2023-2024

PROFESSIONAL DEVELOPMENT SERIES

BeWELL INITIATIVE

NJASP
Kean University
Belleville Public Schools
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The BeWELL Initiative - is a Professional Development Training Series brought to educators in New Jersey by the New Jersey Association of School Psychologists (NJASP), Kean University and Belleville Public Schools. This project is being funded through a United States Department of Education - Mental Health Service Professional Demonstration Grant which serves to expand school-based mental health services in high-need local educational agencies. This professional development training series will focus on increasing restorative and research-based practices in the areas of (1) Clinical Application, (2) Special Education, (3) Diversity and Inclusion, and (4) Special Topics.

Registration Fees:
NJASP Members - $5.00/per training
Non-NJASP Members - $10.00/per training
College and Graduate students - Registration fee waived
Belleville Public School Staff - Registration fee waived
Professional Development Series

2023 EVENTS CALENDAR

September 15th - CARLY McCOLLOW
Beyond Box-Checking: Intention Implementation for Change - (Diversity & Inclusion Series)

September 22nd - MILTON FUENTES
Motivational Interviewing 101: Building Confidence and Hope - (Clinical Application Series)

October 6th - PHIL TENAGLIA
Building Psychological Flexibility: For Empowered Students and Healthy Learning Communities with the ACT Matrix - (Clinical Application Series)

October 25th - BETH DOLL
Session FULL - Private Professional Development Session

October 25th - CARMEN HENDERSON
Session FULL - Private Professional Development Session

November 3rd - MICHAEL SULKOWSKI
Cognitive Behavioral Therapy in School Settings - (Clinical Application Series)

November 17th - YESENIA FLORES
Childhood Adversity and Resiliency: Understandings the Latinx Childhood Experience of Today (Diversity & Inclusion Series)

December 1st - STEPHEN HILL
How Can We Help This Kid? (Special Topics Series)

December 17th - TODD A. SAVAGE
Understanding and Supporting Transgender and Gender Diverse Students (Diversity & Inclusion Series)

Students (Free) - NJASP ($5) - NonNJASP ($10)
REGISTRATION QR CODE
BeWELL
Professional Development Series

2024 EVENTS CALENDAR

**JANUARY 2024**

- **January 12th** - JOHN MURPHY
  Solution-Focused Counseling in Schools - (Special Education Series)

**FEBRUARY 2024**

- **February 9th** - SUSAN M. SWEARER
  Bullying Prevention and Intervention: Realistic Strategies for School Personnel - (Special Topics Series)

- **February 23rd** - ANDREW SHANOCK
  Understanding and Using PSW and the Simple View of Reading Framework(s) to Foster Collaboration in the Identification of and Intervention for Dyslexia, SLI, and SLD. - PART 1 (Special Education Series)

**MARCH 2024**

- **March 8th** - ANDREW SHANOCK
  Understanding and Using PSW and the Simple View of Reading Framework(s) to Foster Collaboration in the Identification of and Intervention for Dyslexia, SLI, and SLD. - PART 2 (Special Education Series)

- **March 22nd** - CHARLES BARRETT
  Social Justice is about Privilege, Implicit Bias, and Intersectionality - (Diversity & Inclusion Series)

**APRIL 2024**

- **April 12th** - RACHEL LISSY
  "Young man, you get out of here!": Historical Perspectives on School Discipline Policy - (Special Topics Series)

- **April 24th** - DALE STARCHER
  Reducing Suicidal and Violent Behavior: Part One - (Special Topics Series)

**MAY 2024**

- **May 10th** - MICHAEL SELBST
  Compassion Care: Moving Beyond Student-Focused Care - (Clinical Application Series)

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Students (Free) - NJASP ($5) - NonNJASP ($10)
REGISTRATION QR CODE
Dr. Milton A. Fuentes received his MA in psychology with a Latinx psychology focus from Montclair State University and his doctorate in clinical psychology from Rutgers University.

He completed a pre-doctoral fellowship in clinical and community psychology at Yale University and secured post-doctoral training in epidemiology at Columbia University. He is the 2012 President of the National Latinx Psychological Association and was recently awarded fellow status in the American Psychological Association for his outstanding contributions in the field of psychology. Dr. Fuentes is also the recipient of the 2023 Society for the Teaching of Psychology Promoting Diversity, Equity, and Inclusion Award.

Dr. Fuentes’ research and clinical interests are in the areas of Latinx, multicultural, and family psychology; program development; pedagogy; and motivational enhancement. He serves as a consultant to academic campuses, community-based agencies, and corporate clients, helping them center equity, diversity, and inclusion in their mission and strategic planning efforts. Dr. Fuentes is currently a professor in the psychology department at Montclair State University as well as a licensed psychologist in New Jersey and New York.
This workshop will provide an overview of the principles, core skills, spirit and the major tasks of motivational interviewing. Special attention will be given to building confidence and hope in clients.
Phil Tenaglia, a lifelong educator and certified ACT coach, has over 35 years of experience in K-12 education as a teacher, school psychologist, and crisis intervention specialist. He introduced Acceptance and Commitment Training (ACT) to education in 2009 and currently trains individuals, schools, and organizations in the ACT Matrix approach for mental health, social-emotional learning, and workplace wellness. Phil is also a family therapist and author of books on crisis intervention and applying the Matrix to coaching and organizations. Based in Langhorne, PA, he resides with his family.
Discover the power of the ACT Matrix, a visual representation of Acceptance and Commitment Training (ACT), in fostering psychological flexibility. Developed by Dr. Kevin Polk, this evidence-based approach engages individuals in values-based behaviors, leading to improved mental health and well-being. Join us in this in-service to learn how the ACT Matrix promotes social-emotional learning, empowers students, and cultivates a positive and supportive learning environment. We'll overcome obstacles and work towards common goals of living and learning together.

BUILDING PSYCHOLOGICAL FLEXIBILITY:
FOR EMPOWERED STUDENTS AND HEALTHY LEARNING COMMUNITIES WITH THE ACT MATRIX
Friday, October 6, 2023
Registration Link
Dr. Michael L. Sulkowski is an associate professor and Program Coordinator in the School Psychology Program at the University of Alabama. He is the co-author of Leadership for Safe Schools: The Three-Pillar Approach to Supporting the Mental Health of Students, Creating Safe Schools and Fostering Students’ Mental Health, and Cognitive Behavioral Therapy in K-12 Schools: A Practitioner’s Workbook, First and Second Editions. Dr. Sulkowski also has authored or co-authored over 50 peer-reviewed publications.
This workshop will cover the nuts and bolts of using cognitive-behavioral therapy (CBT) to address a range of mood and anxiety disorders in students. The workshop will focus on translating the use of CBT in school settings and reducing barriers to service delivery. Specific CBT components that will be covered include relaxation/self-calming techniques, cognitive restructuring, and behavioral exposures.
Michael C. Selbst, Ph.D., BCBA-D is the Executive Director of Behavior Therapy Associates in Somerset, New Jersey. He is a Licensed Psychologist in New Jersey and Pennsylvania, Certified School Psychologist, and Board Certified Behavior Analyst at the Doctoral level. Dr. Selbst earned his undergraduate degree with honors in Psychology at the University of Delaware, and he was awarded a University Fellowship to Temple University, where he attained his Master’s in Education and Ph.D. in School Psychology.

He has expertise in the evaluation and treatment of clients who presents with symptoms of anxiety, depression, ADHD, autism spectrum disorder, obsessive-compulsive disorder, mood disorders, oppositional defiant disorder, social skills deficits, learning disabilities, as well as family and relationship issues, parent training, and co-parenting. Dr. Selbst has extensive experience working with preschool aged children through adults, including expertise helping individuals working through significant life changes and transitions. He has led numerous workshops, including at local, statewide, national and international conferences. Dr. Selbst is co-author of the Behavior Problems Resource Kit: Forms and Procedures for Identification, Measurement and Intervention and the social skills curriculum, POWER-Solving®: Stepping Stones to Solving Life’s Everyday Social Problems, and the book chapter “Acceptance and Commitment Therapy” in A. G. Dempsey’s (Ed.) book, Pediatric health conditions in schools: a clinician’s guide for working with children, families, and educators.

Dr. Selbst’s professional interests and approaches include Acceptance and Commitment Therapy/Training (ACT), Cognitive Behavior Therapy, and applying Behavior Analysis in his work with individuals, families, and organizations. He assists clients to increase their psychological flexibility, making meaningful steps toward who and what is important to them.
The Buddhist parable of the second arrow teaches us valuable lessons about pain and suffering and how to live a more meaningful life. We are all “shot” with first arrows throughout our lives, arrows that we cannot control and likely cannot predict. This may include workplace stress, personal stress, working through a challenging case, etc. There are also second arrows that are fueled by the negative self-statements and emotions that are associated with the first arrows. Mental health providers, educators, behavior analysts, administrators, and anyone else serving in a “helping” role can benefit from learning and applying evidenced-based approaches to develop a self-care plan, including values identification, willingness to accept unpleasant inner experiences, and taking action that will move toward a chosen direction. This can lead to greater self-compassion, including self-kindness, mindfulness, and our shared humanity.
Dr. Carmen Henderson is the Director of Special Services and Learning Disabilities Teacher-Consultant at Lawnside Public School located in Lawnside, New Jersey as well as the owner of Carmen Henderson Educational Consulting. She has been described as a bold leader with comprehensive knowledge on inclusive education, special education policy, evidence-based and culturally responsive practices. Dr. Henderson led her previous Child Study Team in Haddonfield School District on the use of the Pattern of Strengths and Weaknesses in the special education eligibility process. She has a Doctor of Education in Special Education Leadership from Gwynedd Mercy University, Master of Arts in Teaching from Fairleigh Dickinson University, and postgraduate studies in Learning Disabilities from Rowan University. Dr. Henderson is a Nationally Certified Educational Diagnostician who has worked in the field of education for over two decades. Her dissertation focused on the over-representation of Black students in special education in the suburban public school setting. She has presented at conferences on Autism and the use of culturally responsive practices in the Intervention & Referral Services process.

Dr. Henderson is a proud mother of a twenty-one year old who has special needs and wife to her biggest supporter Mr. Henderson. When Dr. Henderson is not working; she travels with family and contributes her time to helping parents and other educators navigate the intricacies of special education.
STUDENTS ARE NOT DISCREPANT:
TRANSITIONING FROM A DISCREPANCY MODEL TO A PATTERN OF STRENGTHS AND WEAKNESS MODEL

This session will focus on transitioning the Child Study Team, educators, and mental health providers from the use of the discrepancy model to the PSW model. Participants will learn how to avoid using a one-size-fits-all approach to special education eligibility and classification with a focus on the whole child, school community, and the use of targeted intervention.

Friday, October 25, 2023
Registration Link
Dr. John Murphy is a School Psychologist, Psychotherapist, and Professor Emeritus of Psychology & Counseling at the University of Central Arkansas. He has worked as a high school teacher, school psychologist, therapist, and consultant. Dr. Murphy is a former finalist for NASP School Psychologist of the Year and an internationally recognized practitioner, author, and trainer of strengths-based/solution-focused practice with young people, families, and schools. His books have been translated into several languages and include the award-winning Solution-Focused Counseling in Schools, 4th ed. (2023) and (with Barry Duncan) Brief Intervention for School Problems, 2nd ed. (2007). His work is featured in the NY Times bestseller Switch, psychotherapy and counseling textbooks, and the DVD training series Child Therapy with the Experts (psychotherapy.net) and Psychotherapy in Practice (American Psychological Association), and other sources. Dr. Murphy serves as a consultant/trainer for the North American Chinese Psychological Association (NACPA) and a Project Director with the Heart & Soul of Change Project, an international research/advocacy group that promotes client-directed services for marginalized, underrepresented persons and groups. He continues to provide therapy and consultation services to schools, agencies, and persons of all ages. Dr. Murphy consults and teaches throughout the world for professional associations, mental health agencies, universities, school systems, and lay audiences.
This session describes practical strategies of solution-focused counseling (SFC), a culturally responsive, efficient, evidence-based approach that has become increasingly popular among school-based mental health practitioners. SFC invites prek-12 students and caregivers to describe what they want from services and apply what they have toward achieving it in the shortest time possible. Participants will learn techniques for quickly identifying students’ best hopes from counseling, asking questions that elicit students’ strengths and resources, monitoring progress in practical ways, and responding to so-called resistant students and caregivers in ways that engage their investment and motivation. Real-world examples and demonstrations are used to illustrate solution-focused techniques in action, and participants are invited to consider how they might use these techniques in their everyday work and lives.

Website: drjohnmurphy.com

Linked-in: John Murphy | LinkedIn
Dr. Andrew Shanock, is a Professor of School Psychology at the College of Saint Rose in Albany, NY. Dr. Shanock specializes in educational assessment. He has been a featured speaker at the national and state level for a variety of educational professionals, including school psychologists, speech language pathologists, and administrators. He consults with school districts around the country to promote issues such as collaborative assessment, Response to Intervention, and instructional support team building. Dr. Shanock’s presentations are informative, entertaining, and interactive.
This two part presentation will focus on how to foster effective and efficient collaborative evaluations amongst educational service providers to increase diagnostic specificity and treatment of dyslexia, SLD, and SLI. The first session will provide a broad overview of PSW assessment using CHC, the Simple View of Reading framework, and how to analyze the impact of your school’s reading curriculum on children’s success in reading. The second session will provide more specific steps and procedures on how to organize a true collaborative assessment with all educational specialists and service providers. These efficient collaborations can save each child at least one hour of assessment time. A case study will be reviewed to show how to plan, organize, and interpret data, leading to increased confidence in educational diagnosis and specific intervention development.

Friday, February 23, 2024 (Part 1)
Friday, March 8, 2024 (Part 2)
Registration Link
Carly McCollow, LMSW (she/her) supports schools and organizations in healing harm and connecting around shared humanity. She coauthors the NJ State Bar Foundation’s restorative justice workshops, and facilitates those and other antiracist and trauma-informed workshops in schools and districts across New Jersey. Carly currently coaches and facilitates through her practice Holding Space, provides clinical services through Liberation-Based Therapy, facilitates with Ampersands RJ, and lectures at Yale University.
While ongoing professional learning is a required component of maintaining our professional licensure, this series aims to do more than fulfill this mandate. These workshops will ask critical questions, tell stark truths about where we as a school-based mental health field are falling short, and offer concrete ethical, equitable, and inclusive strategies to incorporate into our practice. To do this will require learning new information and techniques, as well as humble self-reflection and willingness to unlearn old patterns and beliefs. In this session, we will explore this intersection of the personal and professional, identify practical strategies to ensure we’re applying the knowledge offered here in our daily lives, and plan how to engage other school stakeholders to undertake these changes.

Goals/Objectives:
- To identify several sources of motivation that can fuel us to engage in equity work throughout this school year
- To learn holistic and practical methods of integrating this learning into our professional practice
- To familiarize ourselves with school-wide action planning templates that can increase buy-in and action beyond just the school-based mental health team
Dr. Yesenia Flores earned a Doctorate in School and Community Psychology from Hofstra University in Hempstead, NY. She is licensed in NY and NJ and also holds certifications as a School Counselor and School Psychologist. She received a post-doctoral certification in Family/Civil Forensic Psychology from Montclair State University. She has provided therapy in a variety of different settings including hospitals, schools, community clinics, long term rehabilitation centers, senior centers, and private group practices.

Dr. Flores is experienced with a wide range of emotional and behavioral issues providing services for depression, parenting support, decreased self-esteem, anxiety, trouble concentrating, and in the implementation of interventions addressing academic and behavioral challenges. Her specialty is trauma-focused therapy with children and families.
CHILDHOOD ADVERSITY AND RESILIENCY:
UNDERSTANDING THELATINX CHILDHOOD EXPERIENCE OF TODAY

Learning Objectives
1. Understand and define Adverse Childhood Experiences (ACEs) and relationships to race, ethnicity and socioeconomic status.
2. Become aware of cultural norms that serve as protective, resiliency based factors in the lives of Latinx children.
3. Ensure that more adults who work with children and families know about ACEs, protective factors and are aware of available resources to provide needed support to our communities.

Friday, November 17, 2023
Registration Link

linkedin: Yesenia-flores
Todd A. Savage, Ph.D., NCSP is a professor in the school psychology program at the University of Wisconsin-River Falls (UWRF); he is also a past president of the National Association of School Psychologists (NASP). Dr. Savage’s scholarly research interests include culturally-responsive practice; social justice; lesbian, gay, bisexual, and transgender issues in education; and school safety and crisis prevention, preparedness, and intervention. To date, he has facilitated or co-facilitated over 100 professional development sessions for school and mental health personnel related to gender diversity.
UNDERSTANDING & SUPPORTING TRANSGENDER AND GENDER DIVERSE STUDENTS

The purpose of this session is to provide the participant with increased awareness and knowledge about gender diversity and schools; family matters about raising a transgender child and navigating the education system in this regard will also be presented. Finally, specific strategies participants can employ to support transgender and gender diverse students will be highlighted. Learning will be supported through direct instruction, discussion, video presentation, and resources that can be employed to facilitate these processes.

Friday, December 15, 2023
Registration Link

Learning Objectives:

To enhance participants’ awareness of gender identity and gender diversity matters in schools from multiple perspectives;

To introduce tools participants can use not only to assess a system’s readiness to accommodate transgender and gender diverse students but to determine the support and transition needs of individual gender diverse youth;

To highlight strategies participants can employ to support transgender and gender diverse students and to improve school climates as they pertain to gender diversity.
Charles A. Barrett, PhD, NCSP, a district-level administrator in Virginia, practiced as a school psychologist for 13 years at the elementary and secondary levels. He serves as an adjunct lecturer at several universities, where he is actively involved in the training and development of future school psychologists. Dr. Barrett was named School Psychologist of the Year by the Virginia Academy of School Psychologists and received the Rookie of the Year Award from the National Association of School Psychologists (NASP). His past leadership positions within NASP include co-chair of the Social Justice Task Force and African American Subcommittee, chair of the Multicultural Affairs and Social Justice Committees, and Virginia Delegate to the NASP Leadership Assembly. Dr. Barrett serves on the editorial boards of School Psychology Review and School Psychology. He is a frequent speaker and workshop presenter for educators, families, and community organizations.
For those who might be new to thinking about social justice and its relationship to achieving equitable outcomes in schools, a common question is, “Where do I begin?” This session explores three foundational constructs for understanding social justice: privilege, implicit bias, and intersectionality. Additionally, it discusses the importance of individuals engaging in self-reflection to become more aware of how these concepts can negatively affect their professional practice. Although educators are committed to serving children, families, schools, and communities, based on our own intersecting identities and lived experiences, we also have different histories with racism, prejudice, discrimination, inequity, and systems of power and privilege that affect how we view the world (NASP, 2016). Allowing ourselves the time and space to think critically about, and perhaps wrestle with, these constructs is a necessary first step in promoting equitable outcomes in our respective settings.

Learning Outcomes

1. Explain how privilege, implicit bias, and intersectionality are related to social justice and achieving equitable outcomes for children.
2. Explain the negative effects of implicit bias on children in educational settings.
3. Explain the importance of educators self-reflecting on their intersecting identities, including their privileges and implicit biases, to continually become more responsive to the needs of their students, families, schools, and communities.
Dr. Beth Doll is a professor of School Psychology in the Department of Educational Psychology at the University of Nebraska Lincoln. She began her career as a school psychologist in rural Kentucky and then a clinic coordinator at the University of Wisconsin Madison – experiences that afforded insights into the mental health needs of children that she applied successfully in her research on topics spanning children’s friendships to the pragmatics of measuring student perceptions of classroom climate. Dr. Doll's principal research interest is the promotion of mental health and the psychological well-being of children and youth and aspects of school and classroom systems that contribute to students' resilience and academic success. Her current work occurs in partnerships with school districts to use student perceptions and classroom data to prompt revised classroom routines. Dr. Doll was recently awarded the 2020 Legend's Award and the 2020 Lifetime Achievement Award by the National Association of School Psychologists. She authored three books that are closely related to the BWI initiative: She co-edited Fostering the Emotional Well-being of Children (A School-based Approach) published in 2021 by Oxford University Press; authored Resilient Classrooms: Creating healthy environments for Learning, 2nd Edition published in 2014 by Guilford Publications; and edited Transforming School Mental Health Services: Population-based Approaches to Promoting the competency and wellness of children; published in 2008 by Corwin Press in cooperation with the National Association of School Psychologists.
Explaining and Using ClassMaps Consultation: Teachers and school mental health professionals work in partnership to strengthen the relationships and supports for self-agency within classrooms. Students in a class complete an anonymous survey about their experiences in the classroom. Then, graphs describing survey results are shared with all students in a classroom meeting. Students and their teachers engage in classwide discussions of the survey results: Is this data really true? Why do we think this happens in our class? Is this how we want our class to be? What are some things that we could do to make the class even better? Participants in this breakout session will be given access to five brief ‘how to do it’ videos that describe the survey, a simple tool to collect and graph the results, one structure for a classroom meeting, and additional resources for using ClassMaps Consultation.

Friday, October 25, 2023
Registration Link
Stephen Hill—founder of Speak Sobriety, young person in recovery, bestselling author, recovery coach, and a fierce attorney advocating for treatment over incarceration—is a renowned national speaker on substance use prevention & mental health with a truly inspiring comeback story that everyone must hear.

Stephen has presented in front of thousands of people for over 500 schools, drug free community coalitions, alliances, and organizations across the country, sharing his cautionary tale of addiction to recovery and beyond, leaving people better educated, feeling hopeful, and motivated to make smart choices and positive change.

Today, Stephen teaches people to be resilient by not only maximizing their strengths, but also taking what most people perceive as a weakness or negative experience and turning it into a life lesson for personal growth.

Some of the personal experiences that Stephen shares are difficult for him to talk about, but he knows it’s worth it if his story helps just one person every time he speaks.
This professional development program focuses on proactive measures and dynamic solutions for helping troubled, at-risk students.

Goals of the program:
- Reduce expulsions, suspensions and substance misuse
- Improve student behavior, attitude and decision making skills
- Strengthen student-educator and athlete-coach relationships

Stephen shares pivotal moments during middle and high school which dramatically changed the trajectory of his life, emphasizing the importance of keeping and adding vital protective factors in struggling students’ lives—not removing them. “I recall the teachers who labeled me a bad kid, but I really remember the teachers who helped me when I was struggling.” He ends his story highlighting a second chance he was given by two treatment program directors who approached Stephen with the mindset, “How can we help this kid?”

Before transitioning into Q&A and open discussion, Stephen discusses a shift in thinking within the criminal justice system from punishment to rehabilitation, especially for people suffering from mental health and substance use disorders. He discusses the different theories of crime control prevention and diversionary programs, and explains how that carries over into approaching student discipline by offering alternative resolutions to student misconduct.
Dr. Susan M. Swearer is the Willa Cather Professor and Chair of the Department of Educational Psychology and Professor of School Psychology at the University of Nebraska – Lincoln. She is a licensed psychologist, co-director of the Bullying Research Network (http://brnet.unl.edu) and director of the Nebraska Bullying Prevention and Intervention Initiative (http://empowerment.unl.edu). Dr. Swearer received her B.A. in Psychology from Swarthmore College in Swarthmore, PA; her M.S. in Special Education from the Pennsylvania State University in State College, PA; and her Ph.D. in School Psychology from the University of Texas at Austin in Austin, TX. She completed an APA-approved internship with the Nebraska Internship Consortium in Professional Psychology at Boys Town in Omaha, NE.

Dr. Swearer has authored over 100 book chapters, articles, and three books on the topics of bullying, depression, and anxiety in school-aged youth. Her Target Bullying Intervention Program was featured on CBS Sunday Morning in February 2011; she was an invited presenter at the White House Bullying Prevention Conference in March 2011; and she was a panelist at the launch of Lady Gaga’s Born This Way Foundation in February 2012 at Harvard University. In March 2012, Dr. Swearer was a featured bullying expert on Anderson Cooper’s daytime show, “Anderson.” From January 2013–March 2013, she toured with Lady Gaga and the Born This Way Foundation on the Born Brave Bus, a youth empowerment experience that impacted over 150,000 participants. Dr. Swearer is a supervising psychologist in the Child and Adolescent Therapy Clinic at UNL and for seven years was the Director of the Nebraska Internship Consortium in Professional Psychology, an APA-approved internship program that trains 45+ interns annually. Her career has been devoted to the intersection of research and practice and training the next generation of child and adolescent psychologists.

Twitter: @DrSueSwearer; @Bully_Research; and @Empowerment_UNL
Participants will be able to analyze and evaluate:

1. how to recognize the complexity of bullying behaviors,
2. a social-ecological framework for understanding the complexity of bullying,
3. the scope of bullying across the school years (elementary to higher education),
4. the psychological consequences of bullying,
5. best practices for the evaluation of bullying,
6. the relationship between school climate and bullying,
7. strategies for improving school climate,
8. how to identify critical components in bullying prevention and intervention plans, and
Rachel Lissy is consultant, coach and capacity builder with more than two decades of experience working with schools, community based organizations and educators. She is currently the Assistant Director of the Center for Shared Society at JCRC-NY where she directs the New York Jewish Coalition for Criminal Justice Reform and the Bridges-NY Fellowship for civic leaders in NYC. Prior to this role, Rachel was the Senior Program Officer at Ramapo for Children providing capacity building for schools, districts, networks and youth-centered organizations focused on creating inclusive and equitable communities. She has a Phd in Social and Cultural Studies from the University of California at Berkeley and a Masters in Policy, Organization and Leadership Studies from the Stanford University School of Education. She was a consultant on the New York Times and Serial Productions podcast Nice White Parents and for This American Life. Along with her first-hand experience supporting and learning from young people she also brings historical and organizational perspectives to her work with schools, community based organizations and residential programs.
For as long as there have been schools, there have been students that adults deem "disruptive," "disorderly", and "unruly." In this workshop participants will explore themes and challenges related to classroom discipline from a historical perspective. Using the story of the origins of the New York City schools' suspension policy, participants will examine the ideas, policies, and practices informing contemporary disciplinary policies that exclude, segregate, and criminalize students – particularly Black students. In this workshop series participants will consider the complicated and often contradictory roles teachers, administrators, and policy makers are asked to play in implementing exclusionary and punitive disciplinary policies. Participants will leave with a deeper understanding of the origins, functions and limitations of harmful disciplinary practices and why these practices impact students of color disproportionately.
Dr. Starcher is a NJ school psychologist and licensed psychotherapist. As an administrator for 18 years at a special education school for students with mental health struggles, he developed or directed a range of therapeutic programs: PBIS; individual and group counseling program for all students; two ASD classrooms; SEL for elementary students; reintegration program for traumatic brain injury; an after-school program through DDD; and was head of the crisis intervention team. Dale is currently Director of the Center for Stress Control, a mental health clinic. He is trained across a wide range of treatment modalities. He is author of Mindfulness-Based Counseling for Self-Regulation. He is currently Chair of the Professional Development Committee for NJASP and an adjunct at Rider University.
REDUCING SUICIDAL AND VIOLENT BEHAVIOR:

PART ONE

Over the last 10 years, both suicidal and violent behavior, along with depression and anxiety, have increased among our youth, and exacerbated by the pandemic. There are different causes for students to consider suicide, struggle with depression, experience uncontrolled anger, engage in dangerous and violent behavior, or unable to reduce chronic anxiety. In part one, each of these mental health behaviors will be discussed, as well as possible causes. In addition, we will review ways schools can screen and assess mental health concerns before they reach a crisis. In part two, we will do a deep dive into evidence-based counseling approaches, working with families and community, and review current classroom and school-wide programs that show promise.

Friday, May 10 2024
Registration Link
BeWELL INITIATIVE

PROFESSIONAL DEVELOPMENT COMMITTEE

Dr. Silvia C. Pastor
Supervisor of Equity, Diversity, & Inclusion
Belleville Public Schools

Dr. Aaron Gubi
Assistant Professor
Kean University

John Lestino
NJASP Past President
NASP School Psychologist of the Year 2008

Dr. Dale Starcher
NJASP Chair - Professional Development Committee

Geoffrey Mastro
NJASP Co-Chair - Professional Development Committee
This project is being funded through a United States Department of Education - Mental Health Service Professional Demonstration Grant in partnership with Kean University and Belleville Public Schools.