



## Speaker Biographies



**Dr. Decoteau Irby** is an assistant professor at the University of Illinois at Chicago (UIC) in the Department of Educational Policy Studies where he focuses his teaching and advising in the Urban Education Leadership EdD and Educational Organization Leadership PhD programs. He teaches classes in the areas of educational leadership, organizational change, and school improvement using pedagogical approaches grounded in action research, team-based inquiry, and active learning. He is also an affiliate faculty member with UIC's Center for Urban Education Leadership, which conducts research on principal and school leader preparation with a goal of building a robust research base on how preparation relates to the impact principals have on student learning in primarily high needs urban schools. The EdD program and associated center are nationally recognized as models for urban principal preparation and have received numerous recognitions including: University Council for Educational Administration's 2014 Exemplary Educational Leadership Preparation Program Award and Council of Great City Schools Urban Impact Award. His research explores how equity-focused school leadership can be used as a lever to improve Black children and youth's academic achievement and socio-emotional well-being across a range of K-12 educational settings. Specifically, he is interested in how adults make sense of and use their personal and collective influence and resources to transform educational spaces (including the self) to benefit students of color. Before joining academia, Dr. Irby worked in the city of Philadelphia to develop and administer programs for adjudicated and under-privileged youth.



**Dr. Elizabeth R. Drame** is a full professor in the department of Exceptional Education at the University of Wisconsin-Milwaukee (UWM). She serves as the department chair and program coordinator of the Autism Spectrum Disorders Certificate Program at UWM. She received her PhD in Learning Disabilities-Communication Sciences and Disorders from Northwestern University in 2000.



**Dr. Jaqueline Robinson-Hunsicker** has been working at Milwaukee Area Technical College (MATC) for 11 years. She is a tenured faculty member and serves as the Instructional Chair of the Sociology department. She has extensive experience teaching college courses, developing college curricula, and leading college diversity trainings at MATC and other educational institutions. She developed and coordinated the Student Success course. She has conducted numerous faculty trainings on student success. Additionally, she has taught courses at Alverno College and Carroll University.



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**Tamra Oman** is the 2015 recipient of the state of Wisconsin's Virginia Hart award. She is currently a Human Resources Program Coordinator and Recovery Support Specialist at the Wisconsin Resource Center, a mental health treatment facility classified as a prison run by the Wisconsin Department of Health Services. She was the first "peer or consumer" to be hired in the state of Wisconsin to work in a correctional facility in the past 30 years. Over the last 10 years, she has worked with individuals in the criminal justice system with addiction and mental health challenges. She has been an alcohol and drug addiction (AODA) Counselor for the past eight years and during that time has also been a contracted agent, facilitating anger management and domestic violence groups within Department of Corrections (DOC) facilities as well as reentry programs. She provides training for various DOC staff audiences and county agencies from administrators to new employees. She has also been a part of helping to develop a Peer Support Program that has an interest in creating an environment that is also mindful of the potential for vicarious trauma and its effects on the individuals who work serving others. She has created programming being used in correctional facilities and continues to seek ways to be of service. She has been on many committees and boards in the Madison community and is a co-founder of Voices Beyond Bars and the non-profit Sister House. Ms. Oman uses humor and compassion to connect with her audience and is often asked to present at conferences, trainings, community events in Wisconsin and beyond. She brings a unique perspective based on her own personal and professional experiences. Ms. Oman is a proponent of systems creating a recovery "culture" that includes Trauma-Informed Care, Person-Centered Planning, Strength-Based Approach, Motivational Interviewing, and Evidence-Based Practices.



**Paula Buege** is the parent of three children, two of whom have experienced mental health and substance use challenges. She worked as Student Intervention Support in 10 schools, implementing strategies and teaching regulation and coping skills for six years. Ms. Buege has been training and implementing Trauma-Informed Care in institutions and with agencies for eight years. Last year she became an Adverse Childhood Experiences Master Trainer. Currently she works directly with individuals & families who have children experiencing social/emotional/mental health and substance use challenges. Paula continues to serve on several state advisory committees related to mental health and is a Collective Impact Partner with the newly formed Wisconsin Office of Children's Mental Health. She infuses her lived experience into her trainings and daily work.



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**Sara Daniel, MSW, LCSW** is the Director of Clinical Services and Staff Development for SaintA, an agency that is leading the way in providing trauma-informed care to children and families in Wisconsin. Since 1997, Sara has been collaborating with school districts and early care settings to provide consultation and training in working with students affected by trauma, mental health issues or behavioral challenges. She oversees a continuum of services that provide for students, families and schools to support student success. Sara is currently a member of the Trauma Sensitive School Workgroup for the Wisconsin Department of Public Instruction and the co-author of the Trauma Sensitive Schools Toolkit and Trauma Sensitive Schools Learning Module Series available on the Wisconsin Department of Public Instruction website. She has worked with over 50 school districts and trained over 8,000 school staff on Creating Trauma Sensitive Schools. Sara also provides training and certification on the Neurosequential Model of Therapeutics (NMT) to SaintA clinicians and is an Adverse Childhood Experience (ACE) Master Trainer.



**Michael Joranger, LCSW** has over 30 years of child welfare experience in a variety of settings, including residential care, foster care case-management, foster care licensing and placement, foster parent education, as well as agency-wide staff development. Areas of specialty include bringing the SaintA trauma-informed care philosophy to a wider audience, and crisis management training for agency staff and foster parents. Mike earned his bachelor's degree from Saint John's University, did graduate work at the University of Minnesota, and earned his Master's Degree in Social Work from the University of Wisconsin-Milwaukee.



**Beth Lewis** is Alternative Education & GED-HSED administrator for the state of Wisconsin. Her experience includes 34 years of working with alternative education, school discipline and the social service and juvenile justice systems. Her primary professional focus has been to help the systems that share students (parents, schools, social and human services, courts, law enforcement and community agencies) help those students to be successful.



**Tessa Michaelson Schmidt** is the youth and inclusive services consultant for public libraries at the Wisconsin Department of Public Instruction. She is a passionate advocate for community connections that support literacy, learning, and access to information for babies, children, teens and their families. In addition, Ms. Schmidt helps public libraries develop inclusive services that reflect equity and accessibility for all members of the community, including services to individuals or groups for whom using the public library is difficult, limited, or minimized.