Learning and Social–Emotional Supports for Students Experiencing Family Transitions: Meeting the Needs of Military, Foster, and Homeless Children

Speaker Bios

Susan Gorin, MA, CAE

Susan Gorin is the Executive Director of the National Association of School Psychologists (NASP) in Bethesda, MD. NASP represents school psychology and supports school psychologists to enhance the learning and mental health of all children and youth. Prior to her NASP position in 1993, Susan served as Assistant Executive Director for Member and Unit Services and Coordinator of Student Leadership at the Council for Exceptional Children for over 18 years. Her BS and MA are in Education. Ms. Gorin has been a Certified Association Executive since 1991.

Brenda Kabler

Brenda Kabler is the Coordinator of Psychological Services in the Upper Darby School District in Pennsylvania, where she has worked as a school psychologist for more than 20 years. She was educated at Temple University, the University of Pennsylvania, and Bryn Mawr College. During the 2007–2008 school year, she was honored as the Pennsylvania School Psychologist of the Year and by the Upper Darby School District for a career supporting the psychological well-being of students. She is the cochair of NASP’s Multicultural Affairs Committee, working with the Children in Transition group in order to support vulnerable students. She is passionate about her work in supporting students with special needs.

Kathleen Minke, PhD, NCSP

Kathleen Minke is the President of NASP. She received her EdS from James Madison University and her PhD from Indiana University. She has worked as a school psychologist in Virginia, Indiana, and Maryland. Since 1991, she has been a professor in the School Psychology program at the University of Delaware and currently serves as Acting Director of the School of Education. Her research interests include family–school collaboration, professional issues in school psychology, and positive behavior supports. She has published more than 20 articles and chapters and coedited three books targeted toward school psychology practice. She teaches courses in family–school collaboration and solution-oriented, strength-based counseling. For the past 6 years she has been a consultant for the state of Delaware's Positive Behavior Support (PBS) initiative. Dr. Minke's work with the project has focused primarily on family–school collaboration, universal screening, and targeted interventions.

Mark C. Pisano, EdD, NCSP

Mark C. Pisano has been a school psychologist in the Fort Bragg Schools for 29 years and in private practice as a psychological associate for 19 years. Dr. Pisano earned his graduate degrees from Western Carolina University and Campbell University. During his career at Fort Bragg, he has coordinated crisis management activities and presented
seminars on the details of a successful crisis management plan. He has served on an international panel for the Department of Defense Domestic Dependent Elementary and Secondary Schools to review practices against threat and crisis management, and assessed several children of American soldiers stationed in South America for learning and emotional difficulties. Dr. Pisano is currently certified as a Trauma and Loss School Specialist through the National Institute for Trauma and Loss. He has served as President of the North Carolina School Psychology Association and Legislative Public Policy chair in 2004. Dr. Pisano currently is the Military Families Interest Group chair for NASP.

**Anastasia (Stacy) Kalamaros Skalski, PhD**

Stacy Skalski is the Director of Public Policy for NASP. Dr. Skalski works collaboratively with national policy makers, state leaders, educational and health professionals, and elected officials to advocate for expanding school-based mental health services for children and youth. She has more than 20 years of experience as a practitioner, professor, school administrator, and advocate for children's mental health. Prior to joining the NASP staff in 2005, Dr. Skalski served as the Coordinator of Mental Health Services for the Douglas County School District (DCSD), Castle Rock, CO; as an Assistant Research Professor in School Psychology and Initial Teacher Preparation at the University of Colorado at Denver; and as a school psychologist for the Douglas County and Cherry Creek School Districts. Over the last two decades she has written numerous articles and provided hundreds of professional presentations, trainings, and inservices across the United States on legal issues, assessment, behavior planning, school violence prevention, crisis intervention, response to intervention, and professional issues in school mental health. Dr. Skalski received her BA in psychology (Hanover College, IN, 1985), MA in educational psychology (University of Denver, CO, 1986) and her PhD in school psychology (University of Denver, CO, 1991).

**James Wigo**

James M. Wigo is the Assistant Superintendent for Curriculum & Instruction for the Upper Darby School District in Pennsylvania, where he previously served as a teacher, vocational technical program coordinator, assistant principal, and principal. In his more than 30 years of educational experience with Upper Darby School District, and several other districts in Pennsylvania, Mr. Wigo has helped develop and coordinate numerous programs and initiatives. Currently he leads a team of central office administrators and is responsible for the needs assessment, investigation, development, and implementation of K–12 curricula. He led a team of professional staff, parents, students, and members of the community in restructuring the school governance system to eliminate top-down management and achieve the more effective participatory form of governance. During his tenure as assistant superintendent, the district has achieved national recognition for innovation and performance. Mr. Wigo received his master's degree and principal's certification from Villanova University, and completed his graduate work for the Superintendent’s Letter of Eligibility at Widener University.