**2015 Northwest Conference on Childhood Grief – Presenter Application**

Applications and a photograph (to be included in Conference materials) are due **Friday** **September** **19th** **2014,** by email to Molly Hasson: molly@safecrossingsfoundation.org. Contact Molly with questions at 206--‐261--‐6261. Please provide all information requested below.

In submitting this application, you acknowledge the following: 1) agreement to meet all deadlines for materials; 2) presenters are responsible for all travel, lodging and other related expenses; 3) there is no compensation for presenting at the Conference 3) if your presentation is selected, the information provided in this application, including your photo and biographical information will be used in conference materials.

**Name**: Megan Lopez

**Address, City, State, Zip**: 20614 Stoneoak Pkwy #411, San Antonio, TX, 78258

**Phone**: 772-342-7920

**Emai**l: megan.lopez@childrengrieve.org

**Organization**: National Alliance for Grieving Children

**Title**: National Program Director

**Accreditations:** LMSW

1. **Brief Biography; if a panel, include all presenters** (to be included in materials): Megan is an LMSW with a long history of working with children and families. Working with children and families is her life’s passion and she has been blessed to work in many different settings including, medical, educational, job placement, and most recently children’s grief. Megan has also served as a consultant and trainer to school personnel on how to handle grief issues in the school setting and assisting after tragedies occur.
2. **Presentation Title: How to Introduce Grief into Your Classroom**
3. **Description of Presentation** (to be included in materials): Children grieve in all settings. Coming from an education background myself, I have seen children struggling in school to participate, pay attention, and succeed due to things going on outside of the school walls. In this session we will explore how to talk about grief in the school setting without putting extra pressures and demands on teaching staff. We will look at different age groups and how to best reach them where they are. We will also discuss when a tragedy affects the whole school and how you can best support the faculty and children. Kids need a neutral person to talk through their thoughts and feelings about the death. Why can’t that be at school?

**4. Learning objectives** (required for CEU credits)**:**

1. Discuss strategy on how to introduce grief into your classroom.

2. Discuss strategy on how to support the entire school after a tragedy.

3.Age appropriate activities and subject matter you’re already talking about.

**5. Literature references** (required for CEU credits):

1. National Child Traumatic Stress Network, 2014; <http://www.nctsn.org/trauma-types/traumatic-grief/what-childhood-traumatic-grief>

2. Lane, N. Rowland, A. Beinart, H. Death Education and Grief/Suicide Intervention in the Public Schools, Death Studies, Vol 14. Retrieved from http://www.tandfonline.com/doi/full/10.1080/07481187.2013.840018#preview.

3. Doka, Kenneth J., and Amy S. Tucci. *Living with Grief: Children and Adolescents*. Washington, DC: Hospice Foundation of America, 2008. Print.

**6. Identify Audiovisual needs:**

**­­­\_X\_\_**laptop \_\_X\_projector \_\_\_flip chart with easel \_\_\_ability to play DVD or CD

**7. Identify room set-up preferences** (we will do our best to accommodate requests):

\_\_\_\_theater style \_X\_\_tables \_\_\_\_\_open area circle

**8. Professional References** (regarding speaking and teaching ability):

1. Vicki Jay 432.349.8517

2. Kelsee Jones 432.230.4429

3. Brian Hill 404.434.7039

**9. Please describe your:** 1) professional expertise & qualifications, 2) speaking experience, and 3) list of published work:

I have worked for and been in charge of a couple of different children’s agencies. With these responsibilities are running staff meetings, conducting volunteer training, and mentoring interns. I was also part of a very extensive school training program where we came up with the curriculum, designed the activities and trained all school personnel within our district. I have spoken twice at the Annual NAGC Symposium, and conducted countless trainings over the last few years.