajectories in vulnerable youth.

**Marina Badillo-Diaz** completed her Doctorate in Social Work at New York University’s Silver School of Social Work in 2021. She has her MSW from Columbia University and obtained her social work clinical licensure from New York State. She is currently a social work consultant with MABDConsulting and an adjunct professor at CUNY City Tech teaching courses on human services, counseling, interviewing, and leadership management. She is also a youth development director and a clinical supervisor at an alternative high school in Brooklyn, NY.
Heather Baker is the Executive Director of Student Intervention and Supports at Toledo Public Schools and has been an educator for over 24 years. She received her master’s degree in elementary education and her education specialist degree from the University of Toledo. Her career has focused on supporting youth experiencing homelessness and championing the implementation of trauma informed practices in her district. She is currently responsible for over 3 million dollars in grant funds directed towards homelessness and truancy prevention programs.

Natalie Beck, DSW, LCSW-S, earned her bachelor’s degree from Southwestern University, Master's degree in Social Work from The University of Texas, and Doctor of Social Work from The University of Tennessee. She has practiced as a professional social worker for over 12 years in the fields of juvenile justice, school-based mental health, and substance use treatment. Dr. Beck's areas of passion include family-based treatment for adolescents and breaking the school-to-prison pipeline.

Cherie Benjoseph A passion for empowering children with personal safety tools to develop into healthy, productive adults led Cherie Benjoseph to co-found KidSafe Foundation. As Cofounder she works with community and national leaders to improve defining the ever-changing issues around protecting children, and on how to help them, their caregivers, and all child-serving professionals receive the tools they need to keep kids safe. Cherie has been speaking at conferences and symposiums for over a decade and believes a safe society—free from child sexual abuse and exploitation—is attainable.

Serena Blue Tudela (She/Her) is a 2021 graduate from Richland High school and will continue her education at Portland State University. Tudela co-founded Save Queer Youth in 2019 after recognizing an absence of LGBTQ+ resources and crisis information for students at her high school and in the school district.

Dr. Natasha Bowen helps school leaders and teachers use social environmental data to inform interventions that promote student success. Her measurement and intervention research has taken her into over 50 schools in North Carolina and into collaborative relationships with leaders in the North Carolina Department of Public Instruction, local school districts, and faculty at the UNC School of Education. At OSU she is beginning to build foundations for similar community-engaged research.

Tara Brown Known as ‘The Connection Coach’, Tara Brown is an award-winning educator, author and international speaker whose 32-year professional journey includes rural Florida, gang territory in California and one of the largest high schools in Tennessee with over 45 countries represented. Her international engagements have included Dubai and Beirut, training educators and students. Tara believes strongly that a key to unleashing student’s potential is through the power of positive connections. Tara’s passion and humor continues to drive her work to better equip adults with the ability to connect.
**Dr. Timmesha Butler** is a Licensed Clinical Social Worker (LCSW), and Assistant Professor in the School of Social Science and Human Services at Ramapo College of New Jersey. Timmesha provides psychotherapy in New Jersey and Virginia. She received her master’s in social work at Howard University and her Doctorate of Philosophy from the National Catholic School of Social Service. She has a special research interest in educational practices and policies and promoting social justice for students of color and students with disabilities.

**Stephanie Carnes** is a bilingual, trauma focused LCSW and a former school social worker in New York's Hudson Valley. For the past decade, she has worked with Central American immigrant children, first in a federally funded shelter program and subsequently as a school social worker. She is currently a doctoral student at SUNY Albany's School of Social Welfare, where she focuses on the effects of xenophobia on Latinx immigrant adolescent identity development. She frequently speaks at national conferences on topics related to immigrant youth, culturally responsive practice, and trauma treatment.

**Saras Chung, PhD, MSW,** is Executive Director of SKIP DesignEd in St. Louis, and holds over two decades of experience in practice and research with children and adolescents in schools and youth development organizations. Her interests stem from her own experiences growing up as a child of new, working-class Korean immigrants in rural Missouri. As a system dynamicist trained in social work, she is interested in social and emotional adolescent development in schools, specifically with a lens for ethnic and cultural identity, and has presented and published her work nationally and internationally.

**Tory Cox, Ed.D, LCSW, PPSC,** the Asst. CalSWEC Project Coordinator for the California State University, Long Beach School of Social Work, manages the budget for the CalSWEC grant, teaches school social work and field education, and oversees the distance education program. He is the lead editor for the Oxford book The Art of Becoming Indispensable: What School Social Workers Need to Know in Their First Three Years published in fall, 2021 and is a co-Editor-in-Chief for the International Journal of School Social Work. Since 2019, he is a Consulting Editor for the Encyclopedia of Macro Social Work.

**Scarlett Davalos** recently graduated from the School of Social Work at the University of Illinois at Urbana-Champaign. She has been an active member on Dr. Kevin Tan's research team. She was a key member of Dr. Tan's Healing Illinois team and led numerous focus group discussions with young people to understanding their identity, agency, and belonging. She will be starting work as a school social worker in the Chicagoland in Fall 2021.

**Kerry Doyle, LICSW, RYT-200,** is a Clinical Associate Professor at the University of Southern California Suzanne Dworak-Peck School of Social Work. Her practice experience includes both mental health and school social work. Her professional interests also include the study of trauma-sensitive mindfulness, compassion fatigue, and trauma responsive outcomes. Trauma responsive school social work is her doctoral research interest at the UPenn School of Social Policy & Practice.
Wendy DuCasse, LCSW, has completed post-graduate work in Nonprofit Management and Leadership. Wendy works with students who have IEPs (Individualized Education Plans) and have a variety of educational diagnoses which impact their ability to learn in a traditional educational setting. Many of her students have endured tremendous losses and other traumas and work daily within their classrooms to develop coping strategies, problem solving skills, and the ability to advocate for themselves in ways that are safe and productive. Wendy collaborates with school staff to help refine their trauma-informed universal classroom strategies and supports, along with managing their own self-care.

Karen English has worked as a Chicago Public Schools (CPS) School Social Worker for more than 15 years. She earned her Master's degree in Social Work from Loyola University Chicago and an undergraduate degree in Psychology. Her goal is not only to collaborate with teachers and staff, but to assist students so that they may be more emotionally available to the academic environment. She maintains a strong commitment to the students and families to ensure they have access to resources that will benefit them in school and in their communities.

Terence Fitzgerald is a clinical associate professor of social work at the Suzanne Dworak-Peck School of Social Work at the University of Southern California. Fitzgerald grew up in Champaign, Illinois, where he graduated from the University of Illinois at Urbana-Champaign. There he earned a bachelor's degree in liberal arts, master's degrees in both school social work and educational leadership, and a doctorate in education policy studies. As a racial scholar, he has worked in both public education and university settings. He has collaborated and worked with racially and economically diverse settings, grassroots organizations that focused on marginalized children and families, and institutions focused on transforming racialized climate.

Veronica Flores graduated with a Bachelors in Social Work in 2001 and a Masters of Science in Social Work in 2003 from the University of Rio Grande Valley. For the past 12 years, Mrs. Flores has focused her career in the school setting, and has proven to be instrumental player in the creation of the school work department at Corpus Christi ISD. Prior to turning her attention to the school setting, Mrs. Flores worked in child welfare, medical, and geriatric settings. She currently serves as Lead Social Worker.

Donald Garner, PhD is the CEO of Clark & Garner, a comprehensive educational consulting & solutions firm that specializes in curriculum and program design, research, and leadership and staffing development. With over 15 years of experience in education policy, he previously served as a Teacher Recruitment Manager for the New York City Department of Education. In this capacity, he supported principals in staffing schools in the south Bronx.
Stacy Gherardi PhD, LCSW is an Assistant Professor of Social Work at New Mexico State University. Her experiences as a classroom teacher and a school social worker inform her work which focuses on the intersections between social and educational policy. Her past work has explored models for school social work, interprofessional practice in schools, and the community school movement. Her current work is largely focused on building social justice-oriented trauma-sensitive practices in culturally diverse schools.

Michael Gilbert Psy.D. has worked in human services for 30+ years, including foster care, group home, and hospital settings. In addition, he has worked as a school psychologist in the Syracuse City Schools for 20+ years as well as an adjunct professor at local colleges. In 2000, he founded non-profit as an alternative to traditional mental health system as well as to provide support to communities dealing with generational poverty and trauma. In addition to lecturing extensively on these topics, he is involved with efforts related to increasing awareness of and need for trauma informed care.

Jessica E. Gonzalez, MSW is the School Mental Health Coordinator for the Mental Health Technology Transfer Center (MHTTC) Network Coordinating Office (NCO) at Stanford University School of Medicine. Jessica is coordinating the work of 12 centers that provide training and technical assistance to the mental health and school mental health workforce to increase the use of evidence-based mental health prevention, treatment, and recovery. She has worked as a social worker in the community and schools, supporting educational outcomes for first-generation, low-income students of color.

Dr. Heather J. Gotham is a Clinical Associate Professor in the Stanford University School of Medicine, Department of Psychiatry & Behavioral Sciences. She is the Director of the Network Coordinating Office of the SAMHSA-funded Mental Health Technology Transfer Center (MHTTC) Network which accelerates the implementation of mental health best practices in behavioral health settings and schools across the United States. Dr. Gotham’s research focuses on implementation science, including training and education of behavioral health care providers.

Giesela Grumbach, PhD, MSW, PEL (Professional Educator License - Illinois) is an assistant professor of social work and active practitioner. Dr. Grumbach teaches advanced level social work practice courses in the MSW program at Governors State University and coordinates the School Social Work Specialization. Her experience includes an intentional focus on marginalized and diverse populations.

Jane Halladay Goldman is the Director of the Service Systems program at the National Center for Child Traumatic Stress (NCCTS, where she is responsible for supporting diverse national, cross-disciplinary, and collaborative efforts to make child- and family- service systems more trauma-informed. She presents to national audiences on child trauma, creating trauma-informed service systems, trauma-informed organizational assessment, and cross-system collaboration. She is the co-creator of the NCTSN Trauma-Informed Organizational Assessment and the Trauma-Informed Juvenile Court Self-Assessment.
Dr. Veronica L. Hardy, LCSW is a Professor at UNC Pembroke and author of The Process of Grief: The Underrated Form of Self-Care workbook for helping professionals. She focuses on providing training to clinical and Christian faith-based professionals and highlighting the unique role of supervision and self-reflection in professional growth.

Laura Heller, LICSW, is in her fifth year as a school social worker in Washington, D.C. She graduated from the Boston University School of Social Work in 2017. She loves all kinds of stories, especially those written for kids! Laura is passionate about family engagement and bringing play back to the school day.

Heather Horton is an Associate Professor in the School of Social Welfare at the University at Albany. She received an MSW and PhD from the University of Chicago, School of Social Service Administration. Dr. Horton’s research addresses mental health and deafness—in particular, the social, cultural, and linguistic barriers to quality mental health care.

Maria Huber is a school social worker at a Title I elementary school in Denver Public Schools. Before relocating to Denver, Maria earned her MSW from Indiana University and worked as a school social worker in Indianapolis Public Schools. In both districts, Maria has worked to develop and share ideas for data-driven, proactive, and collaborative social emotional intervention in schools through an MTSS framework. Maria currently serves as the President for the Colorado School Social Work Association.

Annette Johnson is a Clinical Associate Professor at the University of Illinois at Chicago, Jane Addams College of Social Work, where she teaches School Social Work Policy and School Social Work Practice. Her research interests are social and emotional learning and critical service learning, which focuses on youth engagement and empowerment. Annette has published on SEL, CSL, as well as school policies, to promote a positive learning environment for all children.

Tynisha Jointer, LCSW, M.Ed., is a Chicago native, and product of Chicago Public Schools (CPS). Ms. Jointer is passionate about educating all children, staff and school leaders in developing a holistic approach to support student achievement. Ms. Jointer brings an array of experience and expertise having supported students on the ground as a school social worker (in both charter and public schools), as a social worker in a behavioral health hospital and as a network and district administrator to make positive decisions to support students and staff across CPS.
Dr. Durriyyah Kemp provides leadership to the social and emotional learning (SEL) program with University of Illinois Extension. She develops, teaches, and evaluates courses in the areas of SEL, emotional intelligence, cultural competency, and educational equity. Kemp collaborates with university faculty, K-12 schools, community partners and local officials to conduct needs assessments, applied research, and deliver trainings to school administrators and staff, preservice teachers, state agencies and student groups.

Kimberly Knox is currently an Assistant Professor for New Mexico Highlands University, and is currently a Level 3 school social worker in the state of New Mexico. Kim has experiences as a special education social worker, family therapist and behavior interventionist. Kim is currently working on a dissertation researching the experiences of special education social workers in the southwest.

Sheri Koller With over 20 years of experience as a school social worker, Sheri is an expert in the field of student mental health and suicide prevention. Sheri is an experienced clinician who focuses on individual and family therapy, supervision, program development, advocacy, data analysis, crisis intervention and training. As a professor for seven years, Sheri educated hundreds of MSW students on mental health and human behavior. Sheri develops programs to address the complex mental health issues facing our schools, including a fundamentally different approach to suicide prevention and intervention.

Liz Kruger, MSW, LCSW, has been working as a School Social Worker in Minnesota since 2005. She holds a Bachelor of Science degree in Social Work from St. Cloud State University and a Master of Social Work degree from the University of North Dakota. Liz has practical experience with all age levels, but her primary focus is adolescents. Liz is an active member of the Minnesota School Social Workers Association (MSSWA) and has held various board positions including President. Suicide prevention, self-care, and prevention of burnout are topics she addresses.

Ryan Lindsay, LCSW, MSW, is an Associate Professor of Practice for the Brown School at Washington University in St. Louis in the Mental Health concentration of the MSW program. He is a Certified Dialectical Behavior Therapist, an expert in the application of Prolonged Exposure Therapy for complicated PTSD, and a trainer in Motivational Interviewing. In 2009, Lindsay co-founded Sparlin Mental Health to bring high quality, evidence-based, and trauma-informed services to the St. Louis region. His research focuses on increasing equity in youth suicide prevention within schools and communities.

Dr. Brenda Coble Lindsey is a Teaching Professor at the University of Illinois at Urbana-Champaign School of Social Work. Her scholarship and teaching interests are focused on how school social workers can integrate evidence-informed approaches that strengthen social emotional learning competencies for students.
Dr. Robert Lucio has over 18 years of experience working directly with youth “at-risk” of adverse behavioral, academic, and mental health outcomes. He has consulted with local school districts to enhance social workers use of evidence informed interventions and has been actively involved school behavioral health. Dr. Lucio is experienced at developing models of risk and protective factors in youth, providing trainings on DEI and serving as a national panelist looking at the impact of ethnicity and ethnicity and cultural diversity on the educational outcomes for youth with disabilities.

Alicia Lukachko, DrPH, MSW, LSW is a faculty member with the Robert Wood Johnson Medical School, Department of Psychiatry, and has a joint background in public health and clinical social work. She received her doctorate from Columbia University in public health, specializing in psychiatric epidemiology, and later earned a master’s degree in social work from Rutgers University. Dr. Lukachko’s current work focuses on school-based mental health and peer support for individuals who are blind and visually impaired. She is also a licensed therapist and a certified school social worker.

Jenna Mahoney is currently a PhD student at University of Illinois, Urbana-Champaign. Her focus area is in social emotional learning as a way to increase equity in education, and increase student mental wellness through multi-tiered systems of support for social emotional learning. Jenna received her MSW at University of Illinois, Urbana-Champaign in 2015, and since then has been a school social worker in Champaign County, Illinois. As a school social worker she was nominated for educator of the year during the 2017-2018 school year and received the Outstanding Field Instructor Award from University of Illinois, Urbana-Champaign during the 2018-2019 school year. As a school social worker, Jenna is dedicated to improving the school experience of students, families and staff.

Marius Massie is a national trainer for Check & Connect at the Institute on Community Integration (ICI), University of Minnesota. Mr. Massie provides training to districts and community-based organizations implementing Check & Connect across the country. Prior to working at ICI, Mr. Massie spent a number of years consulting a variety of Minnesota school districts including Eden Prairie Schools, St. Anthony-New Brighton Schools, and Burnsville-Eagan-Savage School District 191. Mr. Massie received his restorative practices certification from the International Institute for Restorative Practices.

Grace McClowry is currently a MSW Candidate at the School of Social Work University of Illinois at Urbana-Champaign. Her focus area is in school social work. She is also a research assistant on Dr. Kevin Tan’s research team.
Christy McCoy MSW LICSW has been a School Social Worker for 18 years for St. Paul Public Schools but has worked in education for 25 years. In her role as a School Social Worker, she has provided direct support to youth in alternative educational settings and for the past 12 years has served pregnant and parenting teen mothers. She has been actively involved with the Minnesota School Social Work Association and is the current President for SSWAA. She has also served on the SSWAA Board as Secretary and Legislative Chair.

Margaret Moore Taylor For over twenty years, Margaret has been employed as a school social worker with additional experience as a school administrator. Margaret has a M.S.W from Jane Addams School of Social Work, a M.Ed. from Governors State University. She possesses a L.C.S.W and Type 73 and 75 certificates. Margaret has been involved in providing professional development for social workers throughout her career with her love for technology and tech gadgets becoming her one of her passions. You can follow her on twitter @socialworkpad

Katelynn Moser is a recent graduate from the Masters in Social Work program at the University of Illinois at Urbana Champaign. She is a school social worker at Oak Ridge Elementary School in Palos Hills, IL. Additionally, Katelynn serves as a research assistant to Dr. Kevin Tan who is a professor at the University of Illinois. Her work with him for the past two years has been centered around social emotional learning and school social work (K-12).

Patrick Mulern, LCSW, PPSC has worked as a School Social Worker in San Francisco Unified School District since graduating with an MSW and PPSC from the University of California, Berkeley in 2016. He currently coordinates the Wellness Center at Phillip & Sala Burton Academic High School, where he implements individual, group, and school-wide interventions while collaborating with students and families to create a more equitable educational environment. Since the summer of 2019, Patrick has been a Community Lecturer in the UC Berkeley School of Social Welfare teaching courses on social practice.

Stephanie Ochocki, DSW, LICSW leads school mental health & SEL efforts for the Rosemount-Apple Valley-Eagan School District 196. She is an experienced school-based mental health professional and recognized leader in the field of school social work. Stephanie's areas of interest within the field include social emotional learning, PBIS, school safety, suicide prevention, threat assessment, and crisis response.

Sheri Olson is currently working toward her doctorate in Educational Leadership with an emphasis in Social Emotional Learning. She received her Master’s in Social Work from St. Ambrose University and her bachelor’s in social work from Illinois State University. Her first bachelor’s was in Criminal Justice from Valparaiso University. She currently holds her LCSW. She holds two additional school licenses: Director of Special Education and Administrative/Principal. She has practiced school social work in both Illinois and Colorado and has served on both the Illinois and Colorado state associations of school social work boards.
Chastity L. Owens, AM, LCSW, is a Lecturer at the University of Illinois at Chicago, Jane Addams College of Social Work where she teaches School Social Work Practice and Special Topics in School Social Work. Chastity is also a Ph.D. student in Educational Psychology at the University of Illinois at Chicago, College of Education. Her doctoral research investigates school-based clinical practice and social emotional learning. She takes a multidisciplinary approach to research that encompasses the fields of social work, education, health, and critical race theory.

Michele Patak-Pietrafesa is a Clinical Assistant Professor and School Social Work Field Education Coordinator at UNC Chapel Hill. She earned her MSW in 2009 from Ohio State University and will graduate with her PhD in social work this spring. She has over 12 years of practice experience and has served on the Ohio School Social Work Association Board in various positions including President. Michele has presented at SSWAA on various school social work topics including implicit racial bias in schools, school-wide environmental screening, and evaluating school social work practice.

Allie Perez, LICSW, has been a school social worker for over five years. After working as an early childhood teacher, she received her MSW from The Catholic University of America in 2015. Prior to working at AppleTree, she provided individual, family, and group therapy for several years at an outpatient counseling center for adoptive and pre-adoptive families and an outpatient counseling center for families. Allie is passionate about the power of play in early childhood, both at school and in the home.

Sonya Perez Harrington I am currently working as a Behavior Coach in an elementary school in College Station, Texas and am enrolled in an EDD program. I try my best to remain true to my School Social Worker roots despite moving away from direct School Social Work practice in 2014. I am passionate about developing viable systems for organizations. I am a fierce advocate for marginalized groups and have a particularly soft spot for students with special needs, trauma or a sprinkle of social maladjustment. I prefer my self-care to be in any location with white sand and turquoise water.

Sarah Perry, MSW, LICSW has been a School Social Worker for nine years and a Licensed Clinical Social Worker for four years. Sarah’s extensive school social work experience has spanned serving the diverse needs of elementary and secondary students via IEP case management responsibilities and residential treatment programming needs. Currently Sarah leads a program for students who are transitioning from mental health treatment or hospitalization returning to school. Sarah incorporates yoga, mindfulness and calming strategies centered on ACT to support student’s mental health and well-being.
Casey Pettit is an Independent Clinical Social Worker, based in Boston, MA. She has taught at Brown University and Harvard University. Previously, Casey was the Associate Director of Summer Search Boston, a program focused on equity and access for low-income students who are the first in their families to attend college in the US. Currently she has her own practice in addition to working at Wayfinder, a SEL designer focused on purpose and belonging.

Jacqueline Pierce is a licensed master social worker current practicing macro school social work as a field instructor for Diversity and Inclusion. Jacqueline also serves as a board member for the School Social Work Association of Arizona. Before moving into the school system, Jacqueline provided therapy to school age youth experiencing trauma. Jacqueline also specialized in infant mental health by proving support and consultation to early childcare centers. Jacqueline is passionate about equitable classrooms and the importance of building relationships to build safe spaces.

Katie Pholman is currently a Technical Assistance Director for the Midwest PBIS Network. She brings experience with both community and school social work. Her desire to create equal opportunities for all along with her need to be efficient and effective led to her passion to support schools in implementing PBIS. Katie's focus area over the last five years extends her passion as she has been developing resources and coaching state, regions and districts to utilize the PBIS framework to align and integrate social-emotional-behavioral supports for all students. Katie is one author of Advancing Educational Effectiveness: Interconnecting School Mental Health and School-wide PBIS, Volume 2: An Implementation Guide.

Carmela Quintanilla has been practicing Social Work for 30 plus years. She has extensive experience as a medical social worker including working in a Children’s Hospital and in Hospice Care. Carmela has contributed to the profession as an adjunct professor through the Texas A&M System and University of Texas System. Her experience includes management level responsibilities and supervision of student interns. She is currently employed for Corpus Christi Independent School District as a School Social Worker. She also has her own private practice.

Jim Raines calls himself an accidental academic with the heart of a practitioner. He earned his MSSW at Columbia University in New York City and his Ph.D. from Loyola University of Chicago. Jim has been President of the Illinois Association of School Social Workers, Midwest Council, and the School Social Work Association of America. He has written five books published by Oxford University Press on evidence-based practice, school social work, ethical decision-making, and treating DSM-5 disorders. He has keynoted state, national, and international conferences.

Lynda Ramirez earned her MSW from Our Lady of the Lake University and has a strong background in education and management both in the private and non-profit sector. Lynda is an educator and social work expert who delivers high-energy presentations that challenge audiences to leverage their skills and to focus on what matters most in today’s public schools. Lynda is passionate and driven to help youth overcome academic, social and mental health struggles to maximize their individual potential and to overcome challenges to realize personal strengths.
Paula Recchia  Retired School Social Worker and Past President of Illinois School Social Workers Association. During the past decade have been providing service to students in military families from Hawaii to Key West. Licensed in the warm states, Arizona, Hawaii, and Florida.

Denise Reddinger began school counseling in 1995 in the Richland School District & is National Board Certified. She earned a BA from Washington State University, M.Ed. from Heritage University & Principal Certification from WSU. She leads her school & district as Counseling Department Head. In 2018, Denise was elected to the Washington School Counselor Association Board as High School Vice President & was re-elected in 2020. She was appointed to 2 state advisory boards & works on various state-level groups. She is Corporate Board Secretary for HOBYWA. She presents with 3 panelists who graduated in 2021.

Laura Rice Stein is the owner of Laura Rice Stein Consulting, LLC and Adjunct Assistant Professor at the Silberman School of Social Work at Hunter College. With a passionate focus on underserved and marginalized children, families, and communities, Laura uses her nearly 30 years of experience in social work and education to guide and advance individual, group, and organizational social justice learning and best practices. In addition, she uses her expertise to promote and build equity and liberatory-based family-school partnerships.

Martha Rodriguez, LCSW is the Suicide Prevention Coordinator for the East Orange Veterans Administration Medical Center in East Orange NJ. She joined the VA in 2021. Mrs. Rodriguez has over 15 years of experience in the Social Work Field serving in both private and public sectors. Martha Rodriguez served as Florida’s School Social Work and Mental Health Consultant in the Florida Department of Education’s Bureau of Exceptional Education and Student Services for the University of South Florida. Martha has served as a School Social and Service Recovery Manager for the Broward County School Dist.

Piper Sangston received her M.S.W from the University of Washington in 1990. Piper has been a practicing school social worker for the past 31 years and finds each day to be a new adventure, full of curiosity and profound humility. Currently working as a Mental Health Assistance Team Counselor (screening for suicidal students then providing CBT therapy), she is exploring new ways to create meaning with and for students, as well as living a meaningful life.

Sheila A. Schuster, Ph.D. is a licensed psychologist who has been engaged in state legislative activities for more than forty years as a volunteer, as Executive Director of the KY Psychological Association, and currently as a legislative agent for a number of healthcare organizations including KPA. Dr. Schuster is recognized for her long history of advocacy training and coalition-building around issues of behavioral health, disabilities, and health care access.
Dayna Sedillo-Hamann Hamann, LMSW, DSW, is a Brooklyn native and a licensed social worker. Dayna works as the Social Emotional Learning Manager for the New Visions for Public Schools where she supports staff across 10 high schools. Most recently, Dayna served as a Community School Director for the Henry Street Settlement for 6 years, leading a team of social workers and counselors to provide support and resources to middle and high school students. Previously, Dayna has worked as a social worker and teacher in multiple high schools.

Michelle Sherman I have enjoyed being a School Social Worker for the past 20 years working with both general and special education students in grades K-12. I currently work in a K-3 elementary school and enjoy delivering classroom initiatives, creating school climates, and working with students individually and in groups. I received my MSW degree from the University of Michigan and my Bachelors degree from the University of Wisconsin-Madison.

Emilie Souhrada, MSW, LISW, is a licensed independent social worker and currently works as a school social worker in Waterloo, Iowa. Emilie is a Past President of the Iowa School Social Workers’ Association, ISSWA. Emilie is a Past President of the Iowa School Social Workers’ Association, ISSWA. In addition to serving as the Vice President of the Midwest School Social Work Council, Emilie also serves as the ISSWA Advocacy and Legislative Committee Chair and the School Social Work Association of America, SSWAA, Advocacy, and Legislative Action Committee Co-Chair.

Dr. Robert Spicer Sr. is the CEO, National Trainer, and Speaker of Restorative Justice with Restorative Strategies, LLC. Robert was a featured speaker on the Education Week Webinar entitled Rethinking Discipline-Strategies that work in Schools today and a featured speaker on CNN talking about the gun violence in Chicago. He was also featured in the CNN 8 part docudrama ‘ChicagoLand’ which aired in 2013. Robert’s work in Restorative Justice has been featured on National Public Radio, The Huffington Post, and the Associated Press.

Dr. Dee Stalnecker is a school social worker in Hershey, PA. Her primary role is to connect families to resources, truancy prevention, and addressing food insecurities. She completed a DSW through Millersville/Kutztown Universities joint program, holds an MSW from Temple University, and is a board-certified behavior analyst. She is the vice-president of the Pennsylvania Association of School Social Work Personnel (PASSWP) and a NE Region Rep board member of SSWAA.

Katy Stinchfield has worked with children and families in the mental health, education, and social services fields for nearly 20 years. Prior to joining SHBA, she worked in rural Eastern Oregon as a clinical supervisor, developing school-based mental health programs. Katy has a diverse professional history, ranging from working as a National Health Service Corps mental health clinician, crisis worker, and school counselor in Oregon.
Samaura Stone is the Director of Policy and Advocacy at the National Black Women’s Justice Institute. Her prior experience includes serving as a Senior Director at the American Youth Policy Forum, Policy Analyst at the Aspen Institute, Congressional Staff and Legislative Fellow for two U.S. Senators and leading youth programs with Portland Public Schools. She received her Master of Social Work (MSW) degree with a concentration in Organizational Leadership and Management from Portland State University.

Dr. Kevin Tan's research focuses on understanding youth social and emotional learning, developmental patterns of problems behaviors, and their social contextual influences. His work focuses on interventions that target pattern-specific developmental risk. He has published work in the area of youth risk and protective factors, family influences, and school social work practice. He has received several grants and served as principal investigator on a number of projects relating to SEL and equity.

Jared Taylor received his Master’s in School Psychology and Doctorate in Education at the University of Washington. Jared worked as a School Psychologist and a Behavior Intervention Specialist for the Bellevue School District in Bellevue, Washington for 22 years before switching roles to the Coordinator of Behavior Interventions and Mental Health Services. In that position, Jared leads the Mental Health Assistance Team (MHAT) which provides evidence-based mental health services. The 4-year-old MHAT originated from his research at UW. Jared lives in Seattle with his wife and two teenage daughters.

Sarah VanZoeren I am an Associate Professor at Eastern Michigan University with over 25 years of experience working with individuals and families in a variety of settings. My research interests include school social work practice and policy; bullying prevention and intervention; educational equity; the school-to-prison pipeline; and, the impact of individual, familial, systemic, and community factors on educational outcomes. I received my MSW degree from Loyola University and my PhD from Wayne State University.

Lori Vogel, MSW, LCSW is a school social worker for Fayette County Public Schools in Lexington, KY. She is currently the President of the Kentucky Association for School Social Work and was recently appointed to the Kentucky Board of Social Work by Governor Andy Beshear. In 2019, Lori worked to have school social workers added into the School Safety and Resiliency Act, and to get SB 42 passed which added emergency numbers to student identification badges. Lori was the Kentucky School Social Worker of the Year in 2019.

Syd George Wilhelm (He/They) is an artist, musician & advocate for mental health support & LGBTQ+ youth. He is based in Tri-Cities, Washington & co-founder of student lead advocacy group “Save Queer Youth; The Future Is Ours”. As a recent graduate from the public school system, Syd recognizes downfalls & problems within the community & wants to create change by forming an environment of understanding, empathy & education. Syd is a transgender individual - female to male - a large part of his work is helping educate educate on adversities transgenders face in communities & offering support.
Lisa Willner, Ph.D., is a licensed psychologist who served as the Executive Director of the KY Psychological Association from 2009 – 2019. She is currently in her second term as a member of the KY House of Representatives, where she serves on a number of committees, including Education and Health & Family Services. Dr. Willner’s legislative initiatives center on efforts to prevent or mitigate trauma.

Lisa Wobbe-Veit is a Clinical Associate Professor at the USC Suzanne Dworak-Peck School of Social Work, currently managing Master's candidates as the South Regional Field Director for the school's Virtual Academic Center (VAC). A USC faculty member since 2011, Wobbe-Veit played a vital role in the establishment of course materials and field procedure including co-developing a 12-week trauma responsive School Social Work Field Training Program. She previously served as a faculty member for the University of Central Florida School of Social Work for four years.

Dr. Summer Woodside holds BSW and MSW degrees and a PhD in Specialized Education Services. She is licensed in as a school social worker, school administrator, and Licensed Clinical Social Worker (NC) and Licensed Independent Social Worker CP (SC). Dr. Woodside serves on the Scotland County School Board and NC School Social Work Association Board. She is the Interim Associate Dean in the UNC Pembroke College of Health Sciences and an Associate Professor in the Department of Social Work, where she serves as the MSW program director and licensure coordinator for the school social work programs.

Debbie Wright is the Social & Emotional Screening Coordinator for Denver Public Schools. She works to help school, leadership, and district teams coordinate, collect, and analyze universal social and emotional screening data. She leads teams in painting a picture of students' and schools' social and emotional strengths and areas of growth from data captured from universal screening as well as from other data sources that the school or district has already collected. Debbie is a leader in advocating for SEL instruction, Transformative SEL, and strong relationship-building in schools.

Linda Yankovec, MSW, LICSW has been a School Social Worker for ten years and a Licensed Clinical Social Worker for six years. Linda’s school social work experience includes both alternative and traditional settings at the middle and high school levels. Currently Linda works at Anoka Hennepin Technical High School which is an alternative high school within the Anoka Hennepin School District. In this role Linda works with a high population of English Learners from diverse cu Linda has been trained through Mindful Schools and incorporates mindfulness and ACT strategies to support all students.