



The 21st Annual Conference On ADVANCING SCHOOL MENTAL HEALTH



12 Specialty Tracks

Over 100 Sessions

Keynotes

Intensive Trainings

Symposia

Advanced
Practice Skills

Poster Sessions

Evening Reception

Networking
Opportunities

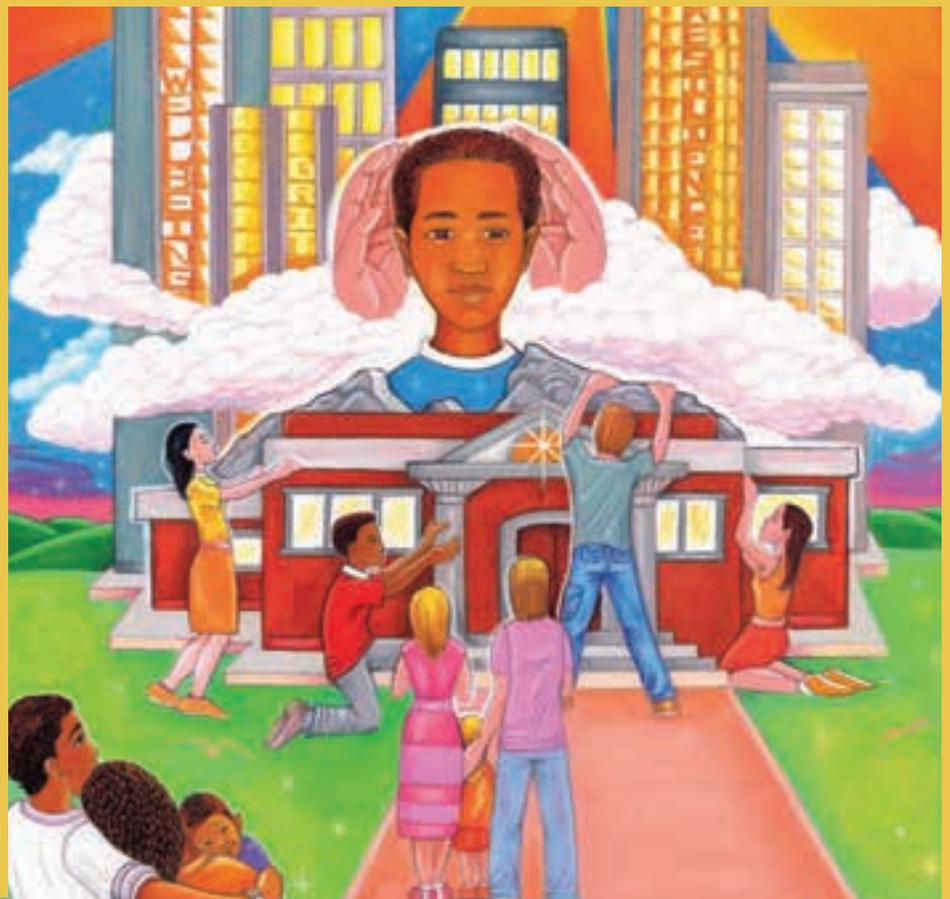


For more
information,
contact the
CSMH at
410-706-0980

[csmh@psych.
umaryland.edu](mailto:csmh@psych.umaryland.edu)

SEPTEMBER 29-OCTOBER 1, 2016
SAN DIEGO, CALIFORNIA

**SHAPE THE FUTURE OF SCHOOL MENTAL HEALTH:
ADVANCING QUALITY AND SUSTAINABILITY**



September 29th, 2016

Welcome to the 21st Annual Conference on Advancing School Mental Health!

On behalf of our team at the Center for School Mental Health, we welcome you to the nation's premier interdisciplinary meeting on advancing school mental health research, training, policy and practice.

We are eager for you to engage with us in this exciting opportunity to learn from and network with colleagues about the latest innovations in school mental health. Our Center is dedicated to helping states, districts and schools advance comprehensive school mental health systems that:

- embody **family-school-community partnerships**
- reflect a **multi-tiered system of mental health support (MTSS)** for all students
- use developmentally, culturally and linguistically relevant **evidence-based programs and practices**
- engage in ongoing **quality improvement and sustainability planning**

We would like to thank our Advisory Board and all of our Center's stakeholders for helping to drive forward our CSMH mission *to strengthen the policies and programs in school mental health to improve learning and promote success for America's youth.*

While here in San Diego, and when you return to your communities, we ask that you partner with the CSMH as we engage in the National Quality Initiative to promote national standardized School Mental Health Quality and Sustainability Performance Measurement. Join the growing body of schools and districts across the United States by sharing information about your comprehensive school mental health system at www.theSHAPEsystem.com. Please visit the site and "Join Now" to be counted in the National School Mental Health Census and to get your "Blue Star" SHAPE Recognition.

We remain grateful to serve as Co-Directors of the national CSMH, and are confident that, with all of you as partners in this effort, the field will achieve successful integration of mental health and education toward the shared goal of student well-being and academic success!



Sharon Hoover Stephan, Ph.D.



Nancy A. Lever, Ph.D.

Co-Directors, Center for School Mental Health



CALIFORNIA
DEPARTMENT OF
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TOM TORLAKSON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

**21st Annual Conference on Advancing School Mental Health
Sheraton San Diego Hotel and Marina
1380 Harbor Island Drive
San Diego, CA 92101
September 29–October 1, 2016**

Welcome to the 21st Annual Conference on Advancing School Mental Health! The theme for this year's conference is Shape the Future of School Mental Health: Advancing Quality and Sustainability. We are elated to have California host this year's conference.

Congratulations on taking an important step towards supporting the endeavors of the mental health community in creating opportunity for clinicians, educators, administrators, youth and family members, researchers, primary care providers, advocates, and other youth-serving professionals to gather and discuss how to create meaningful change for student mental health needs within the educational system.

By being here, you are demonstrating your commitment to advancing knowledge and skills related to school mental health practice, research, training, and policy.

As a large state with highly diverse populations of students, meeting the ever-present demand for increased mental health supports continues to be a challenge. In 2012, I convened the Student Mental Health Policy Workgroup comprised of individuals with diverse expertise to develop innovative policy recommendations to address the mental health challenges facing vulnerable youth. Many of the vulnerable youth are English Language Learners, children living in poverty, foster care, or in programs for special education; but these programs are not enough to help students overcome additional mental health barriers they face in preparing for their futures.

The California Department of Education (CDE) has established solid partnerships with state and national organizations such as the Substance Abuse and Mental Health Services Administration, the California Mental Health Services Authority, and the National Alliance on Mental Illness to further our work to ensure that students with mental health needs are treated in a respectful manner and receive the appropriate services to become self-reliant, successful adults.

The Center for School Mental Health states that their mission is to “strengthen policies and programs in school mental health to improve learning and promote success for America’s youth.” The CDE embraces this mission in supporting all students.

We are here together on a very important path. I appreciate your commitment as we move forward.

Sincerely,

Tom Torlakson

Keynote and Plenary Speakers



Mark D. Weist, PhD

Dr. Weist is a Professor of Psychology at the University of South Carolina and the Director of their Clinical Community Program. He received a Ph.D. in clinical psychology from Virginia Tech in 1991 and is currently a Professor in the Department of Psychology at the University of South Carolina. He was on the faculty of the University of Maryland School of Medicine (UMSM) for 19 years where he helped to found and direct the Center for School Mental Health. He has led a number of federally funded research grants, has advised national research and policy oriented committees, has testified before Congress, and presented to the President's New Freedom Commission on Mental Health. He helped to found the School Mental Health International Leadership Exchange. Dr. Weist has edited nine books and has published and presented widely in the school mental health field and in the areas of positive behavior support, trauma, violence and youth, evidence-based practice, and cognitive behavioral therapy.



Catherine Bradshaw, PhD, MEd

Dr. Bradshaw is a Professor and the Associate Dean for Research and Faculty Development at the Curry School of Education at the University of Virginia (UVA). She maintains an affiliation with Johns Hopkins University as the Deputy Director of the CDC-funded Johns Hopkins Center for the Prevention of Youth Violence and Co-Director of the NIMH-funded Johns Hopkins Center for Prevention and Early Intervention. She holds a Doctorate in Developmental Psychology from Cornell University and a Master's of Education in Counseling and Guidance from the University of Georgia. She collaborates on research projects examining cultural proficiency, classroom management, and school climate; the development of aggressive and problem behaviors; effects of exposure to violence, peer victimization, and environmental stress on children; and the design, evaluation, and implementation of evidence-based prevention programs in schools. She received an award from President Obama in 2009 for her research on the use of evidence-based prevention programs in schools. She has coauthored nearly 200 journal articles and book chapters. She presently collaborates on federally supported randomized trials of school-based prevention programs, including Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning curricula. She also has expertise in implementation science and coaching models.

Welcome to the 21st Annual Conference on Advancing School Mental Health!

Featuring 12 Specialty Tracks

- 1) Building a Collaborative Culture for Student Mental Health (CC)
- 2) Connecting School Mental Health and Positive Behavior Supports: Learning the Language (PBS)
- 3) Connecting School Mental Health with Juvenile Justice and Dropout Prevention (JJD)
- 4) Education: An Essential Component of Systems of Care (SOC)
- 5) Family Partnerships in Mental Health (FP)
- 6) Improving School Mental Health for Youth with Disabilities (YD)
- 7) Psychiatry and Schools (PS)
- 8) Quality and Evidence-Based Practice (QEBP)
- 9) School Mental Health for Culturally Diverse Youth (DY)
- 10) Youth Involvement and Leadership (YIL)
- 11) Special Topic Strand on Funding and Sustainability in School Mental Health (FS)
- 12) Special Topic Strand on Technology and e-Mental Health in Schools (TH)



Celebrating 21 Years of Advancing School Mental Health!

Conference Tracks/Practice Groups

1. **Building a Collaborative Culture for Student Mental Health (CC)**

This practice group has as its primary objective to promote the active exchange of ideas and collaboration between school employed and community employed mental health providers, educators, and families. This exchange is to support the social, emotional and mental health and the academic success of all children and adolescents. Research suggests that the social/emotional health of children and adolescents is linked to their academic and overall success in schools. By working together in a collaborative and creative manner, school, family, and community resources can better serve the educational and social/emotional needs of all students and assist in ensuring good mental health. This practice group is focused on successful strategies and practical examples of how to develop and implement a culture of collaboration across multiple initiatives, programs, and providers working in schools.

2. **Connecting School Mental Health and Positive Behavior Supports: Learning the Language (PBS)**

This practice group is a conduit for families, researchers, administrators, and practitioners to find common interests and practices related to school mental health (SMH) and Positive Behavior Supports (PBS). It aims to promote greater communication and a deeper understanding of interprofessional practices across interactive systems in mental health and education. PBS approaches are designed to prevent problem behaviors by proactively altering the environment before problems begin and concurrently teaching appropriate behavior. School-wide PBS systems support all students along a continuum of need based on the three-tiered PBS prevention model. SMH can be thought of as a framework of approaches across a multi-tiered system of support to promote children's mental health by emphasizing prevention programming, positive youth development, school-wide approaches, and individualized treatment. In schools, a full complement of services and providers help to ensure that students receive the necessary supports and tools for both academic and social emotional learning. These approaches call for collaboration among mental health providers, educators, families, related service providers and school administrators in order to meet the physical and mental health needs of all students so students can better learn, participate, and achieve. By working collaboratively, this interdisciplinary practice group seeks to clarify the relationship between PBS and SMH to promote seamless practice at the local level.

3. **Connecting School Mental Health with Juvenile Justice and Dropout Prevention (JJD)**

This practice group is committed to working across stakeholder groups to advance knowledge and best practice related to effectively linking school mental health with juvenile justice and dropout prevention. For youth to be successful, effective coordination and communication across systems is needed, and resources and best practice guidelines related to this work need to be readily available. Key priority areas include advancing effective strategies for: Reducing truancy, unnecessary suspensions and expulsions, dropout, and delinquency; Increasing opportunities for student voice, self-advocacy, self-determination and student-centered planning; Building school and community capacity to meet the needs of youth and their families; Promoting successful transitions between systems; Encouraging relevant professional development for school and juvenile justice staff; Advancing school connectedness and family partnership; Promoting best practices in diversion and early intervention for youth who are in the juvenile justice system or who are at risk of placement in juvenile detention; Identifying and removing barriers to speedy and appropriate school enrollment for youth upon release from juvenile service placements.

4. **Education: An Essential Component of Systems of Care (SOC)**

This practice group is focused on the role of schools as significant partners with other child-serving, community agencies/organizations and families in improving outcomes for children and youth with, or at risk of, mental, emotional and behavioral health challenges. The EESOC practice group promotes learning as critical to social-emotional health and the adoption of effective services and supports that build and sustain community-based systems of care. As a proactive, national level practice group, we will support resource sharing, cross agency training, and collaborative professional development. Our practice group is committed to looking at the multiple needs of children and families through a systemic lens.

5. Family Partnerships in Mental Health (FP)

This practice group embodies family driven principles and is led by family members. Submissions including family members as part of the presentation team are strongly encouraged. Submissions should reference a connection to meaningful family participation in content and development of the presentation. This practice group fosters family participation in family-school- community collaboratives by supporting capacity building efforts for a shared agenda and effective infrastructure development and maintenance. Our Priorities are: 1) Educating and informing families to help them effectively voice their needs to their school districts, in their communities and on state and national levels; 2) Advocating for and supporting the participation of families across community of practice groups; 3) Educating and informing schools, systems, policy groups and others about the importance of family integration in policy work; 4) Providing a place for family leaders to collaborate on discussion of needs, priorities and opportunities; 5) Supporting the work of families.

6. Improving School Mental Health for Youth with Disabilities (YD)

The purpose of this practice group is to promote collaboration between schools and school systems, mental health agencies, service providers, youth, caregivers, and other key stakeholders to facilitate the delivery of quality mental health services to students with disabilities in the school setting. Enhanced collaboration will increase opportunities to deliver coordinated learning and mental health interventions, and facilitate understanding of the challenges and opportunities for youth with disabilities. Through these partnerships, we seek to ensure that students with disabilities receive appropriate programs and services in the least restrictive environment to successfully achieve targeted goals.

7. Psychiatry and Schools (PS)

This group focuses on issues related to psychiatric services in schools. Topics may include, but are not limited to, the roles of psychiatrists who work in schools, and interdisciplinary collaboration among psychiatrists and other professionals working in schools, including primary health care professionals. One of the goals will be to consider what kind of training is needed for psychiatrists to be effective school consultants and providers. Other important issues include the development of guidelines for appropriate medication prescribing in schools, and ways to utilize psychiatric services optimally in the face of severe shortages of child and adolescent psychiatrists. This practice group and proposals for our track are open to psychiatrists, educators, school health professionals and all others with an interest in this topic. We hope this practice group will encourage psychiatrists who work in schools and those who interact with them to share their experiences and challenges. We hope this joint effort will lead to the development of effective recommendations and, ultimately, improved psychiatric support in schools.

8. Quality and Evidence-Based Practice (QEBP)

The mission of the Quality and Evidence-Based practice group is to (a) share information across individuals and groups interested in improving the quality of school mental health (SMH) programs and services and (b) discuss, promote, and disseminate evidence based practices in SMH. The practice group strives to bridge the research-practice and practice-research gaps in the field. In addition, the practice group seeks to understand and identify the best student- and program-level evaluation strategies.

9. School Mental Health for Culturally Diverse Youth (DY)

This practice group will focus on the practice, theory, and research specific to culturally diverse youth in the schools. The mission of the School Mental Health for Culturally Diverse Youth practice group is to promote a better understanding of the strategies designed to enhance the success of culturally diverse youth in the school environment. Specific issues such as stigma, cultural adaptations, health disparities, disproportionality, family engagement, and cultural competence will be addressed. The practice group will identify and disseminate information on effective treatment approaches to better inform the education, family, and youth-serving systems.

10. Youth Involvement and Leadership (YIL)

This practice group is focused on advancing youth involvement and leadership in school mental health. Priority areas include: 1) Expanding youth leadership, participation, and input at local, state, and national levels; 2) Advancing the development and implementation of strategies and approaches that promote greater youth leadership at all levels of the service systems that support them; 3) Supporting efforts by the national community of practice and its practice groups to promote meaningful youth involvement and leadership; 4) Organizing a dialogue around greater inclusion of youth in meaningful ways in all facets of school mental health; 5) Developing and promoting best practices and innovative approaches for youth involvement and leadership; 6) Serving as a resource for educators and practitioners to develop strategies and approaches that teach new skills that help advance youth involvement and leadership in schools and communities.

11. Special Topic Strand on Funding and Sustainability in School Mental Health (FS)

This strand includes sessions related to the topic of funding and policies that promote sustainable school mental health. Presentations will include specific examples of feasible funding and/or policy mechanisms that have successfully sustained mental health in schools at local or state levels.

12. Special Topic Strand on Technology and e-Mental Health in Schools (TH)

This strand includes presentations on the topic of using technology to support student mental health. This includes telemental health/telepsychiatry and a variety of technologies including web-based services, mobile devices, and electronic applications (e-apps). Sessions relate to practice, research, policy, and/or training.

CONFERENCE OBJECTIVES

Participants will be able to:

- 1) Identify three or more strategies for effectively implementing a full continuum of integrated school mental health approaches to supporting students' academic, behavioral, and social-emotional outcomes.
- 2) List three challenges to implementing evidence-based practices and programs in school mental health and identify at least three strategies to overcome them.
- 3) Define the concept of family-school-community partnership and be able to identify three action steps to building a shared agenda.
- 4) Develop three written, achievable strategies for program evaluation, focusing on outcomes valued by youth, families, and school and community stakeholders.
- 5) List at least three strategies to build policy support for school mental health at the local, state, and/or federal level.



Celebrating 21 Years of Advancing School Mental Health!

Conference Program

Thursday

September 29, 2016

CONFERENCE AGENDA

Thursday, September 29, 2016

Exhibit displays are open all day!

7:00-8:15 AM Registration

8:15-8:30 AM Welcome

Sharon Hoover Stephan, PhD and Nancy Lever, PhD, Co-Directors, Center for School Mental Health; University of Maryland School of Medicine, Baltimore, MD

8:30-9:30 AM Keynote Address

The Evolution and Revolution of Shaping School Mental Health Quality

Mark D. Weist, PhD, Professor of Psychology, University of South Carolina, Director of Clinical Community Program

Dr. Mark Weist, Founding Director of the Center for School Mental Health, will present historical and current perspectives on quality in school mental health. He will consider major milestones in the evolution of school mental health quality, including major policy, research and practice efforts, and how these have led to a revolution of accountability, scientific rigor and sustainability in developing high quality, multi-tiered systems of student mental health support. Dr. Weist will emphasize the value to the field and to states, districts and schools of adopting national performance standards in school mental health, with key examples of quality improvement using the School Health Assessment and Performance Evaluation (SHAPE) System (www.theshapesystem.com).

9:30-9:45 AM Break

9:45-10:45 AM Conference Session 1

1.1 Stitching it Together: Approaches to Coordinating Behavioral Health and Physical Health Care for Youth (CC)

This presentation discusses two approaches utilized to increase the connection between a school-based behavioral health (SBBH) team program in multiple regions in Pennsylvania and primary care providers (PCPs). Positive outcomes were achieved through the use of a Learning Collaborative model to implement and sustain increased communication between the SBBH team providers and PCPs. Further integration of the SBBH program and PCPs is anticipated through the implementation of a Behavioral Health Home model targeting an adolescent

population. Details and resources related to these two approaches will be discussed.

Shari Hutchison, MS, Diane Lyle, MT-BC, LPC, Community Care Behavioral Health, Pittsburgh, PA

1.2 Enhancing the Model of Behavioral Health Partnerships: Providing Consultation and Professional Development to Educators & School Communities (CC)

In response to the growing need to build capacity in schools around social, emotional, and behavioral health, Boston Children's Hospital developed a program focused on providing professional development and targeted consultation for schools. This presentation will cover common topics of consultation and the strategies used to address them. It will share a learning collaborative model for professional development with multiple schools including topics and structure of trainings. Lessons learned and evaluation results will be discussed.

Molly Jordan, MSW, LICSW, Andie Hernandez Fox, EdM, LICSW, Shella Dennery PhD, LICSW, Boston Children's Hospital, Boston, MA

1.3 It Takes a Village: Community and Family Involvement in PBIS as a Protective Factor for High School Students (PBS)

Supporting adolescent behavior can be challenging. As high school students spend more time in the community it becomes imperative that we engage more stakeholders in supporting that behavior. This presentation will highlight the benefits of incorporating community and family voice into the PBIS universal effort. We will share examples of collaborative efforts and facilitate a structured conversation inviting participants to share strategies for engaging community stakeholders.

Patti Hershfeldt, EdD, Susan Barrett, MS, Sheppard Pratt Health System, Baltimore, MD

1.4 The School Based Clinician's Role: Being the Building Social Emotional Leader (PBS)

School Based Clinicians have responsibilities at all three tiers of a Multi-Tiered System of Support with a heavy emphasis on Tier III. This session will help participants obtain access to resources and ways to think about how to support all staff in the building on basic concepts of Tier I including classroom management, function-based thinking, trauma, and restorative practices. Begin the journey of becoming the social emotional leader in your building.

Sheri Luecking, MSW, Ami Flammini, MSW, Midwest PBIS, Springfield, IL

1.5 Transforming the Future for Young Adults with Mental Health Needs: Improving Services and Outcomes for Youth in Transition (SOC)

This presentation will discuss critical issues and challenges facing schools, young adults, and families during the transition to adulthood. Research, evidence-based practices, and innovative transition services for young adults with mental

health needs will be reviewed. Topics will include self-determination, person-centered planning, individualized transition services, high quality programming, interagency collaboration with adult services, and legislative advocacy efforts to create seamless and sustainable systems of supports to improve outcomes for young adults with mental health needs.

Jennifer Pearson, MEd, MESA, Julie McDermott, BS Ed, Mardi Scott, MEd, Emily Porter, BA Ed, Lisa Harper, EdS, MEd, Glenbrook High School, Glenview, IL

1.6 Promoting Quality and Effective School Based Programming with Ongoing Family Engagement Efforts (FP)

Quality school based treatment must include the family. Community Behavioral Health has made several efforts to improve school-based treatment services via family engagement and involvement. These strategies and methods for measuring and enhancing efforts will be discussed.

Abigail Concino, MA, Kate Fox, MPH, Anne Deaner, PhD, Anne Zembroski, MEd, Community Behavioral Health, Philadelphia, PA

1.7 Enhancing School Culture to Implement Evidence Based Trauma-Informed Practices: Lessons from Stamford Public Schools (PS)

This presentation will describe enhancements in school mental health in Stamford Public Schools (SPS). Results will be shared in three key areas: 1) evidence-based, trauma-informed practices, 2) data collection and quality improvement; and 3) district level culture change to support mental health services. Presenters will share data and results of participation in the CoIINs initiative. Presenters will engage participants in discussion to better understand effective strategies for system enhancement.

Joseph O'Callaghan, LCSW, Stamford Public Schools, Stamford, CT

Jeffrey Vanderploeg, PhD, Jeana Bracey, PhD, Child Health and Development Institute, Farmington, CT

Cecilia Singh, PhD, Yale University School of Medicine/Child Study Center, New Haven, CT

1.8 The Adaptation of the MD-Smart Choices Youth Gambling Prevention Program for Implementation with Culturally Diverse Youth (DY)

Program developers and mental health professionals are often faced with challenges when using prevention programs in diverse settings, but little direction as to how to adapt the prevention program for specific populations or contexts. After presenting types of adaptations and providing an example with a youth gambling prevention program, implications for other programs will be discussed.

Brittany Parham-Patterson, PhD, Kelly Willis, MSW, Carl Robertson, MRE, MDiv, University of Maryland School of Medicine, Baltimore, MD

1.9 The Mental Health Initiative in Methuen, MA: Advancing the Quality and Sustainability of the Methuen Mental Health System (QEBP)

Presenters will discuss the process by which the mental health system in Methuen, Massachusetts was redesigned to provide students with effective and accessible mental health services and supports in school. The process of evaluating student and staff needs and creating the structure and climate to support meaningful change will be reviewed. Participation in the CSMH Quality and Sustainability CoIIN and adoption of the National Performance Measures for School Mental Health will be a major focus.

John Crocker, MEd, Gina Bozek, MEd, CAGS, Methuen Public Schools

1.10 Opening Eyes: How Schools and Communities Can Partner to Reduce Disparities and Disproportionalities Using the Disparities Impact Statement (DY)

Disparities and disproportionalities (D&D) in behavioral health and education are gaining more attention as population demographics shift. Schools are seeking effective strategies to improve educational outcomes. The Substance Abuse and Mental Health Services Administration's Disparities Impact Statement (DIS) is an integrated approach to support student's academic, behavioral and social-emotional outcomes by reducing D&D that lead to poor outcomes. We will provide a step by step approach to identify and analyze D&D data, propose interventions and develop benchmark goals.

Ken Martinez, PsyD, American Institutes for Research, Washington, D.C.

Larke Huang, PhD, Substance Abuse and Mental Health Services Administration, Rockville, MD

1.11 Quality Programs, Evidence Based Assessment and School Based Data Links: The Key to Successful Collaboration and Outcomes in School Mental Health (FS)

This presentation will address steps in developing a comprehensive system of evidence-based assessment, linked to schools' system data points and student outcomes as key factors in the sustainability of quality school based mental health programs. It will focus on developing relationships with school system leadership and steps to utilize outcome based measures to assist in harnessing the necessary funding for a quality program.

Louise L Fink, PhD, Baltimore City Schools, Baltimore, MD

Denise Wheatley-Rowe, RN, MSW, Rita Mattison, DM, LCDAC, CCDP, Behavioral Health System, Baltimore, MD

1.12 Mental Health Literacy by Design: A Website with and for Teachers to Support Mental Health at Work and School (TH)

The session will focus on school mental health in the classroom and workplace for students and teachers, and share a new website that can be accessed through smartphone or computer. Taking an innovative "teacher-to-teacher" approach in

development of both the site and resources such as podcasts and tip sheets, in addition to more traditional expert-to-teacher pathways, the site is designed to feature both evidence-based research and professional knowledge and practices in the classroom and workplace.

Susan Rodger, PhD, E. Robyn Masters, MA, The University of Western Ontario, London, Ontario

Tim Tripp, MLIS, Centre for Addictions and Mental Health, Toronto, Ontario

1.13 The Kids Are Alright- Engaging Youth in Their Own Lives! (YIL)

To advance youth and family engagement and leadership in the State of NH, the Office of Student Wellness conducted focus group that included Youth M.O.V.E and GSFFCMH in order to examine: 1) Best Practices, 2) Needs, and 3) Gap analysis. GSFFCMH, Youth MOVE and Office of Student Wellness committed to the exploration of the definition of Family and Youth Engagement, defining clear set principles, and describing and implementing a conceptual model.

This partnership allowed NH to commit to a culture and full implementation of specific strategies throughout all of the public education and service systems that reflect that strong commitment. As this culture was established, family and youth engagement, family and youth support, family and youth advocacy, and family and youth leadership development all became natural outgrowths of that central cultural belief that family and youth voices are essential at the core of all education, service, and support strategies.

Mary Steady, MEd, NH Department of Education, Concord, NH

Kathleen Abate, BA, Granite State Federation of Families for Children's Mental Health, Concord, NH

Fritz Manson, BA, Camden Steady, Youth MOVE Representative, Youth MOVE, Concord, NH

10:45-11:00 AM Break

11:00 AM-12:00 PM Conference Session 2

2.1 We Lose a Child: One School Community's Approach to Promoting Student Experiences through Collaboration (CC)

An Ohio rural school district adopted the Community Collaboration Model for School Improvement in 2015 after critical incidences highlighted the severity of student mental health needs. The comprehensive goal of promoting student experiences was set, and steps toward achieving this goal were taken in partnership with the community. This session will explore progress made, lessons learned, and specific tools and strategies used to conduct gaps analysis, strategize around identified needs, and build collaborative school-family-community partnerships.

Dawn Anderson-Butcher, PhD, Samantha Bates, MSW, Lauren Paluta, MSW, MPH, The Ohio State University, Columbus, OH

Shawn Heimlich, MS, Jonathan Alder Local Schools, Plain City, OH

2.2 You're Doing What? Enhancing Mental Health Services at 130 Community Schools in 6 Months. Ready, Set, Go! (CC)

The NYC Office of School Health was tasked with implementing mental health services into 130 schools using the Community School model. Most of the providers as well as schools had never worked within this model, let alone have mental health services on-site. We will explore the program and emphasize the complexities of implementing mental health services in an urban educational system within a community school model, collaborating with multiple departments, and getting buy-in from gatekeepers. Additionally, we will discuss potential strategies for effective communication and implementation when building interdisciplinary, mental health-school partnerships.

Scott Bloom, MSW, LCSW, Marcie Bouchard, MS ED, NYC Department of Education, Long Island, NY

2.3 Pre-School Mental Health: Addressing the Needs of Future Students in Early Learning Environments (PBS)

Learn how Early Childhood Mental Health Consultation (ECMHC) is an effective preventative intervention addressing the mental health needs of future students in early learning environments. Participants will process through case studies highlighting the lessons learned providing mental health consultation in community preschool learning environments and will engage in discussion of creative, flexible ways to overcome common challenges. Additionally, the New Ohio ECMHC model, Ohio's early childhood initiatives, and PBS framework will be reviewed and discussed.

Grace Schoessow, MS, ECMHC, Greene County Educational Service Center, Yellow Springs, OH

2.4 From Tears to Tiers: Making the Marriage Work Between PBIS and School Mental Health (PBS)

This session will guide participants through the process of integrating school mental health and PBIS. Data gathered and analyzed via universal screeners provides valuable data for the early detection of risk factors associated with behavioral health. Participants will learn how to differentiate between internalizing and externalizing behaviors. For students needing additional support beyond Tiers I and II an efficient referral process is essential to connect families and service providers. Presenters will illustrate key elements and critical components of a working referral system. The session will highlight several tiered interventions which help connect the dots between mental health and PBIS.

Jason W. Byars, EdS, Kelly Petaccio, LPC, Griffin-Spalding County Schools, Griffin, GA

2.5 Celebrating and Supporting Diversity in the Classroom and Community: What Can YOU Do to Create a Safe and Caring Learning Environment for LGBTQ Youth? (SOC)

Explore how to support the sexual minority (LGBTQ) students in your school and community (approximately 10% of the student population in all communities

and cultures) in order to reduce their inherent mental health and social risk factors regarding school completion, bullying, suicidal ideation and other concerns, and increase their resilience and positive school outcomes as well as create a culture of acceptance, support and inclusion that benefits the entire student and staff community.

David Rust, BA, United Way Alberta Capital Region, Edmonton, Canada

2.6 It's Gonna Be HUGE! Investing in School Mental Health Systems Change (SOC)

Politics aside, in 2016 Texas welcomed its first school mental health advocacy, training, and research institution. Within this initiative, one school district is changing the model for systems of care. Participants will benefit from “lessons learned” relating to establishing a large scale school mental health regional center, with a spotlight on a school district’s “on the ground” challenges in developing a System of Care-based alternative discipline program that successfully transitions students to their home campuses.

Janet Pozmantier, MS, Mental Health America of Greater Houston, Houston, TX

Natalia Fernandez, MA, Spring Branch Ind. School District, Houston, TX

2.7 Positive Alternatives for Student Success- A Program for Students in need of Mental Health Intervention (PS)

Visualize for a moment an elementary classroom with tables flipping, chairs flying, a classroom being cleared for safety. Have you ever felt like you have exhausted all the resources in your setting, but the student’s mental health needs are still unmet? This presentation will give an overview of the collaboration between the local school district and the community mental health agency. Each team member will explain their role in developing and implementing this project.

Allison Harder, MS, Vicki Schweinler, MS, USD #253, Emporia, KS

Angela Martinez, MS, MHCECK, Emporia, KS

2.8 I Think I Can, I Think I Can: Linking The Little Engine That Could to School Culture (PS)

Can you grow your intelligence? What does failure mean to you? Come learn about the power of operating from a growth mindset. This session will delve into the work of Carol Dweck’s research on growth mindset related to developing student resiliency, grit, and increasing self-esteem and self-efficacy. A school culture that views students from a growth mindset lens see students with endless opportunities.

Brandie Oliver, EdD, Butler University, Indianapolis, IN

2.9 Supporting Grieving Students: A New Resource for School Professionals from the Coalition to Support Grieving Students (PS)

Virtually all children experience the death of a friend or family member at some point in their childhood. Even though bereavement is a normative experience, a significant loss can have a significant impact on children’s psychological adjustment, academic achievement, and personal development.

This presentation will provide insight into how children come to understand and adjust to a loss and practical suggestions on how adults can talk with children and provide needed support.

David Schonfeld, MD, University of Southern California School of Social Work, Los Angeles, CA

2.10 Bridging Practice and Research: A Multi-Site Social Emotional Learning and Trauma-Informed Care Program Evaluation (QEBP)

This presentation will outline a multi-site mixed methods school based mental health program evaluation in three New York City public schools with the non-profit Wediko Children's Services. Discussion will focus on how data was used to guide clinical interventions by school-based staff in real-time during the different evaluation phases to support social and emotional learning and resiliency. Clinician/Researchers will talk about how front-line staff can use research data to direct school-based mental health interventions.

Johanna Creswell Baez, PhD, LCSW, Meghan Gabriel, LCSW, Doctoral Candidate, David Kim, LMSW, Lauren Bachman, LMSW, MPH, Wediko Children's Services, New York, NY

2.11 Strategies & Tools to Embrace Prevention with Upstream Programs (Step Up): Preventing Suicide through Social-Emotional Learning (QEBP)

Social emotional learning programs are one universal upstream prevention strategy that can be implemented in schools. A quasi-experimental study has found STEP UP to be effective in increasing SEL competencies among 7th and 8th grade students. This presentation will provide evidence of the effectiveness of upstream SEL programs that address protective factors against suicide by reinforcing multi-level approaches to strengthening community, interpersonal, and individual attributes that can be used and reinterpreted throughout the lifespan.

Pamela Goldberg, BSN, MS, LMFT, Camp MakeBelieve Kids, Las Vegas, NV
M. Amaris Fuller Knight, MEd, Nevada Institute for Children's Research & Policy, Las Vegas, NV

2.12 Scaling Up School Mental Health Services to the State Level: Sustainability Resources from A-Z (FS)

Using lessons learned from the Safe Schools/Healthy Students (SS/HS) initiative, this presentation will walk participants through the SS/HS Framework and products and tools that will help them develop programs to promote mental health and prevent youth violence. Other resources (e.g., online modules in school mental health, evidence-based programs and social marketing packages) will be provided, as well as practical examples on how these can be used with any state or community.

Kelly Wells, MPA, Mary Thorngren, MS, CHES, American Institutes for Research, Washington, D.C.

Tim Dunn, EdM, American Institutes for Research, Waltham, MA

2.13 Identifying Influential Elementary School Students for Engagement in Evidence-Based Program Adaptation and Implementation (YIL)

Engaging student opinion leaders in the process of adapting and implementing school-based mental health programs may improve outcomes. However, the influence of opinion leaders is generally restricted to individuals who are similar to them, making group affiliation an important consideration when recruiting opinion leaders (Fisher & Misovich, 1990). Findings from a series of studies conducted to learn more about social groups and associated key opinion leaders at the elementary school level will be presented as well as implications for programming and future research.

Christopher Reiger, PhD, Wediko Children's Services, Boston, MA

Jennifer Gibson, PhD, Xavier University, Cincinnati, OH

Rebecca Passarelli, BA, Paul D. Flaspohler, PhD, Miami University, Oxford, OH

12:00-12:10 PM Lunch

Pick up your boxed lunch and attend one of the practice group sessions

12:10-1:10 PM Practice Group Training Sessions: *Open to all participants*

This session offers the opportunity for participants to learn more about the individual practice groups within the National Community of Practice (CoP) on Collaborative School Behavioral Health. The National CoP utilizes a family-school-community shared agenda with 11 practice groups that are engaging in deeper discussions about issues critical to the field's advancement. The National CoP has developed significant and broad partnerships at local, state, national, and international levels that inform understanding and help mobilize dissemination and diffusion efforts to increase reach and actual use of resources to over 4.5 million stakeholders. Collaboration with the National CoP is promoted through the interactive website www.sharedwork.org. Participants are able to attend up to three of the practice group training sessions (Thursday morning, Thursday lunch, and Friday morning). These sessions will go into greater depth about the mission, activities, and resources of the practice group and will offer participants a voice in planning the group's activities for the year. *Please note that related to collaborative activities, the PBS group and the Learning the Language group will be combined for this session.*

Please see the beginning of the program agenda for a more detailed description of each practice group.

PGT 1. Building a Collaborative Culture for Student Mental Health (CC)

PGT 2. Connecting School Mental Health and Positive Behavior Supports: Learning the Language (PBS)

PGT 3. Connecting School Mental Health with Juvenile Justice and Dropout Prevention (JJD)

PGT 4. Education: An Essential Component of Systems of Care (SOC)

PGT 5. Family in Partnerships with Mental Health (FP)

PGT 6. Improving School Mental Health for Youth with Disabilities (YD)

PGT 7. Psychiatry and Schools (PS)

PGT 8. Quality and Evidence-Based Practice (QEBP)

PGT 9. School Mental Health for Culturally Diverse Youth (DY)

PGT 10. Youth Involvement and Leadership (YIL)

1:10-1:20 PM Break

1:20-2:50 PM Conference Session 3

3.1 Sanctuary and Staff: Transforming the Culture of a Classroom (CC)

The Sanctuary Model is a blueprint for clinical and organizational change which promotes safety and recovery from adversity. We will provide an introduction to Sanctuary and how it has been used in the public schools to improve trauma informed knowledge. We will focus on the impact of traumatic reenactment on school staff and discuss symptoms and risk & protective factors of vicarious trauma. Finally, we will complete self-care plans to foster resiliency in the culture.
Danni Lapin, LCSW-R, Leani Spinner, LCSW-R, ANDRUS, Yonkers, NY

3.2 Animal Assisted Co-Occurring Services in a School Based Setting (PS)

Animal assisted therapy has been introduced as a unique and helpful intervention at an urban school based clinic in Denver, Colorado. A therapy dog aids in co-occurring mental health and substance use treatment through the use of several interactive and soothing interventions. These animal assisted therapy interventions will be demonstrated with videos illustrating specific case examples. Positive mental health, substance use, and educational outcomes using animal assisted therapy in a school setting will be reviewed.
Amanda Ingram, LCSW, Kristie Ladegard, MD, Denver Health and Hospital Authority, Denver, CO

3.3 An Evidence Based Approach to Screening, Brief Intervention and Referral (SBIRT) for Substance Use in Schools: You Play a Critical Role (QEBP)

Using content developed by Substance Abuse and Mental Health Services Administration (SAMHSA), Screening Brief Intervention and Referral to treatment an evidence based approach to the delivery of early intervention and treatment services for people with substance use disorders and those at risk of developing these disorders, health and mental healthcare providers in schools will learn how to screen, intervene and refer for treatment when deemed appropriate for substance use.
Dianna Inman, DNP, APRN, CPNP-PC, PMHS, Peggy El-Mallakh, PhD, APRN, Audrey Darville, PhD, APRN, CTTS, University of Kentucky, Lexington, KY

3.4 Postvention: The Art of the Response (QEBP)

This evidence-based, practical experience workshop aims to improve the quality of school mental health by training school-based mental health professionals to deliver supportive individual and group counseling suitable for any critical event

(serious illness, death, etc.) occurring at or effecting schools. It teaches how to provide services as a response team. Following the PowerPoint, participants will discuss and dissect case scenarios in small groups and simulate a critical event response experience in a large group(s).

Abifee Thomas, EdD, Henry County Schools, Stockbridge, GA

3.5 Race Matters: Personal and Communal Strategies for Addressing Systemic Racism (DY)

Institutional racism refers to the policies and practices across institutions that perpetuate racial group inequity. It affects urban, suburban, or rural schools by denying students of color safe places to learn and grow, and creating negative school climates which impact everyone, regardless of race. This workshop provides information, tools, and resources for personal and collective action to undo the impacts of systemic racism and improve school climate.

Peg Morris, MA, Michelle La Place-Watts, MA, Raelle Wilson, MA, Cat Willett, MA, Catholic Charities of the East Bay, Richmond, CA

3.6 (Part 1) Engaging Families in School Mental Health: Using Empowerment and Social Capital to Level the Engagement Playing Field (FP)

School mental health (SMH) practice relies on school-family partnerships and family engagement for long-lasting, effective, and meaningful service delivery. This presentation uses empowerment and social capital theories to illuminate potential inroads to parent engagement in SMH that will enhance service delivery for children, particularly those who are marginalized or oppressed. In addition, current research using these theories will highlight specific strategies that may facilitate or impede family engagement in SMH.

Annahita Ball, MSW, University at Buffalo, State University of New York, Buffalo, NY

*Megan Lehnert, MSW, LCSW, Clarendon Hills, Middle School, Clarendon Hills, IL
Elizabeth Mellin, PhD, LPC, Binghamton University, Binghamton, NY*

3.6 (Part 2) School Improvement Planning: How Parents' Perspectives Inform the Students' Academic and Behavioral Health Needs (FP)

This presentation will highlight how these diverse districts utilized their data from parents to inform emotional and behavioral health services for children and families. Implications on additional findings from large data sources, and how they generalize to the work of school administrators, educators, mental health providers, and community practitioners will be discussed, using case examples from the sample districts.

Annahita Ball, MSW, University at Buffalo, State University of New York, Buffalo, NY

*Samantha Bates, LMSW, Lauren Paluta, MPH, MSW, Jill Hoffman, MSW, Dawn Anderson-Butcher, PhD, The Ohio State University, Columbus, OH
Karen Sterling, Utah State Board of Education, Salt Lake City, UT*

3.7 Implementing and Evaluating a School-Based Diversion Model for Youth with Behavioral Health Needs: Lessons Learned from Responder Models in Connecticut and Rural Nevada (JJD)

This presentation highlights the core components of two innovative models of school-based diversion: (1) the Connecticut School-Based Diversion Initiative (SBDI) and (2) a pilot project in rural Lyon County, Nevada. Both models are components of larger national efforts enhanced through training, technical assistance, and supports. Presenters representing the national, statewide, and local perspectives will describe strategies and outcomes for developing, implementing, and replicating school-based front-end diversion models.

Jeana R. Bracey, PhD, Yecenia Casiano, MS, Tianna L. Hill, MSW, Child Health and Development Institute, Farmington, CT

Jacqui Greene, Esq., National Center for Mental Health and Juvenile Justice, Delmar, NY

Christine McGill, MA, Healthy Communities Coalition, Dayton, NV

3.8 A Strengths-Based Approach to Addressing Challenging Behaviors in Children: Gaining an Understanding of the FLIP IT! Program Through Acquiring Skills and Following a Program Evaluation (PS)

FLIP IT is a strategy that offers a simple, strength-based, and effective four-step process to address children's day-to-day challenging behaviors. This workshop will teach participants the four supportive steps of FLIP IT that are designed to help young children (ages 3-8) learn about their feelings, gain self-control and reduce challenging behavior.

Rebecca Passarelli, MA, Lauren Smallwood, MEd, Erin Eakin, MS, Dawna-Cricket-Martita Meehan, PhD, Alexandria Intorcio, MA, Miami University Department of Psychology, Oxford, OH

3.9 (Part 1) The Building Blocks of Mental Health Support in an Urban Public School: Laying Strong Foundations to Support the Mental Health of Students with Emotional Support Needs (YD)

This presentation describes the methods employed by Allegheny County and Pittsburgh Public Schools to identify and address the needs of students in one public school. It outlines the development of a multi-tiered system of support within the framework of a public school setting and the methods used to improve collaboration within child serving systems. It also explains the district's efforts to improve school climate by providing trauma informed practice trainings to all school staff.

Ruth Ann Koss, MS, Samantha Murphy, MS, Suzanne Hull, BS, Kevin McCoy, BA Allegheny County Department of Human Services, Pittsburgh, PA

Jessica Colbert, M.Ed., Jennifer Fiscus, M.Ed., Holly Sousa, M.Ed., Pittsburgh Public Schools, Pittsburgh, PA

3.9 (Part 2) Partnering Together: Enhancing Community Behavioral Health Partnerships in an Urban District (CC)

This workshop will focus on strategies to enhance and expand community behavioral health partnerships in an urban district. It will share best practices from the Boston Area Behavioral Health Collaborative including mapping of resources, committee work, providing training for community providers, enhancing partnerships and models for service delivery, and expanding the use of evidence based practices. The workshop will discuss the strengths and challenges of system change and collaboration across multiple agencies.

Andria Amador, CAGS, Boston Public Schools, Hyde Park, MA

Shella Dennerly, PhD, LICSW, Boston Children's Hospital Neighborhood Partnerships Program, Boston, MA

3.10 (Part 1) A New Approach to Disseminating a Trauma-Informed Evidence Based Practice in School Mental Health: Cognitive Behavioral Intervention for Trauma in Schools (QEBP)

This workshop will share vital information across individual and groups in improving dissemination of school mental health services in schools. Specifically, participants will develop a clear understanding of potential barriers and essential variables that will facilitate the implementation of a trauma-informed evidence based practice called: Cognitive Behavioral Intervention for Trauma in Schools (CBITS). The workshop will shed light on some of the research that is out there that support the implementation of evidence based practices in schools, in particular CBITS. This workshop will also assist participants in identifying four effective strategies that are known to reduce anxiety in children and adolescents. Furthermore, participants will be able to describe a strategy that has been known to be effective in training school mental health practitioners on CBITS at the Los Angeles Unified School District. Participants will walk away from this workshop with the understanding of various strategies that integrate a full continuum of integrated approaches to supporting students' academic, behavioral and social-emotional outcomes. Through a video demonstration followed by an interactive role-play, participants will have the opportunity to practice the skills taught in CBITS.

Maria Hu-Cordova, MSW, PPSC, LCSW, Suh Chen Hsiao, MSW, PPSC, LCSW, University of Southern California School of Social Work, Los Angeles, CA

3.10 (Part 2) How Trauma-Informed Are We? A Tool for Measuring Extent of Trauma-Informed Care (QEBP)

Organizational trauma-informed care is a systemic approach to service delivery that is grounded in an understanding of the causes and consequences of trauma and fosters healing and resilience. In behavioral health, this means ensuring that the service environment and culture aligns with the clinical services for maximum impact. This session introduces participants to the Trauma-Informed Organizational Capacity Scale (TIC Scale), a new tool for measuring extent of trauma-informed care in service settings.

Kathleen Guarino, LMHC, American Institutes for Research, Waltham, MA

Sandra Keenan Williamson, MEd, CAGS, American Institutes for Research, Washington, D.C.

3.11 (Part 1) Building Capacity and Sustainability: Pennsylvania's Interconnected Systems Framework (PBS)

Pennsylvania was one of the early adopters of the Interconnected Systems Framework (ISF). This session will focus on building capacity and sustainability for ISF at the local, regional, and state level. Critical elements of cross-system leadership teams, stakeholder buy-in and participation, and lessons learned will be shared. Examples from district and community leadership teams will be provided. This will include how the current ISF tools were used to enhance the work in multiple sites.

Kelly Perales, MSW, Midwest PBIS Network, Hummelstown, PA

Jim Palmiero, EdD, Pennsylvania Training and Technical Assistance Network, Pittsburgh, PA

Dawn Moss, BA, Central Intermediate Unit 10, Bellefonte, PA

Julia Slater, MEd, Early Intervention Technical Assistance, Malvern, PA

3.11 (Part 2) Utilizing PBIS to Scale up Mental Health Services in California's Schools (PBS)

Addressing the scaling up of mental health and suicide prevention efforts as part of a comprehensive Multi-Tier System of Support, this presentation will provide tools, resources, and strategies that infuse mental wellness efforts into the PBIS framework. PBIS framework supports the implementation of a continuum of evidence based practices for student wellness and help them achieve their best potential.

Michael Lombardo, MS, Alicia Rozum, MSW, Placer County Office of Education, Auburn, CA

3.12 (Part 1) The Promise Zone Initiative: A Cross System Approach to School Mental Health (SOC)

This session will outline the process of implementing this cross-system; interagency school and student support program in five high needs elementary and middle schools in the South Bronx, New York. Program measures include: identification of required data collection points; policy and procedure development, role and responsibility definition; and establishment of communication protocols. We will also present the 5-year outcome data for: office discipline referrals, school attendance, and overall functional assessment as measured by the CANS.

Devon Bandison, MPA, Visiting Nurse Service of NY, Bronx, NY

3.12 (Part 2) Using Implementation Science to Create and Sustain Cross-Agency Collaboration (SOC)

This session will offer tools and strategies for focused, mission-driven, cross-agency collaboration, particularly when working within short timelines. Project coordinators from the North Carolina School Mental Health Initiative (NCSMHI) will share successes and challenges in working toward legislative and policy support for ensuring that students with social and emotional health concerns get the help they need in a timely manner.

Lauren Holahan, MSOT, Matt Hoskins, MS, North Carolina Department of Public Instruction, Chapel Hill and Raleigh, NC

3.13 (Part 1) Child-Centered Play Therapy for Academic Achievement: Evolution and Application of Evidence-Based Practice (QEBP)

This presentation will provide participants with an overview of child-centered play therapy and its effect on academic achievement of school children. Child-centered play therapy is a developmentally evidence-based counseling method that uses toys to facilitate a broad range of emotional expression. The presentation outlines procedures for creating a play therapy program, methods of providing child-centered play therapy in schools, and the evidence for the use of play therapy to impact academic achievement.

Pedro Blanco, PhD, Ryan Holliman, PhD, Texas Woman's University, Denton, TX

3.13 (Part 2) Play Therapy in Schools, A Collaborative Partnership, Moving Towards Evidence-Based Practices (DY)

There is a growing trend to use empirically-informed theoretical play therapy techniques in schools to address children's risk factors and mental health. It is critical at this time to educate teachers, administrators, and parents about the evidence to support the effects of play therapy. This workshop will blend theory and practice, and be interactive. Participants will gain knowledge and experience in play therapy techniques, and learn how to deliver them in a school setting.

Deborah Winters, MSW, LCSW, Estella Andujo, PhD, LCSW,

University of Southern California, School of Social Work, Los Angeles, CA

2:50-3:00 PM Session Break

3:30-4:00 PM Conference Session 4

4.1 School-linked Services: Promoting Equity for Children, Families and Communities (CC)

School-linked services and their gold standard - community schools - have the ability to level the playing field in educational and life success for students in low-income families, and in this way, have the ability to interrupt the intergenerational cycle of poverty. This presentation addresses the evidence to support this work and the practice, policy and funding supports necessary to move it forward.

Laura Bronstein, PhD, LCSW, Binghamton University, College of Community and Public Affairs, Binghamton, NY

4.2 Family Center: A Place Where Parents and Children Grow and Learn Together (CC)

This presentation will focus on how one Safe Schools/Healthy Students school district implements four early childhood Family Center Programs to provide young children with a firm foundation for healthy development and lifelong learning. At Family Center, parents are welcomed as partners in their children's education while emphasis is also placed on family wellness, school readiness, and increasing family access to community supports.

Stacey Lazzar, MA, Laurie Hart, BS, Concord School District, Concord, NH

4.3 A Brief Mentorship Intervention for Adolescents at Moderate Risk of Substance Use (PBS)

Project Amp is an innovative brief mentorship intervention for youth at early risk for substance use. The approach extends the integrated health approach, Screening, Brief Intervention, and Referral to Treatment (SBIRT) by connecting youth with young adults in recovery. Project Amp aims to reduce risk for future substance use by enhancing positive social connections, wellness, and self-efficacy. This presentation focuses on the development and implementation of Project Amp, early findings, and opportunities to replicate it.

Laura Pannella Winn, MA, Center for Social Innovation, Needham, MA
Sissy Weldon, BA, Georgia Council on Substance Abuse, Atlanta, GA

4.4 Tele-practice Technologies and Protocols: Providing Assessment, Consultation and Training Services within a Positive Behavioral Support Framework (PBS)

The Special Education Service Agency (SESA) deploys e-technologies for tele-practice protocols (IP cameras, SurveyMonkey, ClassDojo), which supplement site visits to rural and remote communities, which facilitate specialist-teacher consultations and enhance assessment, intervention, progress monitoring and fidelity of implementation activities. Moreover, SESA is deploying a web-based, behavioral skills training (BST) system to train providers how to conduct different types of functional behavioral assessments. Participants will learn how tele-practice can improve data-based decision-making and services for students.

Lyon Johnson, MA, NCSP, BCBA, Special Education Service Agency, Anchorage, AK

4.5 Dismantling the School-to-Prison Pipeline by Addressing Student Needs (JJD)

Educators, once unified on the importance of using zero tolerance policies to address student behavior, have begun to collaborate with community members around a common purpose of improving outcomes for children. Armed with data, research, and stories of impacted children, parents and students have underscored the detrimental impact these policies have had on educational and life outcomes. This session will examine how opposing stakeholders united behind a common purpose that has shown improvement for children.

Dwanna Nicole, BA, Advancement Project, Washington, D.C.

4.6 CPR for the Mind - Youth Mental Health First Aid in Schools (SOC)

In Idaho, suicide is the second leading cause of death of individuals between the ages of 15 and 34. In our District and through our SOC, we believe it to be critical to train our school personnel on how to respond to suicide threats and other mental health crises. In this workshop, we will share our experience with implementing Youth Mental Health First Aid within our schools and community.

Rick Croft, MS, Jessica Goudy, BS, Richard DeGraw, MMFT, Madison School District, Rexburg, ID

4.7 Building a System of Care Across the Developmental Life Span to Support Collaboration and Quality (SOC)

This presentation will highlight the development and implementation of prevention, early intervention, and intervention services across the developmental lifespan that support school readiness, family relationships and overall child health. Through numerous collaborations, Santa Clara County Behavioral Health Services developed systems of care that support the disruption of the cradle to prison pipeline. Outcome measurements and thoughtful selection of evidence based practices support in the quality and sustainability of services to children and families in our community.

Maretta Juarez, MSW, Jennifer Pham, MSW, April Kihara, MS, Santa Clara County Behavioral Health Services Department, San Jose, CA

4.8 Psychiatric Disorders from the School's Perspective: Seeing Your Patients Through Their Eyes (PS)

This presentation provides practical and useful information to mental health professionals seeking to improve their understanding of school districts' perspectives and methodology of addressing students' mental health disorders. It also provides school professionals an opportunity to self-reflect on their approaches to student mental health. Increased understanding of school districts' assessment and intervention processes helps mental health professionals be more effective in communicating and collaborating with schools to the benefit of students who have psychiatric disorders.

William Dikel, MD, Independent Consulting Child and Adolescent Psychiatrist, Minneapolis, MN

4.9 Understanding Improving and Deteriorating Therapeutic Alliance in Youth and Family Therapy (QEBP)

This presentation discusses therapeutic alliance (TA) in a multi-site community and school-based service implementing state of the art TA principles and practice. We identified 1714 youth in service; 84% report high and steady ratings of TA, 5% report lower but improving TA ratings, and 11% report declining TA ratings. TA is associated with family ($p < .0001$) and child functioning ($p < .0001$). Strategies including use of an outcomes feedback process and TA training for staff will be discussed.

Shari Hutchison, MS, Diane Lyle, MT-BC, LPC, Community Care Behavioral Health, Pittsburgh, PA

4.10 Conceptualizing Race and Diversity through a Storytelling: A Social Emotional Learning Approach (DY)

In 2011, psychology today reported that most parents refrain from talking to children about race. Frances Aboud and Anna Doyle (1996) posited that being able to talk about race, including racism, actually leads to less prejudice in children. This study will explore if discussing books about race will help urban elementary school children conceptualize diversity and improve their coping skills with racism.

Deidra Sorrell, EdD, Jennifer Higgins, M.Ed., DC Public Schools, Waldorf, MD

4.11 Successes and Lessons Learned from a Braided Partnership Model Distributing Youth Mental Health First Aid (FS)

This presentation highlights the strengths and difficulties of a braided partnership model in the dissemination of YMHFA trainings statewide. Three organizations work in conjunction to offer low-cost or free trainings in the state. This session explains how to organize resources to launch a statewide training program. Attendees can expect to take away a definition of braided partnerships, ways to navigate potential funding sources, and the ability construct useful tools to increase productivity of trainers.

Alexandria Intorcio, MA, Dawna-Cricket-Martita Meehan, PhD, The Center for School-Based Mental Health Programs at Miami University, Oxford, OH

Paula Fynboth, MA, Sandy Hook Promise, Newtown, CT

Kathleen Oberlin, MA, The Ohio Mental Health Network for School Success, Macedonia, OH

4.12 Depression Awareness, Stigma Reduction and Increasing Help-Seeking in Middle School Youth: A Community/School Program Partnership (FS)

This workshop will introduce participants to Teen Depression: Stories of Hope & Health (TDSHH), a depression and mental health education curriculum for early adolescents. Promising data from a recently-completed program evaluation of TDSHH will be shared, based on a wait-list control quasi-experimental design involving two Chicago-area middle schools, along with qualitative focus group data describing how key school stakeholders assessed the impact of TDSHH in their school community. All CSMH workshop participants will receive a copy of the TDSHH program.

Michael Kelly, PhD, MSW, Loyola University Chicago School of Social Work, Chicago, IL

Heather Freed, LCSW, Peggy Kubert, LCSW, Erika's Lighthouse, Winetka, IL

4.13 From Acorn to Oak: One State's Quest for Sustainability Using Technology and Social Media (TH)

To advance School Mental Health in the State of NH, the Office of Student Wellness is using the Universal Design for Learning framework coupled with a strategic communications approach to: 1) educate the public about School Mental Health, 2) obtain support for the use of School Mental Health state-wide, and 3) ensure long-term sustainability of our efforts.

Mary Steady, MEd, Mary Lane, MEd, Kelly Untiet, BA, NH Department of Education, Concord, NH

4:00-4:15 PM Break

4:15-5:45 PM Advanced Practice Skills

1. Meeting the Mental Health Needs of Future Students through Early Childhood Mental Health Consultation (CC)

Learn how a community team in Ohio identified local needs and gaps in services and developed a creative approach to addressing future student's mental health. This practice skills workshop will describe the implementation strategies and share the resources used to create a future oriented and sustainable Early Childhood Mental Health Consultation (ECMHC) program. Attendees will be engaged in an active exchange of ideas relating to ECMHC program components and building a culture of collaboration.

Amanda Pollock, MSS, MLSP, Grace Schoessow, MS, Greene County Educational Service Center, Yellow Springs, OH

Alexandria Intorcio, MA, Dawna-Cricket-Martita Meehan, PhD, Center for School-Based Mental Health Programs at Miami University, Oxford, OH

2. Creating a Culture without Mental Health Stigma: Using an Evidence-Based Suicide Prevention Program (CC)

This session will explore how cultural change can be made by engaging all persons involved in the stigmatization of youth mental health: parents, students, school staff, and mental health providers. We will use the evidence-based SOS Signs of Suicide Prevention Program to explore how a universal prevention program can assist in local/regional change. Learners will leave having explored all aspects of the SOS Program, ready to take on cultural change through education and training.

Meghan Diamon, LISW, Screening for Mental Health, Wellesley Hills, MA

3. From Conflict to Coping: Avoiding Power Struggles with Students and Young People (PBS)

Have you ever been in a power struggle with a student in your school, program or facility? Have you left feeling that there were not any winners that day? If so, this is the workshop for you! Power Struggles are often the precursor to escalating crisis. Too often, competent professionals lack the skill to effectively respond to students in crisis and inadvertently, end up escalating stressful situations. This session will provide participants with take home information and strategies to share with staff to assist them in becoming part of the solution, not the problem. They will learn how to be first responders: not reactors!

Abby Potter, MEd, Sheppard Pratt Health System, Towson, MD

Carrie Freshour, LCSW-C, Baltimore County Public School System, Baltimore, MD

4. Using Empowerment Evaluation to Develop, Improve, and Sustain a Parent Support Program (FP)

Empowerment evaluation (EE) is an evaluation approach designed to increase the likelihood that programs will achieve results by building the capacity of program stakeholders, particularly its consumers, to plan, implement, and evaluate their own programs. This session describes a collaborative partnership with a university researcher as a critical friend in the EE process to develop, improve, and sustain a parent peer support program sponsored by a rural system of care in the Midwest.

Allison Howland, PhD, Collaborative Research Initiative at Indiana University, Bloomington, IN

Brenda Konradi, MS, Kathy Riley, One Community One Family, Inc. Batesville, IN

5. Deconstructing the School Based Mental Health Service Delivery Model: A Systemic Approach to Comprehensive Social Emotional Learning (PS)

Using a systemic lens, this presentation will highlight the importance of the school based mental health service delivery model demonstrating its ability to enhance social emotional learning, offer practical suggestions for integrating school based mental health and address the need for access to mental health literacy education in teacher preparation programs and advocacy for mental health literacy among the range of P-12 professionals.

Janee Both Gragg, PhD, MFT, LPCC, Amber Bechard, PhD, University of Redlands, Redlands, CA

Shyrea Minton, Ed, LPCC, PPS, California State University, Northridge, CA

Anita Shirley, MA, PPS, Corona-Norco Unified School District, Norco, CA

Janet Chapman Curtis, MA, PPS, Yucaipa Calimesa Joint United School District, Yucaipa, CA

Brandt Bechard, BA, Dominica University, River Forest, IL

6. Supporting Teachers' Use of Evidence-Based Classroom Management Strategies: Preparing School Mental Health Professionals for Collaborative Consultation (QEBP)

We hope that by participating in the advanced skills workshop, audience members will enhance their provision of consultation to teachers to facilitate their use of high quality classroom management strategies. Audience members will learn about the five stages of behavioral consultation, will be given templates for achieving the goals of each stage, and will learn how basic motivational interviewing techniques can be infused into the consultation process.

Chelsea Hustus, BS, Julie Owens, PhD, Center for Intervention Research in Schools, Ohio University Athens, OH

7. The Use of Complete Mental Health Screening to Promote Student Social Emotional Health (QEBP)

Universal screening enables the early identification of mental health difficulties and can support prevention and early intervention efforts. Currently, the primary focus of screening efforts is on the identification of risk. A contemporary approach, complete mental health (CMH) screening, assesses for student risks and strengths. This workshop will describe CMH screening and provide guidance for professionals interested in conducting universal CMH screening to obtain a comprehensive picture of individual students and school-wide needs and functioning.

Erin Dowdy, PhD, Michael Furlong, PhD, Stephanie Moore, BA, Kathryn Moffa, BA, Agustina Bertone, BS, University of California- Santa Barbara, Santa Barbara, CA

8. Developing Incredible Years and Crisis Response as a Model to Promote Parental Involvement with Elementary Student's Mental Health Care (QEBP)

Engaging families in mental health treatment is typically challenging. This presentation focuses on using the Incredible Years model as a basis, along with evidence-based therapies and a strategically designed crisis management service to effectively engage students and families. Through intentionally placing a greater emphasis on eliciting parental involvement and developing a collaborative school crisis response component, increases in parent engagement and effectiveness of treatment in elementary school children were found.

Kelli Gast, MSW, LICSW, Denette Narum, MSW, LICSW, Joel Bakken, MS, Jan Witte, PhD, Solutions Behavioral Healthcare Professionals, Moorhead, MN

9. Increasing Middle School Students' Happiness: A Multi-Component Positive Psychology Intervention Involving Youth and Parents (QEBP)

Subjective well-being (SWB) is linked to better academic and social functioning among youth. Given this relationship, how can we improve SWB among students with less than optimal levels? Presenters will provide results of a study that examined the efficacy of a tier-two multi-component positive psychology intervention (PPI) aimed at improving middle school students SWB. Practitioners will learn how they can implement a comprehensive PPI in a middle school setting to improve students' SWB.

*Rachel Roth, PhD, Boston Children's Hospital, Brighton, MA
Shannon Suldo, PhD, University of South Florida, Tampa, FL*

10. Evidence-Based Practices for Supporting the Mental Health Needs of High-Achieving Youth in Stressful Academic Programs (QEBP)

This conference session will describe a universal school mental health intervention program in development for high school students in Advanced Placement and International Baccalaureate programs. The presenters will describe activities and strategies for teaching effective coping strategies, identifying and reducing use of ineffective coping strategies, and increasing students school connectedness. Participants will develop skills in assessing students stress and coping strategies, and helping students develop healthy coping and engagement strategies.

Shannon Suldo, PhD, Elizabeth Shaunessy-Dedrick, PhD, Lindsey O'Brennan, Elizabeth Storey, MA, Rachel Gormley, BA, Kai Zhuang Shum, BA, University of South Florida, Tampa, FL

11. Exploration of Diversity and Cultural Competence (DY)

To achieve equitable outcomes for all students it is important to strive to for cultural competence in our work. This begins with exploring what one's own cultural attitudes towards communication, time, health, authority, and work habits are. Through a series of facilitated conversations and activities participants will explore the concepts of culture and diversity as well as their own cultural identity, beliefs, and values and how they influence our practices in education and/or behavioral health.

Michelle Myler, MA, NH Department of Education, Concord, NH
Michele Halligan-Foley, MEd, Rochester School District, Rochester, NH
Jenn Sumner, MSW, Franklin School District, Franklin, NH

12. Improving PBIS and School Mental Health integration within Effective Multi-Tiered Systems of Support: National Resource Center Perspectives (PS)

Multi-tiered Systems of Support (MTSS) have emerged as a key framework in the U.S. for efforts to improve school functioning and wellness for children and youth, with advances occurring in policy, research and practice. Education and health/mental health investments in this work have been critical, including those connected to national centers for Positive Behavioral Interventions and Supports (PBIS) and School Mental Health (SMH). This advanced session will underscore the need for collaborative knowledge management to help guide the joining of PBIS and SMH as a unified MTSS. The session will identify common messages and core features of PBIS and SMH working together, and provide examples of how this unified approach can improve depth and quality of MTSS programs and services. Future directions for practice improvement, research and policy will be presented. Perspectives will be presented from leaders from resource centers for PBIS and SMH, reflecting increased efforts for these two national centers, from the education and health/mental health cultures (respectively) to work closely together.

Mark D. Weist, PhD, University of South Carolina, Columbia, SC

Nancy Lever, PhD, Sharon Stephan PhD, Center for School Mental Health, Baltimore, MD

Susan Barrett, MA, Lucille Eber, EdD, The Technical Assistance Center on PBIS, LaGrange, IL

13. Technology in School Mental Health Assessment: Using DBR Connect in Screening and Progress Monitoring (TH)

Evidence supporting the use of Direct Behavior Ratings (DBR) within multi-tiered frameworks is reviewed. Participants will build skills using DBR through direct practice, and will apply knowledge to opportunities in their multi-tiered assessment practice. In addition, the DBR Connect system to collect, store, interpret, and communicate DBR information will be reviewed. Active discussion regarding use of DBR Connect in combination with other assessment practices will be included.

Sandra Chafouleas, PhD, Emily Auerbach, BA, Taylor Koriakin, BA, University of Connecticut, Storrs, CT

Lindsey O'Brennan, PhD, University of South Florida, Tampa, FL

Conference Program

Friday

September 30, 2016

Friday, September 30, 2016

7:00-8:15 AM Registration

8:15-8:20 AM Welcome

Sharon Hoover Stephan, PhD and Nancy Lever, PhD, Co-Directors, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

8:20-9:20 AM Keynote Address

School Climate and School Mental Health

Catherine Bradshaw, PhD, M.Ed., Professor and the Associate Dean for Research and Faculty Development, Curry School of Education, University of Virginia

Dr. Bradshaw will review core components of school climate, including its measurement and evidence-based interventions. The role of school climate in comprehensive school mental health efforts will be considered.

9:20-9:30 AM Break

9:30-10:30 AM Conference Session 5

5.1 The Importance of University-School Partnerships: Integrating Student, Teacher, and Parent Voice into Evidence-Based Practices (CC)

Authentic, bidirectional school-university partnerships are needed to meaningfully engage youth, educators, and family members when developing school-based programming addressing academic and mental health needs of youth. This presentation highlights the collaborative, iterative process taken by a university research team in their development of a universal curriculum supporting the stressors faced by high school students in Advanced Placement and International Baccalaureate classes. Collaboration strategies and lessons learned from two project high schools will be discussed.

Elizabeth Shaunessy-Dedrick, PhD, Shannon Suldo, PhD, Lindsey O'Brennan, PhD, Janise Parker, PhD, Camille Hanks, BA, Amanda Collier, BA, University of South Florida, Tampa, FL

5.2 Realities: Ideas That Have Become Successful Collaborations with Schools and Other Stakeholders (CC)

Family Service of Rhode Island staffs will present a conference session that demonstrates how the organization and staffs have built a collaborative culture for student mental health. Family Service staffs will share how an onsite integrated approach utilizing evidence based trauma informed mental health crisis response,

evaluation, service provision and Restorative Practice interventions maximizes overall success in school, home and community. We determined that providers must be committed to developing collaborative efforts to have impact.

Marie Palumbo-Hayes, LICSW, Tory Kouame, BSW, Allison Parkhurst, LMFT, Family Service of Rhode Island, Providence, RI

5.3 Stimulating Health and Education Integration! (CC)

What does health and education “systems integration” to support the whole child look like? It begins with collaboration! Collaboration, across state child and family serving agencies and local community organizations, intended to inform and design models for meeting the comprehensive needs of children and their families. Bringing lessons learned into practical application, this session will highlight examples of key strategies that Michigan is employing through its collaborative efforts and the state models that are evolving from this intentional work!

Shawn Cannarile, MEd, Sara Williams, LLMSW, MPH, Michigan Department of Education, Lansing, MI

Elizabeth Newell, EdS, LPC, CTS, Michigan Department of Health and Human Services, Lansing, MI

5.4 A Telemental Health Pilot in an Urban Setting (TH)

This presentation details how one urban school mental health program reduced barriers to care by utilizing telemental health to increase psychiatry services through a 3 armed model (on-site, tele, blended). Telemental health training of psychiatrists and clinicians as well as challenges and successes will be discussed and findings from pilot will be shared. Practical tips for training and implementation will be outlined.

Jennifer Cox, MSW, Nancy Lever, PhD, Kelly Willis, MSW, Ashley Mayworm, PhD, Sharon Hoover Stephan, PhD, University of Maryland School of Medicine, Baltimore, MD

5.5 Intensive Intervention for Emotional and Behavioral Difficulties in School Settings: Approaches at Elementary, Middle, and High School (SOC)

Tiered behavioral supports are the primary mechanisms for addressing social/behavioral problems in schools. Unfortunately, many students are respond poorly to these standardize tiered interventions. Adaptations to tiered behavioral interventions are often completed a framework to guide modifications. The purpose of this presentation is to present a proposed Adapted Intervention Framework (AIF) to guide modifications to Tier 1 and Tier 2 programs and to present results of adapted behavioral interventions on student behavior.

Joseph Wehby, PhD, Department of Special Education, Peabody College, Vanderbilt University, Nashville, TN

Catherine P. Bradshaw, PhD, University of Virginia, Charlottesville, VA

Katrina Debnam, PhD, MPH, Elise Pas, PhD, Nicholas Ialongo, PhD, Johns Hopkins University, Baltimore, MD

John Lochman, PhD, University of Alabama, Tuscaloosa, AL

Eric Bruns, PhD, University of Washington School of Medicine, Seattle, WA

Jesse Suter, PhD, Center on Disability and Community Inclusion, University of Vermont, Burlington, VT

5.6 Enriching PBIS to Address Complete Mental Health: Leadership, Teaming, and Systems Coaching (PBS)

Come learn about one state's process and strategies at both the state and district level for expanding their Positive Behavior Interventions and Supports (PBIS) systems to integrate mental health supports and collaborate across students, family and youth-serving organizations. This conference session will describe one state and partnering district's process for supporting early implementation of a multi-tiered system of supports for complete mental health, including establishing effective teams, leadership and coaching systems.

Catherine Raulerson, EdS, Karen Childs, MA, University of South Florida, Tampa, FL

Katrina Eunice, MA, Duval County Public Schools, Jacksonville, FL

5.7 Braiding Together Schools & Community Mental Health: Building a System of Care from the Ground Up (SOC)

The Children's MOSAIC Project has created an integrated mosaic of services--a mental health system of care--that maximizes the positive impact on children in need. This session will focus on work within the educational system and community mental health but will also include parallels of new practices and encouraging results in all sectors of the Project. Universal screening, responsive practices and addressing the multiple needs of children and family through a systemic lens are the hallmarks of a successful school mental health program.

Heather Sweet, MPH, Cynthia Mester, PHD, LCPC, Mental Health Centers of Central Illinois, Springfield, IL

5.8 The Preservice Classroom Management Project: Applied Skills Training for Teacher Candidates (QEBP)

This presentation will describe The Preservice Classroom Management Project; a novel training program that utilizes best practices in skill acquisition methodology to promote instructional and behavior management skills during the preservice professional internship. The presentation will provide an overview of research on classroom management training in teacher education programs along with a comprehensive description of the PCMP, strategies, and evidence of outcomes and program acceptability along with future directions and next steps.

Alex Holdaway, MS, Jonathan Baldwin, BA, Julie Owens, PhD, Noah Lorincz-Comi, BA, Ohio University Center for Intervention Research in Schools, Athens, OH

5.9 Building School Mental Health Capacity: Data-Driven Practice (QEBP)

This presentation discusses the use of the School Mental Health Capacity Instrument (SMHCI), a tool for making data-driven decisions regarding systems change in schools. The SMHCI is a validated measure that assesses a school's ability to address mental health in three areas: promotion/prevention, early recognition/referral, and intervention. Through case examples, report templates, and ten years of data, participants will learn how to use the SMHCI to identify needs with regard to systems change in schools.

Amy Kaye, PhD, Rachel Roth, PhD, Boston Children's Hospital Neighborhood Partnerships, Boston, MA

5.10 Impacts of the Healthy Relationships Plus Program: Differential Approaches and Impacts for Specific Subgroups of Youth (DY)

Although the benefits of evidence-based practice (EBP) are well-established, little research focuses on differences between effects of EBPs as implemented in efficacy trials, and EBPs as utilized in the field. This conference session will take a realist evaluation frame (i.e., what works, for whom and in what contexts) in order to understand the differential impacts of the Healthy Relationships Plus Program (HRPP), a small groups Tier 1/2 mental health promotion program, across multiple evaluation studies.

Deinera Exner-Cortens, PhD, MPH, University of Calgary, Faculty of Social Work, Calgary, Alberta

Alicia Lapointe, MEd, Western University, Faculty of Education, London, Ontario

5.11 Using Evidence-Informed Practice Methods to Foster the Academic Success of Academically At-Risk African American Female Adolescents (DY)

Workshop participants will have an opportunity to increase their knowledge about various school, family, peer group, and community- level factors that impact the educational outcomes of African American female adolescents. Participants will apply evidence-informed practice methods to simulate the planning, implementation, and evaluation of a full continuum of early and/or targeted school-wide Tier I, small group Tier II, and individual Tier III psycho-social interventions for African American female adolescents who are at-risk for school failure.

M. Annette Clayton, PhD, Virginia Wesleyan College, Norfolk, VA

5.12 Practices and Processes for Allocating School Mental Health and Substance Abuse Prevention Dollars (FS)

This conference session will be used as a platform to provide educators, school administrators, and social service providers with the tools, resources, and guided steps related to translating findings from this community-based needs assessment into plans for funding targeted school-based mental health and substance abuse

prevention efforts.

Samantha Bates, MSW, Dawn Anderson-Butcher, PhD, The Ohio State University, Columbus, OH

Rhonda Meyers, MSW, Fairfield County ADAMH Board, Lancaster, OH

5.13 Best Practices in Youth Engagement in School Communities and State Agencies (YIL)

As part of Colorado's AWARE grant, the state hired two part-time Youth Advisors to provide youth voice in grant activities. Youth and family engagement is a major priority for the state as well as SAMHSA. This session offers an opportunity to hear lessons learned about youth engagement and will offer opportunities to assess your current level of youth engagement and learn strategies for garnering more meaningful youth engagement and positive adult-youth partnerships.

Alejandra Venzor, BA, Sarah Mathew, BA, Emilie Davidson, MPH, Colorado Department of Education, Denver, CO

10:30-10:45 AM Break

10:45-11:45 AM Conference Session 6

6.1 Promoting School Safety through Emotional and Behavioral Health Crisis Response and Prevention (CC)

Are you seeing an increase in students experiencing emotional and behavioral health crises? Is staff pulled in to support students experiencing these intense emotional breakdowns? Schools across the country are struggling to formulate comprehensive and effective programs to address emotional and behavioral health needs of students and thereby help preserve school safety. The stakes are high for individuals and institutions. Learn what strategies and evidence-based practices are being infused into Baltimore County Public Schools to enhance current school district MTSS, building a continuum of care for addressing students in crisis at schools.

Carrie Freshour, LCSW-C, Baltimore County Public Schools, Cockeysville, MD

6.2 Taking Care of Our Own: Crisis Preparedness and Response in Schools (CC)

The Rochester, New Hampshire School District, which is comprised of 11 schools serving approximately 4500 students, is a pioneer in school-based crisis preparedness and response. The district's Critical Incident Response Team comprised of nearly 30 highly-trained counselors, social workers, psychologists and nurses, can be mobilized at a moment's notice with a comprehensive, evidence-based approach to mitigating the short and long-term psychological impact of disasters, tragedies, and large and small-scale crises.

Raymond Pillsbury, MEd, Michele Halligan-Foley, MEd, Rochester School District, Rochester, NH

6.3 Advancing School Mental Health through the Whole School, Whole Community, Whole Child Model (CC)

In this presentation, an overview is provided regarding the Whole School, Whole Community, Whole Child (WSCC) Model, which was recently released through joint partnership by the CDC and ASCD. Evidence related to the various WSCC components is summarized and case examples focused on policy, process, and practice efforts are highlighted. Participants will engage in active discussion regarding utility of the model, with emphasis on implications for school mental health efforts.

Sandra Chafouleas, PhD, Lisa Sanetti, Daniel Volk, BA, University of Connecticut, Neag School of Education, Storrs, CT

6.4 Adopting a Unified MTSS in a Large School System: Successes and Lessons from Baltimore County (PBS)

Baltimore County Public Schools is the 25th largest school district in the US, with 175 schools serving more than 111,000 students. The system had a variety of programs and resources, including student services staff, partnerships with community mental health providers, and PBIS in many schools. This workshop will share the MTSS the district has adopted to integrate existing effective programs while ensuring that all schools implement a continuum of evidence-based services and supports.

Deborah Somerville, BSN, MPH, Kimberly Ferguson, MEd, Lisa Selby, MA, LCPC, Baltimore County Public Schools, Towson, MD

6.5 Nevada's Behavioral Prevention Framework: Integrating PBIS and SMH in 3 School Districts (PBS)

The Nevada PBIS Technical Assistance Center provides training and technical assistance in PBIS implementation across the state, working at the district and state levels. Through this work, integration of PBIS and school mental health have naturally aligned in a prevention model. This presentation will highlight the work being done in three school districts through integration of practices, personnel and data collection systems. Nevada's state framework for integration will be presented and disseminated.

Ashley Greenwald, MA, Kaci Fleetwood, MEd, Nevada Positive Behavioral Interventions and Supports Technical Assistance Center, Reno, NV

6.6 Supporting Data Based Decision Making to Build an Effective Multi-Tiered Model for Complete Mental Health in Schools (PBS)

In this session participants will learn about Florida's approach to supporting three school districts with data based decision making to evaluate student performance outcomes of an integrated multi-tiered model for complete mental health.

Participants will hear about the model for implementation, view case examples from each district and participate in discussions relevant to own work about integration of existing data based decision making practices with those sources that are needed to encompass overall social emotional well-being.

*Karen Childs, MA, Catherine Raulerson, EdS, Florida's PBS MTSS Project, Tampa, FL
Shannon Suldo, PhD, University of South Florida, Tampa, FL*

6.7 RENEW: Building Resiliency for Transition Age Youth with Emotional and Behavior Challenges (JJD)

This session will provide an overview of RENEW, an intervention designed to support youth with significant emotional and behavioral challenges as they transition to adult life. The session will include a description of the primary components of RENEW and how those components relate to the development of self-determination skills and social support. The presentation will also demonstrate how RENEW is being implemented in high schools as part of a multi-tiered system of support.

JoAnne Malloy, PhD, Kathryn Francoeur, MEd, Institute on Disability at UNH, Concord, NH

6.8 Meeting the Challenges of Implementing a System of Care (Placer County a Case Example) (SOC)

The Placer County Children System of Care has over a 20-year history of supporting our key outcomes for children and families to be safe, at home, in school, out of trouble and economically self-sufficient. This workshop will demonstrate the collaboration and integration of education with mental health, child welfare, probation and the courts. Participants will understand key features of successful collaboration and strategies to reach positive outcomes for children, youth and families.

Michael Lombardo, MS, Eric Branson, Placer County Office of Education, Auburn, CA

6.9 Family Engagement SWOT! Strengths, Weaknesses, Opportunities and Threats in the Era of ESSA! (FP)

This session will provide an overview of family engagement; what it is and is not, a scan of current needs, threats and opportunities, and some concrete action steps to support strong family partnerships.

Claudette Fette, PhD, Texas Woman's University, Denton, TX

6.10 CoreLife: Evaluation of an Emerging Social and Emotional Learning Program for Elementary Schools (QEBP)

This session will focus on describing a locally developed SEL program, Core Life, and the evaluation of this program. The program stakeholders undertook an evaluation to understand the program's impact on students' SEL competencies and academic achievement as well as on school climate. This session will include a discussion of the program design, the evaluation design and process, and the results of this initial evaluation. Implications for SEL program development and evaluation will be discussed.

Paul D. Flaspohler, PhD, Hannah Dinnen, MEd, Renee Schardt, Miami University, Oxford, OH

Ashlee Young, MPH, Interact for Health, Cincinnati, OH

6.11 The Making Connections Intervention: Engaging African American Youth in School Mental Health Services (DY)

This presentation will describe the Making Connections Intervention (MCI), a novel intervention to engage Black adolescents with mental disorders in school mental health services. A unique feature of MCI is its three-level focus on adolescents, the caregivers of the adolescent, and the therapists who treat adolescents, creating an approach that is far more comprehensive than previous engagement efforts with Black adolescents. Pilot data and implications for best practices for the field will be considered.

Michael Lindsey, PhD, MSW, MPH, New York University, New York, NY

Nancy Lever, PhD, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

6.12 A Strategic Financing Approach to Sustain School-Associated Mental Health Services (FS)

This workshop will provide administrators, policy makers, community leaders and advocates with a five-step strategic approach to underwrite mental health services to fortify students' resilience and mitigate their significant mental health issues. Participants will learn how to apply the process to a multi-tiered system of supports, and will be equipped with a wide array of financing ingredients for potential inclusion in their own recipes for reliable financing of services that work.

Frank Rider, MS, American Institutes for Research, Raleigh, NC

Elizabeth Freeman, MSW, American Institutes for Research, Lexington, SC

6.13 Youth Empowerment as a Framework to Engage Young People in Creating School & Community Change (YIL)

The goal of Youth-led programming in Ohio is for young people to collectively engage in data-driven strategic planning processes to implement EBP strategies that create meaningful change within their school/communities. YLP is a comprehensive approach to address social, emotional and behavior health needs of all young people. This session will inform attendees about research surrounding strategies supporting effective YLP, and how Ohio has developed a theory of change and a framework for effective youth-led programs.

Valerie Leach, BA, OCPS, LCDCII, Ohio Department of Mental Health and Addiction Services, Columbus, OH

11:45-12:35 PM Luncheon and Awards Recognition

School Health Services National Quality Initiative: Be Counted

The Center for School Mental Health team will highlight a national initiative to advance accountability, excellence, and sustainability for comprehensive school mental health systems nationwide.

Juanita Cunningham Evans Memorial Award for Contributions in School Mental Health

This annual award is given to an individual who has significantly impacted the advancement of school mental health policy, research, and/or practice.

Youth and Family Partnership Award

This award is given to an individual, school district, organization, or school mental health program who effectively partners with youth and families in delivering quality school mental health programming.

12:40-12:45 PM Break

12:40-1:40 PM Conference Session 7

7.1 Mental Health Collaborative: A Multi-disciplinary and Comprehensive Approach to Improve School Mental Health (CC)

In Irvine Unified School District, the creation of a Mental Health Collaborative acts as an advisory board for the district with representation from school administration, school mental health, community partners, parents, students, and higher education. The role of the Collaborative is to provide guidance on the direction and programming implemented by the IUSD Mental Health Department. This presentation will discuss how districts can develop a similar collaborative body to gain support and participation to improve mental health services within the schools.

Amber Ramirez, LCSW, Suzanne Campbell, BS, University of Southern California, School of Social Work, Irvine, CA

Melissa Di Scala, PsyD, Irvine Unified School District, Irvine, CA

7.3 It Takes a Voyage: Implementing HI AWARE in Nanakuli Waianae, Hawaii (CC)

It Takes a Voyage means that adults have skills to address the trauma that students bring to school. A functioning multi-tiered student support system must be in place to address schools with high transiency, poverty, violence and drugs while promoting academic growth and school attendance. The mindset that change CAN happen, is core for successful implementation. This presentation will address the implementation challenges schools face and how Nanakuli-Waianae schools are implementing evidenced-based practices across the Tiers.

Kelly Stern, MA, Ann Mahi, MA, Hawaii Department of Education, Kapolei, HI

7.4 “Ain’t Nothin’ but a Misdemeanor:” Truly a Collaborative Attitude! (CC)

How do you make the collaboration process work so smoothly? Attendees will see, through a “behind-the-scenes” camera approach, how one elementary school in East Tennessee has just integrated this “task” into their everyday attitude. From the moment a family walks into the school, this attitude is overt and clear. Attendees will see specifics used to show constant communication, team work, and accountability between students, families, school personnel, SROs, and community mental health workers.

Stacey Tedford, MS, Rebecca Sapp, PhD, Frontier Health, Johnson City, TN

Greg Wallace, EdD, Sharon Pickering, EdD, Tonya Neas, EdS, Johnson City Schools, Johnson City, TN

7.5 From Planning to Implementation: Developing a School Based Behavioral Health Model Toolkit for Developing a School Based Behavioral Health Model (CC)

This workshop will provide participants with insight on how to develop a school based behavioral health model using community collaboration, existing infrastructure, and enhancing the service delivery model. The discussion will include insights from the initial vision, to the planning and implementation of the model within a two-year period. We will also focus on a multi-tiered system of care and discuss evidence based professional development to support implementation of a school behavioral health model.

Katrina Eunice, MS, Duval County Public Schools, Jacksonville, FL

Tracy McDade, MSW, Children's Home Society of Florida, Jacksonville, FL

7.6 An Overview and Case Example of the Interconnected Systems Framework-Implementation Inventory (PBS)

The Interconnected Systems Framework - Implementation Inventory (ISF-II) is a fidelity measure with organized action planning to improve implementation. The ISF joins together School Mental Health and Positive Behavioral Interventions and Supports in order to advance a more organized delivery system with greater depth, quality and range of services. This session will review the ISF-II via a case example from one school district where 15 schools participated in a national validation study of the measure.

Joni Williams Splett, PhD, University of Florida, Gainesville, FL

Kelly Perales, MSW, Midwest PBIS Network, Hummelstown, PA

Dawn Moss, BA, Central Intermediate Unit 10, Bellefonte, PA

Carissa Orlando, MA, Ashley Quell, MEd, University of South Carolina, Columbia, SC

7.7 Empowering Students to Support their Self-Regulation through the Incorporation of Classroom Sensory Strategies (PBS)

Students can have difficulty with managing their emotional and behavioral responses that potentially interfere with engagement in learning activities and peer relations. Utilization of sensory strategies can help with self-regulation. Through collaboration between the occupational therapist and teacher, students can learn to self-monitor and utilize sensory strategies that improve self-regulation. A case approach will be used to illustrate how students can be empowered to engage in their own self-regulation through sensory approaches.

Sharon Ray, ScD, OTR/L, Stony Brook University, Stony Brook, NY

7.8 Challenges and Solutions to Integrating the ESMH Framework in West Virginia Schools (SOC)

The purpose of this session is to present lessons learned in implementing the Expanded School Mental Health framework in West Virginia over the last six years. In 2010 the Bureau for Behavioral Health started by awarding five entities planning grants to implement ESMH in twelve schools in seven counties. In this session we intend to present challenges in three areas and discuss what we learned about how to address them.

Richard Crespo, PhD, Tiffany Pittman, MA, LPC, AADC, Marshall University School of Medicine, Huntington, WV

7.9 BRISC in Ontario (QEBP)

To address the issue of fragmented programs and services across the province, Ontario, Canada's SMH ASSIST has partnered with the University of Washington School Mental Health Assessment, Research and Training Centre (SMART) to conduct a pilot test of the Brief Intervention for School Clinicians (BRISC). Quantitative and qualitative data will be presented on fidelity of implementation and practitioners' and stakeholders' perspectives on BRISC's feasibility, acceptability, and appropriateness to the needs of students in Ontario.

Eric Bruns, PhD, University of Washington School of Medicine, Seattle, WA
Alexandra Fortier, MSW, SMH ASSIST, Toronto, Ontario

7.10 Assessment in Action: Progress Monitoring and School Mental Health (QEBP)

With the integration of MTSS into schools, the emergence of new approaches to progress monitoring, and the continuing unmet need among children with mental health problems, the evaluation of progress monitoring procedures is a critical task. In this presentation, we A) review options available to school-based practitioners for progress monitoring and B) review data from a study comparing different progress monitoring methods. Our goal is to provide an engaging discussion regarding selecting progress monitoring measures.

Faith Miller, PhD, University of Minnesota, Minneapolis, MN

7.11 Supporting Diverse Classrooms, One Mindfulness Lesson at a Time (DY)

Mindfulness skills have been used for thousands of years in a variety of cultural and spiritual traditions. In the last 40 years, mindfulness has been recognized as effective in supporting individuals with a range of challenges, including diverse student populations. Participants will learn mindfulness skills to help their students effectively regulate emotions and moods. You will hear how a mindfulness curriculum was implemented in an elementary school with a highly-stressed population, including refugee students.

Tiffany Green, MSW, Riverbend Community Mental Health, Concord, NH

7.12 24,878 Students and Counting (FS)

Provide a foundational understanding of the service model being implemented with Minnesota public funding sources. Focus areas include importance of relationships to vision of sustaining collaborative programming, building 3rd party reimbursement and accessing various forms of complementary funding. Information will be provided on the return on investment for MN-DHS through provision of services to students and utilization of stakeholders' meetings to garnish increased support at a legislative level to expand State mandates.

Denise Gardner, LPCC, Sheena Gasner, LICSW, Keith Gascho, LPCC, Fernbrook Family Center, Owatonna, MN

Denise Moody, LICSW, Rochester Public Schools, Rochester, MN

7.13 You Can Go to College: How to Build a Successful Plan! (YIL)

Supporting and strengthening a family through the diagnosis and management of a mental illness requires both a determination to reduce and eliminate stigma, and a commitment to partner through the good and not so good. This session will describe our family's choice for college and how we all prepared to face the challenges of college, what to do when it goes wrong, where to seek support and how and when to ask for help. The audience will have insights into the very real feelings of both Mom and Daughter as they share honest reflections about navigating school, social, stigma and mental illness.

Megan Pickard, Lisa Pickard, MBA, www.notyourneurotypicals.com, Stilwell, KS

1:40-1:55 PM Break

1:55-2:55 PM Conference Session 8

8.1 Boosting Student Well-Being, Academic Success, and Professional Sustainability Utilizing a 3-tiered Approach that Integrates Social Emotional Learning and the Common Core State Standards (CC)

LAUSD School Mental Health professionals will present a three-tiered approach to school mental health practice and demonstrate how interventions can be aligned with the Common Core State Standards and Social Emotional Learning frameworks. Presenters will share examples of specific interventions that contribute to increased social emotional learning competency and higher achievement of state standard expectations in math and English-language arts. This session will also highlight our Field Instruction program that contributes to sustainability.

Cherie Hudson, MSW, PPSC, Sally Stevens, MSW, PPSC, Los Angeles Unified School District, Los Angeles, CA

Tory Cox, MSW, PPSC, University of Southern California, Los Angeles, CA

8.2 Implementing a Common Intervention for Transition Age Youth: A School Board-Community Mental Health Collaboration (CC)

An implementation science approach to implementing and evaluating a community wide intervention for transitional age youth will be described. Participants will learn the systematic way in which Transition to Independent Process (TIP) is being implemented for youth with mental health and addiction problems in one Ontario region. In particular, the experience of one participating school board will be discussed. Benefits of cross sector collaboration as well as implementation challenges will be addressed.

Virginia Nusca, PhD, Lisa Mulvihill, PhD, Carrie Parking, Child and Youth Worker Studies Diploma, Waterloo Region District School Board, Kitchener, NY
Kim Baker, BA, Centre for Addiction and Mental Health, Toronto, NY

8.3 Teaching Social Skills through Sport: The LiFEsport Curricular Model (PBS)

This presentation will overview The LiFEsports Initiative, an evidence-based program designed to teach social skills through sport. The presentation will showcase the LiFEsports model and its focus on four social skills (i.e., self-control, effort, teamwork, social responsibility). Research will be presented to highlight key findings. Participants will engage in activities which demonstrate a lesson plan. Dialogue will reflect on ways to integrate the LiFEsports model into a variety of contexts (e.g., physical education, afterschool programming).

Dawn Anderson-Butcher, PhD, Tarkington, J. Newman, MSW, Samantha Bates, MSW, Lauren Paluta, MSW, MPH, The Ohio State University, Columbus, OH

8.4 Understanding School Truancy and High School Dropout through the Lenses of Bronfenbrenner's Ecological Theory of Human Development and the Social Capital Theory (JJD)

High school dropout and truancy are current problems in the life of our urban youth and communities. How to tackle these problems can be challenging due to its cross system implication and the number of actors involve in it. This presentation aims to unpack and understand these problems through the lenses of Social Capital Theory and Bronfenbrenner's Ecological Theory of Human Developing. Paying particular attention to the kind of collaborations that occur across systems and its impact on the adolescent behavior.

Ana Maria Rodriguez, MS, Binghamton University – SUNY, Binghamton, NY

8.5 Family- and Youth-Driven Wraparound: New Hampshire's System of Care Project (SOC)

There is growing evidence that high quality Wraparound improves the behavioral health outcomes and community inclusion of children and youth with significant emotional and behavioral challenges and their families. This session will highlight the implementation of Wraparound in a System of Care project in New Hampshire called Fast Forward. The project coordinator, workforce partner and family/youth peer support partner will discuss the key model elements, case examples, and outcome data with 20 families.

Adele Gallant, MA, NH Department of Health and Human Services, Concord, NH

JoAnne Malloy, PhD, Institute on Disability at UNH, Concord, NH

Kathlee Abate, BA, Granite State Federation of Families for Children's Mental Health, Manchester, NH

8.6 Foundational Elements of a Therapeutic Milieu within the Public Education System: Implementation of Objective Elements in an Integrated Educational and Social-Emotional Classroom (YD)

This presentation will explain Chico Unified School District, Butte County SELPA and the Diagnostic Center-North's collaborative project involving the development of an online living document outlining the foundational elements of a therapeutic milieu classroom. The resulting protocol fully embraces collaboration and integration of academic success with social emotional learning and best practices for therapeutic intervention. The team will discuss lessons learned from comprehensive cross-agency collaboration, beginning stages of

implementation and classroom coaching.

Tara Zombres, MEd, Diagnostic Center-North, California Department of Education, Fremont, CA

Aaron Sauberan, MA, Chico Unified School Districts, Chico, CA

Lena Corea, LCSW, MSW, Nick Bartlett, MS, Butte County SELPA, Oroville, CA

8.7 Assessing, Teaching and Treating the Delinquent, Mentally Ill Student (PS)

This presentation outlines effective interventions for students who have a combination of clinical and behavioral contributors that lead to difficulties in the school environment. The presenters, an applied behavioral analyst and a child psychiatrist, provide practical methods of identifying the nature and relative contributions of clinical versus behavioral aspects, and outline effective assessment, teaching and treatment strategies that integrate behavioral and clinical approaches. These approaches lead to improved academics and reductions in behavioral difficulties.

Jan Ostrom, MS, LP, BCBA, Brih Design, Brooklyn Center, MN

William Dikel, MD, Independent Consulting Child and Adolescent Psychiatrist, Minneapolis, MN

8.8 Unconditional Education: Infusing Social Emotional Data into School Practice and Evaluation Design (PS)

During this presentation, Seneca will share lessons learned around creating a comprehensive evaluation framework for the Unconditional Education school partnership model, which provides multi-tiered academic, behavioral, and social emotional supports in schools serving high-needs communities. Presenters will share how this model infuses the mental health perspective into the student referral process and demonstrate how existing data analysis can be enhanced by using social emotional data to proactively and accurately identify and plan around student need.

Jenny Ventura, MSW, Jennifer Simeone, ASW, Seneca Family of Agencies, Oakland, CA

8.9 Adult Caregiver Consultation as a School-Based Therapist (PS)

This presentation will outline ways to develop a shared understanding and shared plan among adult caregivers using attachment and trauma theory. The session will provide a framework for environmental intervention and address how to improve adult caregiver's abilities to carry out environmental intervention. Lastly participants will gain a framework to understand commonly encountered obstacles to collaboration, and gain recommendations for how to address those challenges.

Rachel Paster, PsyD, EdM, CAS, Michael Clontz, MSW, Christopher Reiger, PhD, Wediko Children's Services, Boston, MA

8.10 Collaborative Implementation and Evaluation of an EBP in a Rural School (QEBP)

Presenters will provide information regarding a rural high school's implementation and evaluation of Nashville Students Taking a Right Stand (STARS), which is a school- and evidence-based program endorsed by SAMHSA. STARS fosters protective factors among the student body to encourage positive

behaviors that promotes reduced substance use, mental health, and academic success. Attendees will have the opportunity to ask questions about issues related to funding, implementing, and evaluating school- and evidence-based practices in their communities.

Lauren Wright, MEd, Allison Howland, PhD, Collaborative Research Initiative at Indiana University, Bloomington, IN

Brenda Konradi, MS, One Community One Family, Inc., Batesville, IN

Fran Moore, MSW, Milan High School, Milan, IN

8.11 Characterizing the Students Receiving Treatment in a Large School Mental Program: Implications for Differential Impact and Dissemination (QEBP)

This presentation describes the use of Latent Class Analysis to classify and evaluate the impact of SMH services. The goal of this presentation is to better understand the diverse student profiles of youth served within a large urban SMH program and the differential impact of SMH services on mental health and educational outcomes. This presentation will highlight ways to use more sophisticated and nuanced evaluation methodology to document and share program impact with diverse stakeholders.

Mark Sander, PsyD, Hennepin County/Minneapolis Public Schools, Minneapolis, MN

Brian Daly, PhD, Drexel University, Philadelphia, PA

Jill Bohnenkamp, PhD, University of MD., School of Medicine, Baltimore, MD

8.12 Alternative Payment Model to Meet the Needs of Stakeholders in a Community & School-Based Behavioral Health Service (FS)

This presentation discusses an alternative payment arrangement (APA) for community and school-based providers. Participants were 7 agencies covering 33 schools and 8 districts. During the APA, enrollment increased while average units per child decreased (-19%). All providers met quality standards. Ratings for family ($p < .0001$) and child ($p < .0001$) functioning indicate that clinical outcomes improved and were not negatively impacted by the change in payment structure. Ratings of therapeutic alliance were significantly higher during the APA ($p < .0001$).

Shari Hutchison, MS, Diane Lyle, MT-BC, LPC, Community Care Behavioral Health, Pittsburgh, PA

8.13 Empowering Youth through School Community Partnerships (YIL)

Hokupa'a is a multi-sector partnership created to support the young people of West Hawaii. This session will describe how our collective work and shared responsibility empowers young people and supports schools to improve personal, educational, and economic outcomes for youth and the future of Hawaii.

Arthur Souza, MEd, Sandra Taosaka, MEd, Department of Education West Hawaii Complex Area, Kailua-Kona, HI

Kei-Lin Cerf, MBA, University of Hawaii at Hilo/RCUH and Hokupa'a, Waikoloa, HI

2:55-3:05 PM

Break

3:05-4:05 PM Conference Session 9**9.1 Intensive Support Team - Central-Office System of Support for Students with Mental and Behavioral Health Needs (CC)**

The Intensive Support Team (IST) is a strategy to address the increasing mental and behavioral health needs of students. The IST was implemented in response to schools identifying an increasing number and severity of students with mental and behavioral health needs. Evaluation data and recommendations for program refinement will be shared.

Brian Holmquist, MOT, Leia Esser, EdD, Madison Metropolitan School District, Madison, WI

9.2 School Leaders' Perspectives on an Innovative School-Based Mental Health Intervention (CC)

The purpose of this presentation is to discuss the results of interviews with principals and assistant principals after the first year of expansion of the school-based mental health project, called the School-Based Support (SBS) program. The SBS program was designed to increase the capacity of elementary schools to recognize and meet the needs of students with mental health problems that threaten their school success. Better understanding leaders' perspectives of the SBS program, including successes and barriers, may prove valuable for other entities looking to forge a multi-system partnership focused on youth mental health in schools.

Joelle Powers, PhD, MSW, Boise State University, Boise, ID

Danielle Swick, PhD, MSW, University of North Carolina, Greensboro, NC

9.3 Integrating Comprehensive School Mental and Behavioral Health Services into Learning Supports within Multitiered Systems of Support (MTSS) (PBS)

Multitiered systems of support (MTSS) offers an evidence-based framework for effectively coordinating and integrating services throughout the school system and among the community to support student success. School psychologists help schools reap the maximum benefits of MTSS by offering comprehensive mental health services across all three tiers, supporting improved collaboration and coordination between school and community providers, and facilitating the integration of student and school information to improve data based decision making.

Margaret Sedor, NCSP, ABSNP, LEP, National Association of School Psychologists, Bethesda, MD

9.4 Lawndale Elementary School District & University of Southern California Collaborative Model: Integrating Trauma-Informed Services with the District-Wide Positive Behavior Support Implementation (PBS)

Lawndale Elementary School District & University of Southern California capacity building partnership illustrates how this collaboration changes the overall school climate and builds a trauma-informed district. Through the RTI multi-tiered framework and district-wide PBIS implementation, participants will learn how Lawndale ESD utilizes various data to create the MSW Internship program as a catalyst for organizational culture change and the vehicle to provide timely comprehensive student support services/programs to all stakeholders within the learning community.

Suh Chen Hsiao, MSW, LCSW, Vivien Villaverde, MSW, LCSW, University of Southern California, Los Angeles, CA

Maria Ruelas, MSW, Jorge Arroyo, MEd, Lawndale Elementary School District, Lawndale, CA

9.5 A Pre-K-12 School-Community Health Hub to Promote Healthy Students and Families (SOC)

This presentation will offer an opportunity to learn from a rural county how partnering through an innovative system-building approach “a Health and Wellness Hub” brought schools and communities together under a shared vision, values, and commitment to meet people where they are, particularly students and their families needing support and services. Schools were central to carrying out the Health and wellness Hub and insuring students could access both school and community-based mental health services.

Deborah Loesch-Griffin, PhD, Turning Point, Inc., Virginia City, NV

Christine McGill, MA, Peggy Edwards, MA, Healthy Communities Coalition, Dayton, NV

Michele Watkins, MSW, LCSW, Central Lyon Youth Connections, Dayton, NV

9.6 Mobilizing Your Community to Address Youth Mental Health Through Strong Community Management Teams (CMTs) (SOC)

Learn how Project AWARE Ohio is building and facilitating strong, well-informed, and effective leadership at the state (through a State Management Team) and local communities through three local Community Management Teams (CMTs). In particular, learn how the local communities mobilized their CMTs to help local community collaborations improve the health, well-being, and educational needs of children and families to ensure that children and families will be socially, emotionally, and behaviorally resilient and productive citizens.

Vycki Haught, MSW, Warren County Educational Service Center, Lebanon, OH

Mary Wise, MSW, Cuyahoga County Educational Service Center, Independence, OH

Angela Patchen, MSW, Wood County Educational Service Center, Bowling Green, OH

Emily Jordan, MSW, Ohio Department of Education, Office of Exceptional Children, Columbus, OH

Dawna-Cricket-Martita Meehan, PhD, Miami University, Center for School Based Mental Health Programs, Oxford, OH

9.7 Supporting Students with Emotional Disabilities in the Least Restrictive Environment (YD)

This presentation will describe the model of a school mental health program that is designed to support students with emotional disabilities in the least restrictive school environment. The impact of the program components will be explored and outcomes related to academics, social/emotional functioning, and school placement will be reviewed.

Dana Cunningham, PhD, University of Maryland School of Medicine, Baltimore, MD

9.8 Addressing Suicidal Ideation and Behaviors in Youth with Emotional Impairments

Special education programs are designed to provide individualized programs for its students. One aspect of special education programs for emotionally impaired students is dealing with the students’ mental health concerns. It is imperative that professionals are able to intervene during emergency situations such as suicide attempts and suicidal

ideations. Professionals are able to aid the overall intervention process when they are aware and trained in proper intervention techniques.

Susan Woods, BA, Wayne State University, Detroit, MI

9.9 Be Here, Behave, & Perform: Increasing Consistency Among School Staff to Support Student Mental Health (PS)

School-Based Health Centers can provide a role in educating teachers and staff about mental health issues among students. Participation in a 15-month Quality Improvement Initiative through the Center for School Mental Health has allowed the SBHC to directly impact school-wide changes to better support students with mental health issues. Through the development of a Teacher Lunch Bunch Program, the SBHC LCSW was able to educate and support many teachers in an urban high school setting.

Adriane Van Zwoll, MJ, MSW, Loyola University Chicago, Maywood, IL

9.10 Implementing Evidence Based Practices Sustainably: A Case Study from Rural Head Start Systems (QEBP)

This presentation will chronicle the experience of a university-preschool partnership implementing Conscious Discipline, an evidence-based practice emphasizing self-regulation and pro-social behavior, in under-resourced rural Head Starts. Presenters will describe the challenges the partnership faced in implementing the EBP, and then illustrate the strategies used to leverage existing resources to develop sustainability. Using mixed-method data, presenters will discuss initial impacts the implementation has had on developing teachers' self-efficacy and other key outcomes linked to sustainability.

Justin Paulsen, MPA/MA, Allison Howland, PhD, Meagan Benetti, MS, Collaborative Research Institute at Indiana University, Bloomington, IN

9.11 Collaborative and Individual Competencies for School Mental Health Professionals in the Context of Integrated Health Care (FS)

School mental health practitioners are at the forefront in building healthy families and communities. As reform efforts in the US support integrated service delivery models, supporting the training and professional development needs of practitioners working in and delivering comprehensive health care is important. The conference session will discuss the role of school mental health in integrated health care, and describe and discuss research advancing understanding of the collaborative and individual competencies needed in comprehensive care.

Melissa George, PhD, Colorado State University's Prevention Research Center, Fort Collins, CO

9.12 Connecting the Dots: An Online Behavioral Health Referral System (TH)

Come experience how an electronic, online, system for behavioral health referrals can connect school-based and community-based behavioral health services for students and families! This session will demonstrate and explain how to create an online referral system as well as how to build collaborative partnerships between schools and communities. This session will also provide data from the referral system to show its effectiveness and its usefulness in district-wide data-based decision making.

Kim Kaspar, MSW, Laura McArthur, EdS John Damhof, BAA, Aurora Public Schools, Aurora, CO

9.13 Safe Messaging Campaigns and Youth Leadership: What You Can Implement on Your High School Campus (YIL)

Learn about a trio of safe messaging campaigns, guided and inspired by American Foundation for Suicide Prevention guidelines, that Palo Alto's Gunn High School has implemented to create a sustainable awareness of mental health issues on campus. See how the student newspaper, student peer leader group and school staff can reinforce the idea that people can grow from the obstacles and challenges in their lives and that there is hope. Highlighting that it's ok to seek help and that recovery is possible.

Joanne Michels, MSW, Kristy Blackburn, MA, Shawna Chen, MA Henry M. Gunn High School, Palo Alto Unified School District, Palo Alto, CA

4:05-4:15 PM Break

4:15-5:45 PM Symposia Sessions

S1. Working Together for School Mental Health: Teacher Education, Voice and Context (CC)

The conversation about school mental health (SMH) typically focuses on students, with teachers' functions often at the center of this discussion. Teachers provide both targeted and universal supports for students, including fostering a positive school climate, building caring and supportive relationships, and enhancing other protective factors among students (Weston et al., 2008). However, their mental health and well-being and how this relates to collaboration and engagement in SMH activities is not well-studied. These conceptual and empirical papers collectively consider how teachers' preparation, knowledge, professional development, and working as partners in implementation of SMH strategies interact with teachers' stress and well-being.

Authors extrapolate on implications for research, practice and policy.

Susan Rodger, PhD, The University of Western Ontario, London, Ontario

Michael Valenti, PhD, Pressley Ridge, Pittsburgh, PA

Elizabeth Levin Brown, PhD, George Mason University, Fairfax, VA

Karen Weston, PhD, University of Missouri, Columbia, MO

Tammy Schwartz, EdD, Hannah Dineen, MEd, Paul D. Flaspohler, PhD, College of Education, Health and Society, Miami University, Oxford, OH

Kathy Short, PhD, Hamilton-Wentworth District School Board, Ancaster, Ontario

S2. JumpStart4Kids: School-Based Mental Health Program... Collaborative. Innovative. Effective. (CC)

Get a glimpse into the successful collaboration of JumpStart4Kids (JS4K) between Anaheim City School District (ACSD) and Western Youth Services (WYS), and other community agencies that shifts the paradigm of the conventional campus approach to mental health interventions. Panel experts will present evidence of success, key pieces that create effective collaborations, and strategies for reducing risk factors and building protective factors that lead to substantial impact and measurable positive outcomes for students on school campuses.

Nicole Wohlgemuth, LMFT, Lorry Leigh Belhumeur, PhD, Western Youth Services, Anaheim and Laguna Hills, CA

Wendy Dallin, MA, PPS, Anaheim City School District, Anaheim, CA

S3. Synchronicity in Systems Integration: Nevada's Vision for Safe and Respectful Learning Environments (PBS)

The symposium will discuss the steps that a state, districts/schools could use for cross system integration at the state/local levels, and how to align multiple behavioral health initiatives, including alignment of federal grant funded initiatives. The concept of synchronicity is discussed to describe the manner in which Nevada's vision brought about cross system integration of many initiatives. The presenters will provide detailed information and exemplars from two communities/school districts to highlight their successful integration.

Pat Sanborn, MA, Nevada Department of Education, Carson City, NV

Ashley Greenwald, MA, BCBA, Kaci Fleetwood, MEd, BCBA, University of Nevada, Reno, NV

Deborah Loesch-Griffin, PhD, Turning Point, Inc., Virginia City, NV

Christy McGill, MA, Healthy Communities Coalition of Lyon and Storey Counties, Dayton, NV

Brooke Wagner, MS, Frontier Community Coalition, Lovelock, NV

S4. Linking SMH Professional Development to PBS: Developing Innovative Professional Learning Communities in the Real World of Schools (PBS)

This Symposium collects a variety of projects where the presenters (a multi-disciplinary team of practitioners and researchers in the Chicago area) have created and sustained PLCs with SMHPs and related educators in the service of developing effective services across all 3 tiers of PBS. Each presentation will share successes and struggles, and provide attendees with evidence-informed and practical strategies for them to take back to their school communities.

Michael Kelly, MSW, PhD, Adriane Van Zwooll, MJ, MSW, LCSW, University of Chicago, Oak Park, IL

Sybil Dunlap, LCSW, Colleen Cicchetti, PhD, Center for Childhood Resilience, Ann & Robert H. Lurie Children's Hospital, Chicago, IL

Andrew Brake, PhD, Northeastern Illinois University, Chicago, IL

S5. Building Systems That Support School Mental Health Includes Everyone - Collaborating with State and Local Leaders to Build Policy, Infrastructure and Systems (FS)

This advanced skills workshop will provide administrators, policy makers, state and community leaders with strategies to fund SMH programs through building capacity at the state and local levels. Participants will learn the importance of developing strategic partnerships, policies, procedures, and protocols. Participants will also learn how to effectively collaborate with state leaders, build state capacity to support an infrastructure that affords SMH program financial stability, and scale up SMH throughout your state.

Elizabeth V. Freeman, MSW, LISW-CP & AP, American Institutes for Research, Lexington, SC

Mary R. Thorngren, MS, CHES, American Institutes for Research, Washington, D.C.

Kelly Wells, MPA, American Institutes for Research, Mt. Pleasant, SC

S6. Addressing Students' Mental Health Needs: Two Promising Approaches to Foster Positive Youth Development (PS)

While education is ever-changing, addressing the non-academic barriers to learning, such as students' mental health needs, is a constant challenge for educators. This 3-hour session will highlight information from both Safety and Violence Prevention (S&VP) and Youth Mental Health First Aid (YMHFA) training. At the end of this session, participants will have additional skills to identify and address their students' mental health needs to help them be successful in the classroom and beyond.

Lauren Smallwood, MEd, Rebecca Passarelli, MA, Dawna-Cricket-Martita Meehan, PhD, Erin Eakin, MS, Alexandria Intorcio, MA, Miami University, Department of School Psychology, Oxford, OH

S7. Outcomes from an Efficacy Trial of the Cognitive Behavioral Intervention for Trauma in Schools Intervention (QEBP)

The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based intervention for students who experienced acute or chronic trauma. This presentation will describe the results from a recently completed efficacy study of CBITS including the information from the screening of over 4,000 students for their eligibility for the efficacy trial. This presentation also will describe the sustained implementation of CBITS by school staff across the district after the study concluded.

Carl Sumi, PhD, Michelle Woodbridge, PhD, Kristen Rouspil, MPH, SRI International, Menlo Park, CA

Jennifer Donahue, MSW, Erika Rubinstein Irby, MSW, School Health Programs, San Francisco Unified School District, Francisco, CA

S8. Closing in on Disproportionality in Discipline Through Partnership and Professional Development (QEBP)

Students of color receive disproportionately high rates of office disciplinary referrals and suspensions, and harsher punishments. However, there has been limited systematic research which has identified specific actions educators can take to reduce disproportionality and improve student engagement. This session aims to fill this gap by summarizing current practices and innovative approaches to addressing disproportionality in discipline problems. The session includes 2 presentations focused on school-based approaches to reducing disproportionality in Seattle and Maryland.

Catherine Bradshaw, PhD, MEd, Jessika Bottiani, PhD, University of Virginia, Charlottesville, VA

*Katrina Debnam, PhD, MPH, Elise Pas, PhD, Johns Hopkins University, Baltimore, MD
Michael Pullmann, PhD, Eric Bruns, PhD, University of Washington School of Medicine, Seattle, WA*

S9. Application of Common Element Methodologies for Improving Youth Mental Health Evidence-Based Practices in Large Service Settings (QEBP)

This symposium highlights the application of common element distillation methodology as it applies to large-scale quality improvement initiatives for youth mental health services in community settings. The two presentations will discuss their utilization of this innovative analytic strategy towards the goal of enhancing youth outcomes. The presenters will discuss practice commonalities designed to

increase treatment engagement, as well as treatment recommendations made in school evidence-based assessments as a function of primary diagnoses type.

Kimberly Becker, PhD, Elizabeth Connors, PhD, University of Maryland School of Medicine, Baltimore, MD

Andrea Hiura, PsyD, Brad Nakamura, PhD, Amanda Vincent, BA, University of Hawaii at Manoa, Department of Psychology, Honolulu, HI

S10. Suicide Postvention to Prevention: Best Practices in an Interdisciplinary Approach to Support Students and Staff (QEBP)

Suicide in schools is a challenging issue that spurs strong reactions, including fear, guilt, and sadness. Best practices need to be implemented with an empathy and sensitivity that meets the needs of most students and staff, with an eye to supporting those that are the most vulnerable. Clinicians and school and district leaders will come together in this symposium to discuss how high-schools that have experienced a suicide cluster can implement postvention and prevention programming to support their students and staff, and work to prevent future suicides.

Soundhari Balaguru, PhD, Brenda Carrillo, EdD, Palo Alto Unified School District, Palo Alto, CA

Denise Herrmann, EdD, Joanne Michels, MSW, Henry M Gunn High School, Palo Alto, CA

Kim Diorio, MS, Jonathan Noel Frecceri, LMFT, Palo Alto High School, Palo Alto, CA

S11. Responsive School and Mental Health Transformation for the Success of Increasingly Diverse Students (Asian Americans and Pacific Islanders as a Community Example) (DY)

Responsive school transformation for student success must take into account the multiple challenges encountered by increasingly diverse, multicultural students. These students are the future of the nation. Student educational success takes into account physical and mental health and wellness. The multiple, complex needs of diverse cultural students as well as systemic challenges, in this case for AAPIs, must first be further recognized. This symposium builds on and continues the presentations and discussions from recent conferences on school mental health.

The two presentations leading to audience discussion are: Presentation 1: “Partnering Cultural Student Need with Responsive School-Based Services: The Cultural Case of the Asian American Community”

Matthew R. Mock, PhD, John F. Kennedy University, Pleasant Hill, CA

Presentation 2: “Stepping Stones for Healthy School Mental Health Transformation: Maintaining Dynamic Culturally Responsive Models”

Helen H. Hsu, PsyD, Fremont Youth & Families School Based Program, Pleasant Hill, CA

S12. International Perspectives on School Mental Health (DY)

Expanded school mental health services provide support to youth in special and regular education including prevention, assessment, treatment, and case management. ESMH programs are expanding rapidly abroad. This presentation will feature description of ESMH programs and services from three different national settings

(Canada, Norway, and Singapore). Using Bronfenbrenner's framework of human ecology, presenters will consider the range of ESMH services. Critical considerations for successful treatment in this cultural context will be discussed.

Paul D. Flaspohler, PhD, Belinda Teo, MA, Miami University, Oxford, OH

Kathy Short, PhD, Hamilton-Wentworth District School Board, Ancaster, Ontario

Torill Bogsnes Larsen, PhD, University of Bergen, Bergen, Norway

S13. Sources of Strength: An Evidence-Based Upstream Suicide Prevention Program (QEBP)

Sources of Strength is an upstream suicide prevention program. In 2009 Sources of Strength was listed on the National Best Practices Registry by the Suicide Prevention Resource Center (SPRC) and The American Foundation for Suicide Prevention (AFSP). In 2011 Sources of Strength was listed on SAMHSA's National Registry of Evidence-Based Programs and Practices (NREPP). NREPP is SAMHSA's online registry of interventions that have demonstrated effectiveness.

Tammi Clarke, EdS, Muscogee County School District, Columbus, GA

Cheryl Benefield, EdS, Georgia Department of Education, Atlanta, GA

5:45-7:00 PM

Poster Board Session and Complimentary Networking Reception

(Come enjoy the entertainment and a taste of San Diego food!)

A Model for Practice: Illinois Social and Emotional Learning Standards

Jennifer M. Cooper, PhD, National Louis University, Skokie, IL

A Review of School-Based Intervention Practices to Reduce Cyberbullying and Cyber Aggression

Christina Monachino, MS, Kendra Saunders, BA, Melissa Gonzales, BA, Joni Williams Splett, PhD, University of Florida, Gainesville, FL

Advancing Dissemination and Implementation of Evidence-Based Suicide Prevention and Mental Health Promotion using the ISF

*Paul D. Flaspohler, PhD, Marissa Smith-Millman, MA, Miami University, Oxford, OH
Brittany Jordan-Arthur, MA, University of South Florida, Tampa, FL*

Afterschool Program Participation and Psychological Student Engagement in a Sample of At-Risk High School Students

Alex Roberts, BA, Nicole Zarrett, PhD, Marissa Miller, MA, Tim Lewis, PhD, Mark Weist, PhD, University of South Carolina, Columbia, SC

Best Practices for Teaming in the Interconnected Systems Framework

Callie Gischtest, BS, Nicole Gibson, BS, Joni Williams Splett, PhD, University of Florida, Gainesville, FL

*Kelly Perales, MSW, Midwest PBIS Network, Hummelstown, PA
Colleen A. Halliday-Boykins, PhD, Mark D. Weist, PhD, University of South
Carolina, Columbia, SC*

**Bridging the Gap: Improving Mental Health Resources for
Children and Adolescents in Mississippi Schools**

*Laura Richard, PhD, Amy Henderson, Chelsea King, University of Southern
Mississippi, Hattiesburgh, MS*

Building Up When Everything Else Appears to be Falling Down

*Deborah Harris-Swan, MSW, Mellannie Porch-Donoghue, MS, Robyn Rucker, MSW,
Ba’Shira Goolsby, MSW, Jennifer McConico, BA, Education Achievement Authority
of Michigan, Detroit, MI*

Child Assistance Teams - School Wide Collaborative Approach

*Rick Croft, MS, Baillie Guy, BS, Richard DeGraw, MA, Madison School District,
Rexburg, ID*

**Collaborating Across Systems to Track Statewide Youth Mental
Health Trainings**

Emily Graybill, PhD, Georgia State University, Atlanta, GA

Connection Before Correction: Relationships Matter

Brandie Oliver, EdD, Butler University, Indianapolis, IN

**Conduct Problems and Student Engagement in the Classroom:
Parenting Practices**

*Lauryn Young, MA, Mark Weist, PhD, Cheri Shapiro, PhD, Crystal McWhirter, MA,
Kendall Moore, MA, Zi Jia Ng, MA, University of South Carolina – Department of
Psychology, Columbia, SC*

Educators’ Survey: School-Based Mental Health in Kansas

Jungrim Moon, MSW, University of Kansas, Lawrence, KS

**Emotion Regulation in Adolescence: Surfing the Waves or Swept
Away?**

*Zi Jia Ng, MA, E. Scott Huebner, PhD, Kimberly J. Hills, University of South Carolina
– Department of Psychology, Columbia, SC*

**Evaluating the State of the Field of Behavioral Health
Interventions for Military-Connected Youth**

*Kendall Moore, MA, Amanda Fairchild, PhD, Marki D. Weist, PhD, Nikki Wooten,
PhD, Scott Decker, PhD, Lauryn Young, MA, University of South Carolina, Columbia, SC*

Fitting School-Based Trauma Interventions into a Multi-Tiered System of Support: Options and Challenges for Schools

Erik J. Reinbergs, MEd, Sarah A. Fefer, PhD, BCBA, University of Massachusetts, Amherst, MA

Fostering Successful School and University Partnerships: Combining Resources to Provide Mental Health Supports

*Alexandria Intorcio, MA, Miami University Department of Psychology, Oxford, OH
Amanda Pollack, MSS, MLSP, Green County Educational Service Center, Yellow Spring, OH.*

Identifying Schools Who Utilize a Collaborative Approach for Promoting Student Mental Health

Ronald Morgan, EdD, Shontay A. Brown, BA, University of Redlands, Redlands, CA

Implementation and Evaluation of an Adapted Evidence-Based Universal Behavioral and Socio-Emotional Health Prevention Program for Elementary Students attending Urban Schools

Ke Ding, BS, Lila Elmished, Brian Daily, PhD, Drexel University, Philadelphia, PA

Longitudinal Assessment of Self-Efficacy, Stress and Knowledge and Beliefs about Classroom Management Skills among Teacher Candidates

Noah Lorincz-Comi, BA, Alex S. Holdaway, MS, Kelsey Fithen, BA, Jonathan Baldwin, BA, Sara Helfrich, PhD, Julie S. Owens, PhD, Ohio University Center for Intervention Research in Schools, Athens, OH

Not Your Neurotypicals: Who's on your Squad?

Megan Pickard, Lisa Pickard, MBA, www.notyourneurotypicals.com, Stilwell, KS

Observational Data of Pre-Service Educator Use of Instructional Methods and Academic Monitoring/Feedback

Jonathan Baldwin, BA, Alex S. Holdaway, MS, Noah Lorincz-Comi, BA, Kelsey Fithen, BA, Sara Helfrich, PhD, Julie S. Owens, PhD, Ohio University Center for Intervention Research in Schools, Athens, OH

Parent Predictors of Social-Emotional Strengths in Kindergartners

*Kayla LaRosa, MS, Shannon Suldo, PhD, University of South Florida, Tampa, FL
Julia Ogg, PhD, Northern Illinois University, Dekalb, IL
Maria Rogers, PhD, University of Ottawa, Ottawa, Ontario*

Participatory action research to prevent intimate partner violence on a college campus

Nikolai Levinsohn, BA, Autumn King, BA, Ryan Anderson, BA, Rebecca Passarelli, MA, Paul D. Flaspohler, PhD, Miami University, Oxford, OH

The Mental Health of Teachers Who Are Exposed to Student Suicide: A Cross Sectional Survey in South Korea

Ji Eun Kim, Un-Sun Chung, Kyungpook National University Hospital/School Mental Health Resources and Research Center, South Korea

The Role of Occupational Therapy in School-Based Mental Health

Alex Nishi, OTD, OTR/L, Celso Delgado OTD, OTR/L, University of Southern California/Children's Hospital of Los Angeles, Los Angeles, CA

Urban School Based Providers' Attitudes Towards Evidence Based Practices

*Erik Maki, PhD, Wediko Children's Services, Boston, MA
Melissa Pearrow, PhD, Samantha Broadhead, EdS, Lauren Bodsky, BA, University of Massachusetts, Boston, MA*

Usability of the Interconnected Systems Framework Implementation Inventory

*Lia Thibodaux, BA, Marlene Garzona, BS, Callie Gilchrest, BS, Nicole Gibson, BS, Joni Williams Splett, PhD, University of Florida, Gainesville, FL
Carissa Orlando, MA, University of South Carolina, Columbia, SC*

Using Literacy, through Bibliotherapy, as a Strategy to Address Mental Health Issues in Children and Youth

Rachel Gonzales, EdD, California State University, Sacramento, CA

Celebrating 21 Years of Advancing School Mental Health!

Conference Program

Saturday

October 1, 2016

CONFERENCE AGENDA

Saturday, October 1, 2016

7:30-8:30 AM Registration

8:30AM-12:00 PM Intensive Training Sessions

1. Building a Mental Health Service Delivery Model One Data Piece at a Time: Introducing Boston's MTSS Tier I Tool Kit (CC)

Four years of data from Boston Public School's Comprehensive Behavioral Health service model will be presented, concentrating primarily on Tier I services, the level most difficult to implement. A tool kit, an implementation guide utilizing a data-driven approach from universal screening, to progress monitoring of interventions will be presented. Critical components, barriers and successes will be presented along with the tools and procedures needed to facilitate replication.

Mary Zortman Cohen, PhD, Boston Public Schools, Boston, MA

Achilles Bardos, PhD, University of Northern Colorado, Greeley, CO

2. Building Inner Wealth in All Students: Celebrating Positive Mental Health and Academic Achievement (CC)

Children are faced with trauma, crisis, uncertainty, and unrest sometimes within their own communities or homes. Let us help all children thrive and build their inner wealth. Learn and practice an approach changing negative and challenging behaviors through a transformational process to impact students' negative behaviors. This Nurtured Heart Approach empowers and aligns with the goals of positive psychology in emotional engagement and positive relationships giving adults and children the tools to reframe every situation.

Sally A. Baas, EdD, Concordia University, St. Paul/National Association School Psychologists, St. Paul, MN

Sarah How, PsyS, West Fargo Public Schools, West Fargo, ND

3. The Language of Color for Self-Regulation and Safety in Schools, Communities, and Families (PBS)

"What color are you on?" Participants in this session will learn to implement The Grump Meter, a tool for emotionally self-regulating, preventing harmful behaviors, and promoting compassionate and empathic behaviors. The Grump Meter is a five-colored cardboard ladder--a mirror for feelings. Through the language of color, children and adults create safe and connected learning environments, and increase academic success. The tool is used flexibly, according to distinct needs and contexts, with powerful results.

Janet Kaufman, PhD, Boise State University, Boise, ID

Nicole O'Brien, MEd, Robin Raine, MS, Rose Park Elementary, Salt Lake City, UT

4. Integrating School Mental Health and PBIS: Action Planning Companion Guide to the Tiered Fidelity Inventory (PBS)

Since 2009, leaders in the fields of Positive Behavioral Interventions and Supports (PBIS) and School Mental Health (SMH) began coalescing around their common goals. A number of presentations, publications, and tools have been developed. One tool that has recently emerged is an Action Planning Companion Guide to the Tiered Fidelity Inventory (TFI). In this session, participants will learn elements of aligning PBIS and SMH with examples for each item.

*Lucille Eber, EdD, Kelly Pearles, MSW, Midwest PBIS Network, LaGrange, IL
Susan Barrett, MA, Sheppard Pratt Health System, Richmond, VA*

5. Break Free from Depression: A Depression Awareness Program (PS)

In this workshop, participants will be introduced to Break Free from Depression, a four session classroom based prevention curriculum developed to raise awareness around adolescent depression. Participants will be given the opportunity to deepen their understanding of how to implement a depression awareness prevention program through learning how to facilitate this curriculum in their schools and/or community. Participants will receive a detailed manual, a copy of the documentary, and materials needed for implementation.

Karen Capraro, MEd, MSW, LICSW, Boston Children's Hospital, Boston, MA

6. A "How-To" Session on Implementing School-Based Universal Screening for Mental Health (QEBP)

Universal screening is a research-supported process for identifying students at risk of social, emotional, behavior, or academic challenges. This session will teach district personnel how to implement the universal screening for mental health process from start to finish. The session will briefly cover topics including screening readiness, resource mapping, gap analyses, screening tools, parental consent, collecting screening data, data analysis, data-based decision making, and intervention implementation.

Emily Graybill, PhD, Georgia State University, Atlanta, GA

7. Building Trauma-Informed Schools: A Systemic Approach (QEBP)

Trauma-informed schools recognize the effects of trauma on students, staff, and conditions for learning and embed practices that foster healing and resilience. A system-wide response ensures that the entire school community becomes a vehicle for addressing trauma and mitigating future impact. This session will provide educators with a roadmap for building trauma-informed schools that includes a process and practices for systems change to support a multi-tiered approach.

*Kathleen Guarino, LMHC, American Institutes for Research, Waltham, MA
Sandra Keenan Williamson, MEd, CAGS, American Institutes for Research, Washington, D.C.*

8. Turn2Us: Methods for Implementing an Evidence-Informed Comprehensive Mental Health Promotion and Prevention Program in Urban Elementary Schools (DY)

Modeling the Turn2Us program, you will: 1) learn the dos and don'ts in developing, implementing and sustaining an elementary school based mental health promotion program; 2) collaborate effectively with school personnel and parents; 3) increase the mental health literacy of school personnel and caregivers; 4) implement a school-wide initiative that promote well-being; 5) develop intervention tracks that improve academic and social performance; 6) strengthen policy and procedures to identify and refer students in need of mental health services; and 7) monitor student performance and evaluate the program overall.

Evelyn Montañez, PhD, LCSW, Turn2Us at New York Presbyterian Hospital, New York, NY

James Rodriguez, PhD, McSilver Institute for Poverty Policy and Research, New York, NY

9. Developing Your Financing Strategy to Sustain High-Quality School Mental Health Services (FS)

This intensive workshop will provide administrators, fiscal officers, policy makers, community leaders and advocates with a five-step strategic approach to underwrite high-quality mental health services for students facing significant mental health issues. Participants will learn how to apply the process to a multi-tiered system of supports, and will be equipped with a wide array of funding options that might serve as ingredients for their particular recipes for reliable financing of services that work.

Frank Rider, MS, American Institutes for Research, Raleigh, NC

Elizabeth V. Freeman, MSW, LISW-CP & AP, American Institutes for Research, Lexington, SC

Sherry L. Peters, MSW, Pennsylvania Office of Mental Health and Substance Abuse Services, Harrisburg, PA

10. Becoming an Ally for Youth: Tools for Achieving Equitable School Climate Improvement Driven by Youth-Voice (YIL)

How might adult educators partner with young people in their work to improve school climate and wellness? In this session, school site and district educators and youth learn how to support students' school climate improvement leadership. We explore how and why youth voice is essential to building healthy school climates and environments that foster wellness. Through interactive, exploratory learning, this session is designed to surface current strategies amongst participants and build a collaborative community of practice.

Leora Wolf-Prusan, EdD, WestEd, Los Alamitos, CA



Depression education is suicide prevention.

Erika's Lighthouse is a not-for-profit organization dedicated to educating and raising awareness about adolescent depression, encouraging good mental health, and breaking down the stigma surrounding mental health issues.

We provide **free, flexible, and effective** programming to schools, teens, parents, community organizations, and health professionals to help get depression out of the dark.

We offer:

School-based Curriculum to promote awareness and early identification of depression and eliminate the stigma surrounding mental illness. Our educational programs include:

Real Teenagers Talking About Adolescent Depression: A Video Based Study Guide is designed for middle and high school students. Listed in the SPRC/AFSP Best Practice Registry for Suicide Prevention.

Teen Depression: Stories of Hope and Health is a depression awareness and mental health empowerment program for early adolescence.

Parent Handbook on Childhood and Adolescent Depression is a practical guide on what parents need to know about depression, treatment and how to get help.

It is our strong belief that failure to recognize symptoms of depression and the stigma associated with mental illness are what prevents youth and families from getting the help they deserve.

Programming is available for **free** on our website, www.erikaslighthouse.org.

For more information, contact us at info@erikaslighthouse.org or 847-386-6481.





Do you want to improve your school mental health system's *Quality* and *Sustainability*?

The School Health Assessment and Performance Evaluation (SHAPE) System for school mental health systems is a FREE, interactive system designed to improve school mental health accountability, excellence, and sustainability.

JOIN NOW!

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Use The SHAPE System to:

- ◆ Complete your School Mental Health profile with your school or district team and access a customized report
- ◆ Support universal mental health screening
- ◆ Map your evidence-based services and supports
- ◆ Support school mental health teaming and implementation
- ◆ Gain access to a library of resources related to *Quality* and *Sustainability*
- ◆ **Be counted** in the National School Mental Health Census

www.csmh.umaryland.edu



SHAPE your School Mental Health System!



What is The School Health Assessment and Performance Evaluation (SHAPE) System?

www.theSHAPESystem.com

The School Health Assessment and Performance Evaluation (SHAPE) System is a **free**, interactive system designed to improve school mental health **accountability, excellence, and sustainability**. The SHAPE System is part of the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau effort to expand and improve the quality of comprehensive school mental health systems in the United States.



◆ Custom Reports

Self-assess your school mental health system's quality and sustainability based on national standardized performance measures just for school mental health. Each time your team works together to submit information on SHAPE, you will have access to free, customized reports reflecting your school's or district's data.



◆ Strategic Team Planning

Invite any school-based, community or school employed team members to your SHAPE account, where you can work as a coordinated, collaborative team to assess, document and action plan around the quality and sustainability of your school mental health services and supports.



◆ Free Resources

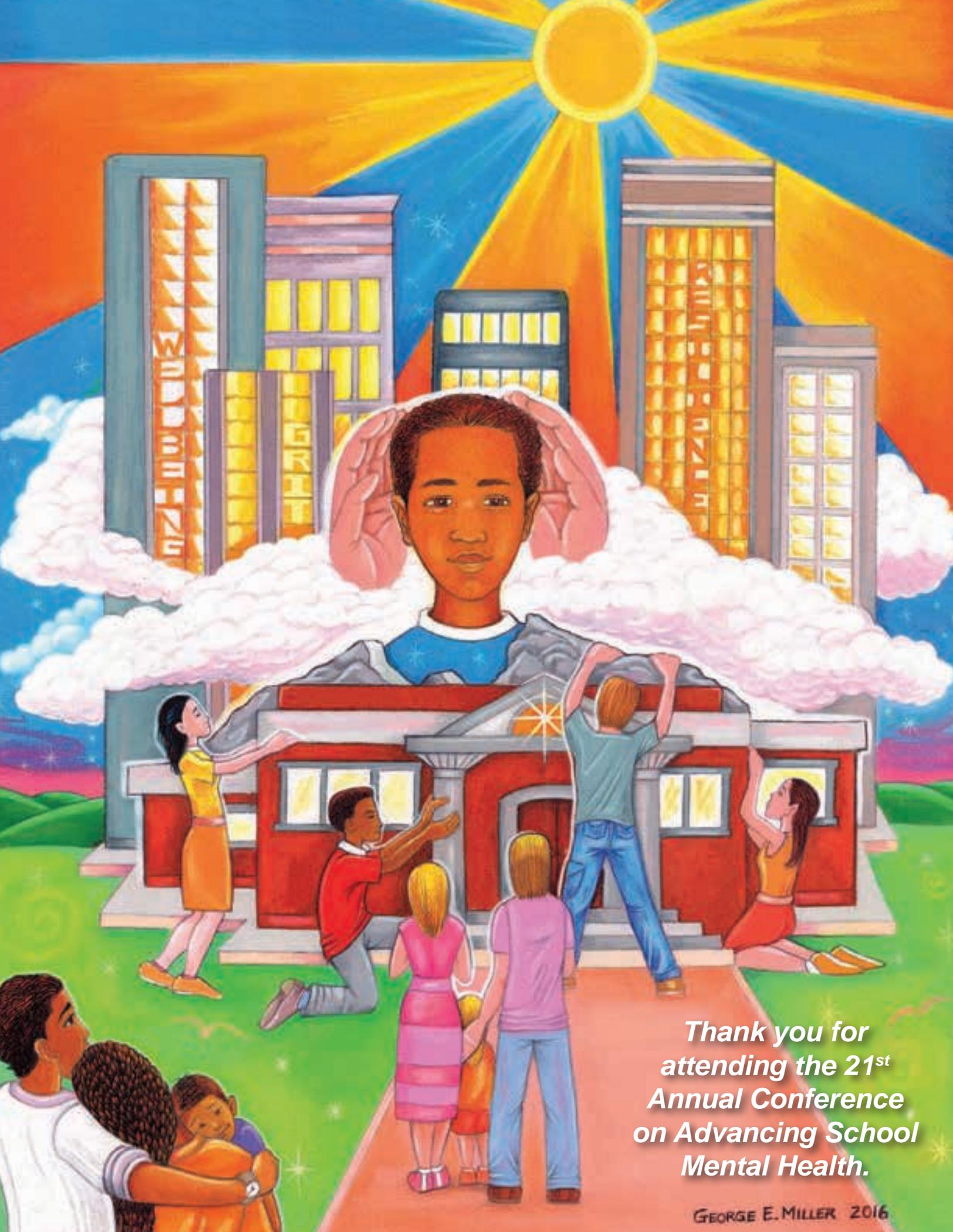
With a SHAPE account, you and your team members have access to a comprehensive repository with up-to-date, public access resources hand selected by a team of school mental health experts.



◆ Be Counted in the National School Mental Health Census

By engaging with The SHAPE System, your school or district mental health system will become part of the national school mental health movement toward quality and sustainability.





*Thank you for
attending the 21st
Annual Conference
on Advancing School
Mental Health.*

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