

2021 Annual Conference on Advancing School Mental Health

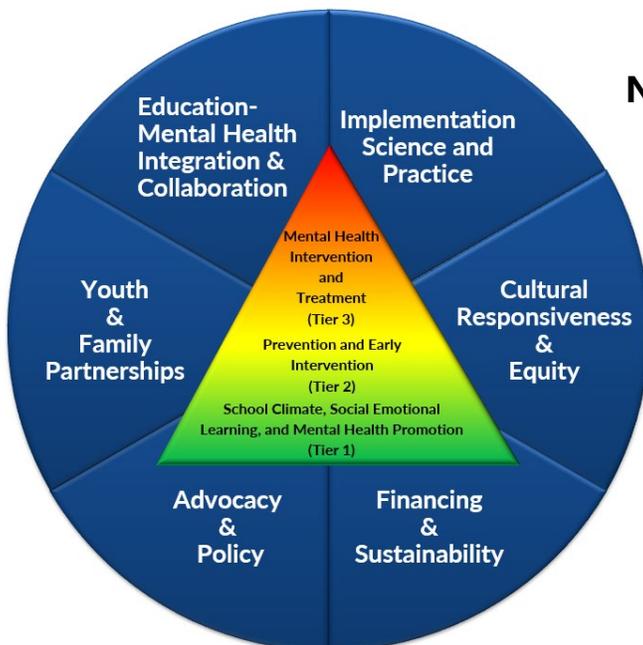
School Mental Health: Moving Forward Together

On-Demand Conference Sessions



October 18th – December 31st, 2021

Hosted by the
**National Center for School Mental Health at the
University of Maryland School of Medicine**





A special thank you to Te'a Brown and our amazing group of interns who worked diligently and dedicated their skills to provide user-friendly showcases of pre-recorded, on-demand school mental health conference sessions!

When you learn, teach, when you get, give. -Maya Angelou

SPECIALTY TRACKS

1) School Climate, Social Emotional Learning, and Mental Health Promotion (Tier 1)

This track focuses on mental health promotion services and supports (Tier 1), social emotional learning, and school climate. These include mental health-related activities, such as the promotion of positive social, emotional, and behavioral skills and wellness that are designed to meet the needs of all students, regardless of whether or not they are at risk for mental health problems. These activities can be implemented school-wide, at the grade level, and/or at the classroom level. This track also focuses on policies and practices to promote positive school climate by fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community.

2) Prevention and Early Intervention (Tier 2)

This track focuses on selective services and supports (Tier 2) to prevent mental health and substance use concerns for groups of students who have been systematically identified through referral, needs assessments and/or school teaming processes as being at risk for a given concern or problem. When student needs are identified and supported early on, problems can be eliminated or reduced, and student success is promoted. Sometimes these are referred to as mental health prevention or secondary prevention services.

3) Mental Health Intervention and Treatment (Tier 3)

This track focuses on indicated and individualized services and supports (Tier 3) to address mental health and substance use concerns to meet the unique needs of each student who is displaying a particular concern and significant functional impairment. Sometimes these supports are referred to as mental health intervention, treatment, tertiary services, or intensive services.

4) [Implementation Science and Practice](#)

This track focuses on frameworks, strategies, and methods that support successful implementation of evidence-based services and supports in schools, especially as they relate to a multi-tiered system of student mental health supports and services (MTSS). Implementation frameworks, strategies, and methods can be applied to support the adoption, installation, ongoing implementation, and sustainability of practices in the “real world.” This includes the internal and external factors that influence the implementation of evidence-based school mental health services and supports.

5) [Education-Mental Health Integration and Collaboration](#)

This track focuses on the active exchange of ideas and collaborative engagement between school-employed and community-employed mental health providers, educators, and families. This track addresses how to develop and implement a culture of collaboration between mental health providers and educators to achieve shared outcomes for students and schools through research, policy, and practice. It includes content that equips and empowers educators in their roles as promoters of student mental health (e.g. educator training in mental health) and mental health staff to work effectively in schools.

6) [Youth and Family Partnerships in Mental Health](#)

This track focuses on youth- and family-centered principles with leadership from students and their family members. This track emphasizes a connection to meaningful youth and family partnership in all aspects (e.g., planning, development, implementation, evaluation, training) of comprehensive school mental health services and supports.

7) [Cultural Responsiveness and Equity](#)

This track focuses on practice, theory, and research specific to culturally-diverse youth in schools. Specific issues such as stigma, cultural adaptations of evidence-based practices, reducing health disparities and disproportionality, meaningful family partnership, and cultural competence are considered in this track.

8) [Advocacy and Policy](#)

This track focuses on the development and advancement of school mental health legislation and policy at the school, district, state, and federal levels, including practical strategies and examples of success.

9) [Financing and Sustainability](#)

This track focuses on the financial and non-financial dimensions of maintaining or supporting school mental health services and supports over time, in which operational structures and capacity are sound and can evolve and adapt to match the changing needs of students, families, schools, communities, and other systems in their context. This track considers funding, resources, and policies that promote sustainable school mental health.

School Climate, Social Emotional Learning, and Mental Health Promotion (Tier 1)

[View Showcase for this Specialty Track](#) |

A School Based Multi-Tiered Integrated Model to Stop School Discipline

Alec Hall, MsEd, UMass Boston

This presentation highlights the findings of a systematic literature review of targeted interventions for middle school youth within a trauma-informed framework. This poster will describe the importance of intervening with this population to disrupt the trajectory of negative school outcomes, outline evidenced-based interventions, and provide recommendations for school-based mental health professionals seeking to utilize these supports in their school community.

ABCs to SEL: Early Childhood and the Value of Social Emotional Learning

Kristin Moore, PsyD, State Department of Education, State Special Schools, Diagnostic Center North; Tara Zomouse, MEd BCBA, State Department of Education, State Special Schools, Diagnostic Center North

This presentation will focus on SEL strategies and interventions to support students in early childhood. The presenters, a special education teacher with a BCBA, together with a clinical psychologist will share their knowledge and experience, offering a variety of techniques and activities that can be used both in the classroom and at home to best support young learners.

Adult Wellbeing Tiered Framework: A WTF Approach

Jill Patnode, MSW, Kaiser Permanente Washington; Michelle Maike, MA, Maike & Associates, LLC; Megan Osborne, MPP Maike & Associates, LLC

Educating staff on how to apply a trauma-informed lens or use a MTSS framework falls short if it is not intentionally taught alongside a culture of staff wellbeing. "A WTF" approach, or Adult Wellbeing Tiered Framework, is a promising approach to building safe and supportive school climates. Presenters will provide background on the Resiliency in the School Environment Initiative, share the adult wellbeing MTSS framework developed by Maike & Associates, and hear from 3 districts implementing this.

BELA Empowerment Guide: A Holistic Approach to Behavioral Interventions

Camile Gayle, MSW, BELA Charter High School; Nicia Fullwood, MS, BELA Charter High School

School culture and climate are often determining factors for young women successfully completing high school. BELA is committed to ensuring the safety and support of each student. Our approach to behavioral management and intervention is articulated in our BELA EmpowerMENT Guide. This Guide aims to teach our young women the lifelong skills necessary to become self-advocates, negotiate healthy relationships and boundaries, and seek ways to repair and transform discord in their lives.

Best Practices in Specialized Instructional Support to Support Safe Schools

Heidi Austin, EdD, NC Department of Public Instruction; Stephanie Ellis, EdD, Rockingham County Schools; Teri Putnam, MA, Cleveland County Schools; Renee Boyd, MSA, Beaufort County Schools; Ryan Etheridge, MSA, Cleveland County Schools; Deirdre Moyer, PhD, Rockingham County Schools

Specialized Instructional Support Personnel (SISP) play an important role in ensuring students are learning in a safe and supportive learning environment. This session will highlight how SISP roles are not interchangeable and that working as a team is essential in providing both prevention and intervention services using a Multi-Tiered System of Support. NC Project AWARE/ACTIVATE will present on their specialized instructional support infrastructure and support for school safety.

Beyond SEL: Student Voice in Their Reflection and Healing

Rebecca Coen, MA, Edu Leadership and Policy Studies, Los Angeles Education Partnership

Traditional SEL programs depend, almost exclusively, on the ability and emotional intelligence of teacher leaders and site administrators to implement the programs. These programs can be made even more successful when students and staff have a voice in how they are implemented. This session will focus on how students and school communities can increase

their resilience by consciously rewiring our brains through self-reflection and self-regulation practices through specific tools and guidance.

Build Back Stronger: A Model to Connect School-Based SEL with Families

Steph Jensen, MS, Boys Town

By combining the Boys Town Education Model, Common Sense Parenting, and Community-based interventions, such as Care Coordination and In-Home Family Services, Boys Town has been able to provide the foundation for SEL and mental health programming to improve outcomes in schools, communities, and families. The Boys Town Model has been proven to provide comprehensive school, family, and community support to improve mental wellness across the continuum of care.

Building Back Better - Proactive Mental Health Programs for Schools

Katie Conklin, MA, Erika's Lighthouse: A Beacon of Hope for Adolescent Depression; Ilana Sherman, MA, Erika's Lighthouse: A Beacon of Hope for Adolescent Depression

This session will introduce participants to the free and flexible depression and suicide awareness programs from Erika's Lighthouse. We will explore how these tier-one, prevention and early intervention programs and resources can help create and support a school culture that encourages and maintains a strong message of good mental health and help-seeking skills for the school community. All participants will leave with immediate access to the free classroom programs and resources.

Equity Focused SEL Practices & Student Self Care Plans

Charde Hollins, Master of Social Work, Relevant Connections, LLC

Social Emotional Learning (SEL) and culturally responsive teaching are mutually reinforcing in helping to build safe and supportive learning environments. Educators must consider the cultural needs of their classroom when implementing social and emotional practices. In this session, participants will gain opportunities for learning equity-focused SEL practices and understand the importance of student specific self-care plans for positive coping in both academic learning and life.

Culturally Responsive Teaching and Student-Teacher Relationships

Sarah Lindstrom Johnson, PhD, Arizona State University; Meredith Dentes Powers, Med, University of Virginia; Catherine Corbin, PhD, School Mental Health Assessment, Research, and Training (SMART) Center, University of Washington

Literature supports the value of student-teacher relationships as a part of school climate as well as promotive of student academic and behavioral success. Additionally, student-teacher relationships have been considered both an aspect of culturally-responsive teaching as well as an outcome of such practices. This presentation will present research from three studies exploring this intersection as well as the value of student-teacher relationships on classroom management and teacher wellbeing.

How to Implement Tier 1 Social and Emotional Learning in Secondary Schools

Laura Potter, PhD, Center for Applied Research & Educational Improvement

There is a significant need for Tier 1 social and emotional learning (SEL) supports in secondary schools. This session includes an overview of evidence-based curricula and resources designed to support secondary Tier 1 SEL, guidance on fitting SEL instruction into a multi-period day, and tips for overcoming common implementation barriers. Special attention is paid to addressing student social, emotional, and mental health needs in the context of the COVID-19 pandemic.

Infiltrating the Gap: SEL Growth in a Historically Underserved Community

Miranda Dvorak, MEd, Uvalde Consolidated ISD; Hector Lopez, PhD, Uvalde CISD

How do you encourage & sustain mental health in schools with limited resources? One rural, high school in Texas, serving a 100% at-risk student population understood that a "wait & see" approach was not an option. This presentation highlights their response to the need for research-based, actionable social-emotional student support and development. It highlights their practitioner model: seven steps to the systemization of social-emotional support processes toward improved academic & life outcomes.

Integrating Trauma from Neuropathways to Relational Pathways

Shannon Fisch, Master of Social Work, Children & Families First; Eric Dooley-Feldman, MA, University of Utah; Matthew Smith, Med, Salt Lake Center for Science and Education; Rachel Fletcher, EdD, Salt Lake Center for Science and Education; Chathuri Illapperuma-Wood, PhD, University of Utah

The focus of this training is connection--how our brain makes connections, how people make connections, and how trauma impacts both of these abilities to regulate, relate and respond. We will teach participants about neuropathways, the role they play, and how the body and mind respond to stress. No person has been untouched by the pandemic. As we move forward, our focus is on recognizing how trauma has impacted the school and creating a school culture where we begin to heal and move forward.

Modelling Reassurance for Diverse Students in Uncertain Times

Lisa Hayward, PhD, New Hampshire Department of Education; Irving Richardson, EdD, NEA- NH

"This presentation explores the intersection of student wellbeing, resulting from detrimental socio-political environments, with the experience of receiving verbal and nonverbal reassurance from a trusted adult. Through a discussion of language, social proof, and expressive behavior, this session illuminates concrete ways in which educators and adults can provide reassurance to students who are feeling anxiety, sadness, fear, and loneliness during challenging times. While students need reassurance".

Nourish Your Mind: Using Reflective Practice to Build Capacity

Kelly Zinn, DSW, Turning Point Specialized Services

Supporting the mental health needs of students is challenging, especially when educators feel they lack the knowledge and skills to do so. This workshop will provide opportunities for reflection and strategies to foster your own professional growth by focusing on the information you consume and learning how to curate an information feed (through social media, virtual platforms, books, articles, and podcasts) that nourish your growth.

Practices, Prevention & Protection: Aligning & Promoting Mental Wellness

Regina Pierce, MEd, Virginia Tiered Systems of Support

"The Virginia Tiered Systems of Supports (VTSS) focuses on the alignment and integration of academics, behavior, and social-emotional wellness at the state and district level. VTSS is supporting district and school leaders in developing a trauma-sensitive school within multi-tiered systems of support. Participants will be able to access and apply resources to plan for Tier 1 prevention and protection for all students as they recognize key areas of concern for students impacted by trauma.

Promoting Social Emotional Learning and Teacher Wellness During COVID-19

Kirstyn Walker, BA, Burrell Behavioral Health, Matt Sutton, EdS, Mountain Home Public Schools

The COVID-19 pandemic has brought forth unforeseen challenges, as well as exacerbated existing challenges for teachers and students, alike. With distance learning, isolation, and ever-changing school policy, teachers and students are being stretched like never before. Join us for a discussion on how schools can utilize partnerships with community mental health care providers to promote social-emotional learning and teacher wellness.

Re-Opening, Re-Connecting: Mending COVID's isolation and loneliness

Jessie Everts, PhD, Empower Mental Health

COVID-19 has left an indelible mark on our students, families, teachers, and school systems. Most harmful are the effects of isolation and loneliness over the past year and a half. This presentation will pinpoint effects of the pandemic on the social and emotional health of our students, families, and school professionals and discuss what we can do to mend connections and build healthier, more connected systems going forward.

Resilience Can Be Taught: 4 Strategies to Build Resilience in Every Student

Christian Moore, LCSW MSW, WhyTry Organization

Resilience is something we're all born with. In this presentation, participants will learn about the vital skills of resilience found in WhyTry Founder Christian Moore's book, "The Resilience Breakthrough: 27 Tools for Turning Adversity into

Action.” This engaging presentation will empower you to deliver these skills to students of any background and learning style, enabling them to thrive not only in school, but in life.

Self-Care for School Professionals

Jacqueline Zeller, PhD, Harvard University Graduate School of Education

This session will describe the importance of self-care for school professionals. The presentation will incorporate literature and research that describes self-care, vulnerabilities to stress, the connection of self-care to school professionals' professional duties and ethics, and self-care strategies.

Simple Strategies for All to Foster an Emotionally Safe School Environment

Emily Iovino, PhD, University of Connecticut

All members of the school community play a critical role in fostering emotionally safe school environments. In this presentation, simple strategies that can be integrated within existing school initiatives and can be easily adapted to fit different contexts (e.g., cultural, developmental) are summarized. Examples of each simple strategy are provided across different populations, along with freely accessible resources to further demonstrate use each simple strategy with students or adults.

Social-Emotional Learning, Equity, & Wellness 4 Wounded Students

Joe Hendershott, EdD, Hope 4 The Wounded, LLC

Emotional poverty has become a deterrent to learning. Understanding the social-emotional needs of children who have experienced trauma in order to avoid using ineffective strategies & consequences is imperative to creating an equitable, thriving culture. This session provides practitioner-developed strategies for keeping wounded children engaged & positioned for academic & life success.

Stronger-Together Video Challenge: A Student Program Building Resilience

Colleen Reilly, MPA, The Reilly Group, Inc. Cynthia Baloula, MA, The Reilly Group, Inc.

Schools are seeking targeted strategies and interventions for students that can help mitigate and prevent rising rates of depression, anxiety, stress, social isolation, and suicide during the pandemic and beyond. During this presentation, participants will learn about an innovative program: The Stronger-Together Video Challenge that focused on building student strength and resiliency, encouraging positive connections among peers, and integrating academics, skill-building, and mental health.

Supporting Educators to Support Youth: A Comprehensive SEL Program

Monica Fitzgerald, PhD, University of Colorado Boulder - Institute of Behavioral Science Kate Ellesworth, PhD, University of Colorado Boulder - Institute of Behavioral Science, Marcela Torres Pauletic, PhD, University of Colorado Boulder - Institute of Behavioral Science, Allison Dymnicki, PhD, American Institute for Research, Natalie Blunt, BA, University of Colorado Boulder - Institute of Behavioral Science

Educators are faced with many challenges meeting the diverse needs of students and their families, especially during the COVID-19 pandemic. Supportive, strong relationships are one of the most important resilience factors for students and adults. This presentation describes a whole school approach called Resilience in Schools & Educators that offers practical knowledge and specific skills to support educator well-being and help educators build relationships and social emotional skills.

The TRAILS SEL Curriculum: A Universal Intervention for Supporting Student

Jeffrey Albrecht, PhD, University of Michigan, Kristen Miner, LMSW, University of Michigan, Jill Paladino, MPH, University of Michigan, Michelle McMahon, LMSW, University of Michigan, Alicia Hernandez, MA, University of Michigan

TRAILS is a training and implementation support program designed to increase utilization of evidence-based practices for supporting student mental health in schools. The TRAILS SEL curriculum aligns CBT and mindfulness strategies with the 5 CASEL SEL competencies to promote resiliency and build self-regulation skills in all students. In this talk, we describe the development and piloting of the new TRAILS SEL curriculum and present findings illustrating implementation feasibility.

Tools You Can Use: Advancing Equity Through Partnerships and Data

Rebecca Ornelas, MEd, American Institutes for Research

The COVID-19 pandemic and racial and civil unrest has brought to light disparities and inequities across our country. This session will address health disparities, health equity, and the relevance of social determinants of health and how schools and communities can work together to foster positive mental health outcomes. The presentation will provide a step-by-step process for developing a disparity impact plan and adaptable resources/tools along with examples on how these tools can be used.

Using a MTSS to Support A Culture of Staff Wellness

Ami Flammini, MSW, Midwest PBIS, Kimberly Yanek, PhD, Old Dominion University

With changes in the educational landscape and the increase in demands on educators, educator wellness must be prioritized. Although it is recognized that educator self-care is critical, we must acknowledge that it cannot occur within a vacuum. Districts and schools can leverage existing MTSS structures to create a culture of wellness by shifting to a focus on universal prevention that promotes and normalizes wellness, enhancing collaboration efforts allowing for a co-designed system of support.

Your Voice is Your Power: Elevating the Conversation Around Mental Health

Lauren Cikara, MEd, Active Minds, Tanya Bass, PhD, Active Minds

This session will highlight the Your Voice is Your Power Ambassador Program (YVYP) where young adults build school community coalitions to help change their school culture and conversations around mental health and wellbeing, especially for Black, Indigenous, and/or people of color (BIPOC) and LGBTQ+ students. Presenters will provide examples of projects of work the YVYP Ambassadors developed in their schools and their plans to continue their work during the upcoming year.

Prevention and Early Intervention (Tier 2)

[View Showcase for this Specialty Track](#) |

A Mixed Methods Comparison of Universal Screening and School Referral

Kristy Brann, PhD, Miami University, Splett Joni, PhD, University of Florida, Joseph Graham, Med, University of Florida, Kathryn Trainor, MEd, University of Maryland School of Medicine

As schools are encouraged to implement universal social, emotional, and behavioral screening, guidance is needed on the implementation process and how screening impacts intervention receipt. We will share results of how student and school-level factors aided or hindered screening implementation and intervention receipt in six elementary schools. We also use results to identify strategies to overcome implementation barriers, leverage facilitators, and ultimately improve intervention decisions.

A Parent Driven Youth Mentoring Program with High Impact

Dr. Julius Mullen, EdD LPCMH, IMPACT Delaware Inc., Natasha Mullen, ACS LPCMH MED, Milestones Consultants

The focus of this presentation will provide a comprehensive depiction of how a few parents were able to utilize a community driven grass roots approach to achieve broad impact for marginalized students in an underserved rural area. Concrete practical strategies, tools and examples will be shared in how to replicate model components within other school districts and communities across the United States and beyond.

Let's Talk: Support Services for Youth in Crisis

Maria Taylor, BA, National Runaway Safeline

Through its 24/7 crisis services, an extensive database of over 6,500 local resources across the country and valuable prevention and education tools, the National Runaway Safeline (NRS) works to keep America's youth safe and off the streets. Serving as the national crisis and communication system for runaway, homeless and at-risk youth, NRS responds to youth and families in crisis through its hotline (1-800-RUNAWAY) and online services (1800RUNAWAY.org), including chat, email, and forum services.

Mental Health in the Classroom

Katie Zimmerman, The Kim Foundation, Julia Hebenstreit, JD, The Kim Foundation

During this presentation attendees will learn the signs and symptoms associated with specific mental health conditions. Attendees will also be provided the necessary tools and resources to be advocates for their students that have mental health conditions. Through the power of connectedness and language, we all have the ability to break down the stigma associated with mental health and this will be discussed throughout this presentation.

Meta-analysis of Tier 2 & 3 School-based Internalizing Interventions

Jessica Willenbrink, PhD, University of Wisconsin – Madison, Alexandra Barber, MS, University of Wisconsin – Madison, Kortni Dubose, BA, University of Wisconsin – Madison, Katie Eklund, PhD, University of Wisconsin – Madison, Steve Kilgus, PhD, University of Wisconsin – Madison, Andy Garbacz, PhD, University of Wisconsin - Madison

This presentation will highlight results from a meta-analysis of school-based tier 2 and tier 3 internalizing interventions. A summary of findings will include average overall effects of internalizing interventions for youth including the moderating effect of intervention- and study-related characteristics. In addition, the presentation will describe the availability of certain internalizing intervention program features such as home-school components and cultural adaptations.

Moving Forward Together: Suicide Postvention in K-12 Schools

Rita Schellenberg, PhD Counselor Education and Supervision, Liberty University, Justin Silvey, EdD in Counseling Psychology, Bedford County Schools

Postvention versus prevention? Presenters examine these constructs, looking specifically at postvention as it relates to the role of school counselor, working with suicide survivors—those left behind, grieving the loss of a significant other due to suicide in K-12 schools. Warning signs and postvention strategies are discussed by both a professional counselor and school counselor.

Preventative Truancy Programming

Brooke Azpeitia, Associates in Criminal Justice, Four County, Tiffany Greiner, BS Psychology and Criminology, Four County
Identify underlying factors and preventative strategies for habitually truant behavior in school age children.

Recognizing Signs of OCD in School-Aged Children and Adolescents

Laura Smestad, MA, Polaris Family Behavioral Health

At least 1 in 200 children suffer from obsessive-compulsive disorder (OCD), and many more remain undiagnosed until adulthood. OCD obsessions and compulsions, which are largely misunderstood, often interfere with academic tasks and social interactions at school. This session will inform school personnel how to recognize early signs of OCD in school-aged children, advocate for appropriate school accommodations, and refer students for appropriate treatment.

School Counselors ARE Counselors: Utilizing an Often-Overlooked Resource

Tammy Cashwell, PhD, Wake Forest University

The evolution of school counseling has been a diverse journey – and continues to be. What started out as vocational guidance transitioned into professional counselors in a school setting. It is curious that as the population's need for mental health services grows, the current trend for school counselors is moving away from providing counseling. This presentation will explore the utilization of school counselors in providing precisely what their titles state and what is so desperately needed - c

Social-Emotional Learning & Mixed Reality Simulation as Tier 2 Intervention

Amy Cook, PhD, University of Massachusetts Boston; Kristin Murphy, PhD, University of Massachusetts Boston ; Lindsay Fallon, PhD, University of Massachusetts Boston; Anastasiia Iun, MA, University of Massachusetts Boston; Anna Whitehouse, Med, University of Massachusetts Boston

This presentation describes a social-emotional learning (SEL) tier 2 intervention, Storybooks and Social Hooks (SASH), with K-5 children. SASH uses culturally responsive dialogic reading and role play, including mixed reality simulations (MRS), to support SEL. Our research findings showed statistically significant improvements in SEL skill display. Presenters will describe how to implement the SASH curriculum as a tier 2 intervention and how to measure SEL skills using Direct Behavior Ratings

Understanding the impact of Teacher Bias on Student Experiences in Schools

Tasha Childs, MSW, LSW, Nikki Wooten, PhD, LISW-CP, University of South Carolina

This presentation will share findings from a national survey of current P-12 US teachers. We will identify resources that teachers access for school-based mental health services and highlight findings from this mixed method study that explores student wellness needs and teachers' perceptions of needed resources (e.g., professionals, services, interventions) across school characteristics. Implications for research and practice regarding student wellness will be shared.

Mental Health Intervention and Treatment (Tier 3)

[View Showcase for this Specialty Track |](#)

Adapting Mindfulness-Based School Interventions for Underserved Youth

Mary Phan, BA, Utah State University, Tyler Renshaw, PhD, Utah State University

We propose that mindfulness can be useful for improving the accessibility and quality of care for diverse youth in schools facing mental health disparities. We will provide guidelines to help practicing clinicians adapt and implement mindfulness-based school interventions (MBSIs) with underserved youth. Specifically, we will overview strategies for clinicians to increase underserved youths' engagement with MBSIs, implementation approaches for clinicians in school settings, and strategies.

Addressing ACES: A Plan for Trauma Treatment in Schools in the Richmond, Virginia Region

Chanda Bass, MSW, Chesterfield County Public Schools

This presentation explores research questions that focus on trauma-focused interventions in local school systems surrounding Chesterfield County, Virginia, the history of trauma service implementation in the Chesterfield County School system, and the emotional, behavioral, and academic needs of Chesterfield students relative to ACES exposure.

Breaking the Mold: When Small School Districts Have Big Mental Health Needs

Amanda Chism, MEd Clinical Mental Health Counseling, Vidor ISD, Sally Andrews, BS Music Education BS Elementary Education, Vidor ISD,

Join Vidor ISD and learn how to begin a behavioral health program that will change not only the lives of your students, but the entire school climate. Receive tips from a small school district with a dramatically successful mental health offering. Explore funding options, community support, partnerships, and treatment tracks. It's not as difficult as you may think! You will be amazed at what a big difference small school districts can make!

Bridging the Gap: Increasing Mental Health Services in the Schools

Becky Hook, BGS, Four County; Naomi Henning, BA, Four County; Alyssa Blackburn, BS, Four County

The purpose of this presentation is to teach others how to overcome barriers to accessing mental health treatment for youth in rural counties through integrating provided services in an educational setting. We will describe the role of a program development specialist and how it can help families gain rapid access to treatment, as well as how to implement a student support program in the school to cover all students in need.

Navigating ADHD and LD in the midst of Covid-19 and Beyond

Kate Tresco, PhD, PCOM, Bettina Bernstein, DO, PCOM

COVID 19 has exaggerated the gaps in service access and intensified pre-existing issues for youth with ADHD & LD. Plans to mitigate these effects are necessary as the lasting impact on outcomes is unknown. This presentation explores emerging literature on the effects of the pandemic lockdown and service delivery modifications on youth with ADHD/LD. Strategies to support service delivery and considerations for partnering amongst families, schools, and mental health providers will be discussed.

Tier 3 School Based Mental Health Services: Bridging the Gap with Coordinated Care

Erika Haggerty, LCSW, United Citizens Foundation

Youth today are often experiencing traumatic events in their lives that can cause emotional and mental distress, which can lead to struggles in the classroom.

Within coordinated care all key team members, should be trained to work with students who have behavioral, emotional,

and developmental challenges. The ability to provide mental health services to youth within the context of their classroom or in their homes increases the likelihood of them fully participating and completing therapy.

The Other Side of the “A”: Removing Non-Academic Barrier

Katrina Taylor, MA, Duval County Public Schools

Workshop participants will gain awareness of how to build and sustain a school based behavioral health capacity building model using community-school collaboration and evaluation. The discussion will provide insight from leaders that oversee the model, community partners, educators, and stakeholders from within the model, as well as, evaluative findings. We will focus on best practices to sustain and potentially build on this system of care, as well as, lessons learned.

The Power of Relationships: Thriving Amidst a Pandemic

Coleen Vanderbeek, PsyD, Effective School Solutions

Given the data illustrating the mental health impact of COVID-19, it is fair to assume that students at increased psychiatric risk pre-pandemic would be significantly impacted by a year of isolation and trauma. ESS’s Dual Diagnosis program data though shows that students who received intensive, relationship-based services excelled. This workshop reviews the impact of COVID-19 on student mental health, as well as ways to offset these effects and provide IDD-MI students with the supports needed.

Using Care Pathways to Treat Mental Illness in a School Setting

Sara Wilson, PSYD, Burrell Behavioral Health, Hill, LCSW, Burrell Behavioral Health

School-based mental health services have strong support in the literature for a variety of positive outcomes, including increased access to treatment. Similarly, the literature provides evidence supporting the benefits and value of care pathways in providing health services, yet pathways for youth are largely understudied. This presentation highlights the existing research on care pathways in mental health and an overview of Burrell’s efforts of implementing them in the school setting.

Implementation Science and Practice

[View Showcase for this Specialty Track |](#)

Addressing Educator Wellbeing Through a Multi-Tiered System of Supports

Megan McCormick, PhD, MedStar Georgetown Center for Wellbeing in School Environments (WISE); Olga Acosta Price, PhD, Center for Health and Healthcare in Schools, George Washington University

Although many schools and districts are aware of the need for educator wellbeing initiatives, few of them feel equipped to intervene systematically and meaningfully. This session will utilize a familiar framework of a multi-tiered system of supports (MTSS) to imagine a systemic, comprehensive strategy for meeting the needs of educators and reducing negative outcomes like classroom stress, teacher burnout, and staff turnover.

Advancing the Science of Behavioral Health Screening: A district-level view

Rich Gilman, PhD MBA, Terrace Metrics Tina Boone, Abigail Leonard, and Susan Vialpando

Representatives from large urban, urban/suburban, and rural districts will describe comprehensive system designed to measure, monitor, and manage the behavioral health of all students (grades 3-12). Each presenter will discuss how they used the system across all tiers of the MTSS model, the potential pitfalls they faced, and how they addressed them. Audience members will understand how universal behavioral health screening processes can be delivered with maximum effectiveness and at low cost.

ASPIRE: Enhancing Equitable Implementation in School Mental Health

Larissa Gaias, PhD, University of Massachusetts Lowell; Kimberly Arnold, PhD, University of Pennsylvania Perelman School of Medicine; Freda Liu, PhD, University of Washington School of Medicine; Michael Pullmann, PhD, University of Washington School of Medicine; Mylien Duong, PhD, Committee for Children; Aaron Lyon, PhD, University of Washington School of Medicine

This presentation will describe the three-step Adapting Strategies to Promote Implementation Reach and Equity (ASPIRE) process for adapting implementation strategies to explicitly center the goal of reducing disparities in implementation and school mental health outcomes. We will provide examples of how implementation strategies can be paired with school mental health interventions to promote equity. Attendees will also have the opportunity to apply the ASPIRE process to their own context.

Behavioral Support through the MTSS lens

Jack Rein, EdD, Cicero Public Schools 99, Demian LaPointe, MA, Cicero Public Schools 99

Cicero School District 99 has implemented systematic approaches and expectations for students who encounter mental health challenges through our MTSS System. The PD will provide the audience with an overview of our mental health initiatives embedded in our MTSS model. We will also provide both examples of restorative circles for administrators, trauma-informed classroom presentation, early warning systems, as well as a look at our overall strategic system to ensure continuity of interventions.

Enhancing Resilience Through Crisis Prevention and Response

Hannah West, PhD, Mid-America Mental Health Technology Transfer Center, Munroe-Meyer Institute, University of Nebraska Medical Center

Schools face a myriad of barriers when developing and implementing effective school crisis planning. The Mid-America MHTTC has developed resources and training opportunities to assist schools in developing, assessing, and adapting their crisis plans to meet best practice standards, with a specific focus on suicide prevention/intervention and reintegration strategies. Participants will leave this session with the knowledge and resources needed as they refine their own school crisis plans.

Evaluating University Capacity for Sexual Assault Prevention

Jack Baker, MA, Miami University; Paul Flaspohler, PhD, Miami University; Katelyn Wargel, MPA, Miami University; Amanda Meyer, BA, Miami University

This session will describe the characteristics of a comprehensive prevention approach for campus-based sexual assault prevention and the features of organizational capacity required to support such an approach. Results from a mixed-methods study analyzing programming and organizational capacity at 23 universities within the United States will be presented, and applications for violence prevention in K-12 schools will be discussed.

Hospitals as Accelerators of Evidence-Based Programs and Partnerships

Samanta Boddapati, PhD, Nationwide Children's Hospital; Glenn Thomas, PhD, Nationwide Children's Hospital; John Ackerman, PhD, Nationwide Children's Hospital; Kristopher West, PhD, Nationwide Children's Hospital; Misti Dorsey, LISW, Nationwide Children's Hospital; Lisa Golden, LISW, Nationwide Children's Hospital

This session will describe strategies to implement and sustain several evidence-based models for prevention and mental health to meet the needs of schools and communities. The presentation will be guided by three themes: 1. the balance between fidelity and flexibility to enhance acceptability in local community contexts 2. community-oriented approaches to service delivery and engagement strategies to more effectively meet the needs of systems 3. School consultation and training to build capacity.

Implementation in Practice- Always and Now

Stefanie Winfield, MSW, MHTTC, WICHE, Erika Franta, PhD, Mid-America MHTTC, Munroe-Meyer Institute, University of Nebraska Medical Center; Jessica Gonzalez, MSW MHTTC, Network; PJ Wenger, MEd MS EdS, MHTTC Region 2

The Mental Health Technology Transfer Center Network produced an eight-part series, in the winter and spring of 2021, using the National School Mental Health Best Practices: Implementation Guidance Modules for States, Districts, and Schools. The goal was to use innovative implementation strategies to meet the needs for all participants' learning, further dissemination and showcase innovative implementation. This session will highlight themes from the series, and next steps for the Network.

Implementation of a Mental Health Literacy Training Package for Educators

Heather Gotham, PhD, Mental Health Technology Transfer Center Network/Stanford University School of Medicine; Ricardo Canelo, BA, Mental Health Technology Transfer Center Network/Stanford University School of Medicine, Jessica Gonzalez,

MSW, Mental Health Technology Transfer Center Network/Stanford University School of Medicine; Shannon Nemer, PhD, WestEd; Nancy Lever, PhD, University of Maryland School of Medicine, Sharon Hoover, PhD, University of Maryland School of Medicine

Developing and disseminating effective educator and school personnel training and education packages does not necessarily lead to their use and implementation in practice. This session provides preliminary results of an implementation study that examines differences in uptake of the Classroom WISE educator mental health literacy package (online course, video series, website) based on the intensity of implementation support (orientation/manual vs community of practice).

Integrating Evidence Based Mental Wellness Practices within MTSS

Anna Hebb, EdD, Virginia Commonwealth University; Kim Dupre, MS, Virginia Commonwealth University

"This session provides engaging content with the VTSS Implementation Matrix - our roadmap to successful implementation. With an emphasis on systems change and a "way of work" across initiatives, participants will learn strategies and methods to successfully implement and sustain practices that support school mental health."

Supporting Students through Community-Sponsored School-Based Health Care

Emily A. Baldi, MSW, School-Based Health Alliance; Katherine Cushing, MPH, School-Based Health Alliance

Join us to enhance your knowledge around the nuts & bolts of adding community-sponsored school-based health care to your existing school health and behavioral health services. This session is an interactive hour aimed at learning about the nuts & bolts for promoting health equity by partnering with the community to implement or strengthen community-sponsored school-based health services, which may lead to a school-based health center.

Trauma-Informed Care: Implementation and Adaptation for School Settings

Dimple Desai, MSW, Center of Excellence / Georgia Health Policy Center / GSU; Ann Mukherjee, MPP, Center of Excellence / Georgia Health Policy Center / GSU; Jennifer Packard, LCSW, CHRIS 180

Project 180, a SAMHSA-funded initiative in partnership with the National Child Traumatic Stress Network, provides evidence-based trauma-informed training to CHRIS 180 and partnering school staff in addition to placing a therapist directly in the school building to deliver therapeutic support. In this presentation, Project 180 leaders & evaluators will apply an Implementation Science approach to share lessons learned from 5 years of implementation of Attachment, Regulation, Competency framework.

Understanding and Addressing the Social Influencers of Health and Education

Rachel Sadlon, MPH Center for Health and Health Care in Schools, The George Washington University Milken Institute School of Public Health

Child health and learning are influenced by characteristics of the environments in which they live - socioeconomic status, food access, access to services, racism and more. School-based health centers and school mental health systems are well-positioned to help overcome these obstacles. This session will discuss the Social Influencers of Health and Education and outline how to assess the strengths and gaps in students and how they can be addressed via a multi-tiered system of supports.

Un-Synonymizing Mental Health & SEL through Integration

Laura Ficarra, PhD, Skidmore College; Erin Hearne, BS, Skidmore College

This session offers an exploration of the integration of recommended Social-Emotional Learning Benchmarks and Mental Health Literacy functional knowledge, which is required in NYS for teachers via Health Education. Though much of the information within references NYS requirements and recommendations, there is wide-reaching applicability in the concepts offered due to parallels with MHTTC's National School Mental Health Best Practices: Implementation Guidance.

Using Implementation Science to Support the School Mental Health Workforce

Jonathan Olson, PhD, University of Washington; Marianne Kellogg, BA, University of Washington; Kelcey Schmitz, MS, University of Washington; Megan Lucy, BA, University of Washington; Eric Bruns, PhD, University of Washington

Implementation science frameworks underscore the role of workforce development in planning, implementing, and sustaining evidence-based mental health services and supports. This session will summarize lessons learned from an effort to support evidence-based school mental health (SMH). We will review the scope, focus, and outcomes associated with

the federally funded Northwest Mental Health Technology Transfer Center, including its response to the impact of the ongoing global pandemic on SMH.

Virginia School Mental Health Providers Recruitment and Retention Project

Kristinne Stone, LCSW, Virginia Department of Education; Joseph Wharff, Med, Virginia Department of Education; Quyen Duong, LCSW, Virginia Department of Education; Martha Montgomery, MA, Virginia Department of Education

Development of the Virginia Career and Learning Center: a single point of access tool to support the recruitment and retention of School-Based Mental Health Professionals.

Education-Mental Health Integration and Collaboration

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ADHD at School: Strategies for Success

Barbara Chase, MS Professional Counseling, Uvalde Consolidated Independent School District

Children diagnosed with ADHD struggle at school and home. During this presentation we will actively discuss what behaviors look like in different grades. Effective strategies, which can be used at school and home, will be presented regarding executive functions, focus and attention, hyperactivity, socializing and making friends, and self-regulation. We will also discuss how to develop a relationship between home and school, and why this is important for the success of the child.

Building Hope: The Most Powerful Tool You Didn't Know You Have

Scott Butler, EdD, Boys Town; Susan Lamke, MS, Boys Town

Hope is the belief that your future can be brighter than your present or past AND that you have some power in making it better. Research is clear that high hope individuals experience a wider range of success factors than their low hope peers. Hope science has demonstrated that hope can be easily measured and taught. This presentation will teach you how to use the tools of hope science to positively impact all of your program stakeholders.

Building Resilience in Youth through Creative Collaboration

Kathy Francoeur, MEd, IOD, Nicole Quinn, BA, Seacoast Mental Health Center; Esther Asbell, MS Exeter High School; Ellen Riiska, Exeter High School

This session will highlight creative collaboration between mental health and schools to support young people with intensive needs. Multiple perspectives in system-level planning and installing a Tier 3 intervention to engage young people will be discussed. Effective tools used in planning from exploration and adoption to implementation and sustaining this collaboration will be highlighted.

Building Trauma-Responsive, Comprehensive School Mental Health Systems

Elizabeth Wilkes, MA, Florida Department of Health; Jerri Edwards, DNP, Florida Department of Health

The Florida Department of Health (FDOH) will present the comprehensive model and findings from Florida Disaster Response: Building Trauma Responsive, Comprehensive School Mental Health Systems. Topics covered include School Mental Health Capacity building, Evidence-Based, Trauma Responsive School Mental Health Services, and increasing Mental Health Literacy and Awareness.

Compassionate School Mental Health Practices to Foster Resiliency & Recovery

Christine Mason, PhD, Center for Educational Improvement; Martha Staeheli, PhD, New England Mental Health Technology Transfer Center; Dana Asby, MA Med, New England Mental Health Technology Transfer Center; Stacy Champey, Med, Manchester School District

New England MHTTC's Childhood-Trauma Learning Collaborative will present the Compassionate School Mental Health Model & demonstrate how it is being used to further compassionate trauma-informed practices in schools and districts in New England. Highlighted will be 1) best practices for collaboration with community organizations, families, and healthcare centers, 2) how the CSMH Model enhances MTSS work, and 3) the role of coaching in supporting educators to become compassionate, nurturing adults.

Creating a Tipping Point for Comprehensive School Mental Health Systems

Joanne Cashman, EdD, Sharedwork, LLC/NASDSE; Joyce Sebian, MEd, Federal-National School Mental Health Partnership; Mariola Rosser, EdD, Center for Health and Health Care in Schools/GWU; Andrew Ecker, EdD, Putnam/Northern Westchester BOCES (NY); Jennifer Ulie-Wells, PhD, Pass the Love; Clinton Smith, EdD, National Education Association Caucus for Educators of Exceptional Children and University of Tennessee at Martin

Join the growing network of school mental health champions working to advance the wide scale adoption of Comprehensive School Mental Health Systems. Together we will identify opportunities to engage stakeholders in using this framework. We'll learn about current work and explore new strategies to engage partners, promoting an exchange of perspectives critical to building support for ideas or practice changes needed to benefit schools/communities. Let's get to it! Let's get to Tipping Point!

Creating an ECMH Consultation CREW to Stay Stronger Together with Teams

Grace Schoessow, MS, Greene ESC, Mental Health Services

This session explores ways creating an Early Childhood Mental Health Consultation CREW can enhance teaming and strengthen comprehensive school mental health supports and collective resiliency. ECMH-C strengthens a comprehensive multi-tiered system of support by addressing equity and teaming in innovative ways. Learn about Ohio efforts that are underway to prevent preschool expulsion, promote mentally healthy classroom climates and strengthen teams.

Design Considerations for School-Based Mental Health Programs

Amanda Hopkins, EdD, Madison- Oneida BOCES

22% of American children are found to have a diagnosable mental illness that critically affects their social or emotional development. Due to the decline in the number of day treatment facilities, school districts must develop their own school-based mental health programs. This presentation will share the findings from a 2019 study, with the goal of improving outcomes for children with mental health and significant behavior problems, by identifying key program elements for student success.

ECMHC: Adaptations for Virtual & Hybrid Learning

Aisha Bryant, MA, AppleTree Institute/ Public Charter School; Brenda Terry-Leonard, PhD, MedStar Georgetown University Hospital Outpatient Psychiatry - WISE Center

ECMHC aims to enhance the quality of young children's affective environments in order to promote their social, emotional, and behavioral health through capacity-building with educators, administrators, and parents. This presentation will (1) outline a model of ECMHC in use in an early childhood public charter school system, (2) discuss how ECMHC can be implemented in a virtual and hybrid education setting, and (3) report classroom climate, child behavior outcomes in virtual setting.

Effective Strategies and Lessons Learned in Co-Creating a Culture of Students

Aaron Fischer, PhD, University of Utah; Eric Dooley-Feldman, MA, University of Utah; Matthew Smith, Med, Salt Lake Center for Science and Education; Rachel Fletcher, EdD, Salt Lake Center for Science and Education; Chathuri, Illapperuma-Wood, PhD, University of Utah

This session will provide first-hand perspectives from a school-community partnership providing multi-tiered systems of support for students and teachers. School leadership will share lessons learned from their partnership with a university school psychology lab providing consultation on school-based mental health services across the MTSS continuum of care. Key factors to building a resilient and effective school-community partnership will be highlighted through personal stories of practice.

Examining School Mental Health Across Rural, Urban, and Suburban Schools: Implications for Research and Practice

Teagan Twombly, PhD Candidate, University of Wisconsin-Madison; Andy Garbacz, PhD; Julia Porter

The purpose of this session is to describe teacher and administrator perspectives about school mental health across rural, urban, and suburban areas. Findings will be used to identify ways to promote school mental health within and across geographic areas with an emphasis on delineating implications for research and practice.

Expand Your Team, Expand Your Results: Integrating Systems for SEB Supports

Kelly Perales, MSW, Midwest PBIS; Katie Pohlman, MSW, Midwest PBIS Network

As schools and communities respond to the most recent events, there is a tendency to want to add new supports to meet the rising social-emotional-behavioral (SEB) needs of their school community. This session will encourage participants to assess what is working well, what their data says they need, and how to be effective and efficient. Participants will leave with resources, tools and strategies to expand team membership and collaborative teaming practices to support a single system of deliver.

I'm Not a Mindreader! Fostering an Environment of Mental Health at Home

Sue Bowles, MS, My Step Ahead

Believe it or not, children want to communicate with adults, and often don't know how to ask for it. And adults want to communicate with children. "Social distancing" has damaged our collective ability to truly talk, be heard, and understand each other. How do we bridge the gap? Join this interactive session where we dig in and find natural ways to give everyone what they want and don't know how to ask for: communication. Mind-reading skills no longer needed!

Improving Collaboration Between Schools and Mobile Crisis Intervention

Kathryn Kurtz, PhD, BIRCh Project at the University of Massachusetts; Talia Berkman, BA, BIRCh Project at the University of Massachusetts; Bryce Scottron, LMHC, BIRCh Project at the University of Massachusetts; Amanda Priest, MS, BIRCh Project at the University of Massachusetts; Melissa Pearrow, PhD, BIRCh Project at the University of Massachusetts

Due to increasing national need for emergency room diversion programs and integrated behavioral health services, strengthening mobile crisis intervention (MCI)-school team partnerships is critical. This presentation describes 1) conducting a needs assessment related to MCI-school collaboration and 2) best practices to improve collaboration at the school, district, and statewide levels. A free protocol including best practices around MCI and school collaboration will be shared.

Mental Health Professional Partnership: Building Rural School Mental Health

Mindy Chadwell, PhD, University of Nebraska Medical Center, Munroe Meyer Institute; Mid America Mental Health Technology Transfer Center; Taira Masek, LCSW, MPA

The Mental Health Professional Partnership is an innovative partnership developed to address youth mental health concerns in high-needs rural areas. This presentation will describe components of MHPP; discuss training provided in the National School Mental Health curriculum to district leadership and school mental health graduate trainees; discuss retention strategies for school mental health providers in high needs rural areas; and will review findings from Year 1 2 of MHPP implementation.

Navigating Behavioral Health Supports for At-Risk Students

Denise Pietrzak, MS, ESCNEO; Mary Wise, MS, Educational Service Center of Northeast Ohio; Michelle Riske-Morris, PhD, Case Western Reserve University Begun Center

Schools have the potential to play a key role in preventing youth mental, emotional, and behavioral difficulties, identifying and supporting students with mental health problems and reducing child and youth violence. Due to these gaps in knowledge, service and infrastructure, we will be presenting on strategies to integrate a full continuum of services using a tiered, multidisciplinary approach with a focus on integrating mental health.

Pennsylvania's Student Assistance Program: Trends and Future Directions

Perri Rosen, PhD, PA Department of Human Services-Office of Mental Health and Substance Abuse Services; Alicia M. Hoke, MPH, CHES, Penn State PRO Wellness; Deepa Sekha, MD MSc, Penn State College of Medicine

Pennsylvania's Student Assistance Program is a long-standing infrastructure that is overseen jointly by three state agencies. The goal of SAP is to identify and address barriers to a student's learning, including behavioral health concerns. This presentation will highlight the Pennsylvania model for SAP and how SAP has been sustained, share outcomes data related to trends over time, and describe how SAP continues to evolve to meet the needs of stakeholders, particularly during the pandemic.

Post-Pandemic Recovery: A Metropolitan School District Approach

Kenya Coleman, PhD, District of Columbia Public Schools; Douglas Gotel, LICSW, District of Columbia Public Schools; Carla Hall, LICSW, District of Columbia Public Schools; Nigel Jackson, LICSW, District of Columbia Public Schools

This presentation will illuminate the intersectionality between Multi-Tiered Systems of Support (MTSS) and School Mental Health through a trauma lens in response to COVID and racialized trauma. In this session, participants will learn how DC Public Schools has approached this new reality by interrogating MTSS at Tier 1 by leaning into adjustment through a trauma-responsive lens.

Promoting Equitable Mental Health Care in Schools for Students of Color

Jeannie Golden, PhD, Psychology Department, East Carolina University Danielle Webb, LMSW; Paula Flanders

Lack of mental health services in low-income, rural schools is a significant problem adversely effecting students of color. Anxiety, depression, and suicidality are often secondary to poverty, systemic racism, racial and cultural bias, and bullying. Ensuing consequences include poor academic achievement, exclusionary disciplinary practices, and the school to prison pipeline. The presenter will share creative initiatives that took place in a rural, low-income school and changes that occurred.

Reading, Writing, and Therapy: Schools as the Location of Service

Jordan Grieser, JD, Connections at Project Harmony

More and more children are receiving mental health services at school and during the school day. While many see this as the only option to get students the help they need, it is still important to consider the appropriateness of the school as service location. The presenter will offer empirical evidence regarding the effectiveness of in-school therapy as well as real world advice on how to promote success no matter where therapy occurs.

Rise Resilient: Addressing ACEs through Healing Centered Engagement & HOPE

Rebecca Gostlin, MEd, CASBHC

This session presents an approach to screening youth for Adverse Childhood Experience (ACEs) and responding with trauma-informed care inclusive of Healthy Outcomes through Positive Experiences (H.O.P.E.) and Healing Centered Engagement frameworks to build resilience. It will highlight the importance of collaboration among primary care and behavioral health services as well as community support agencies to implement this approach.

School Based Mental Health Therapy: An Overview

Marion Smyser, LCSW, Centerstone

The need for today's youth to have access to fully-trained mental health therapists is growing. For many, the barriers toward obtaining mental health therapy are too great to overcome. This presentation will look at the benefits of placing mental health therapists directly into local schools. We will also look at the logistics of what goes into establishing an effective school-based mental health therapy program, and how local school systems and local mental health agencies can collaborate.

Schools, University, & State Agencies Collaborate to Prevent Youth Suicide

Paula Smith, PhD, University of Utah; Moises Prospero, PhD, iChamps Consulting; Andrea Hood, MS, Utah Division of Substance Abuse and Mental Health; Michelle Knight, MHA MBA, Utah State Board of Education; Rebecca Andreasen, MEd, Alpine School District; Lori Thorn, MEd, Alpine School District

Youth suicide is a leading cause of death in Utah. Three school districts, the State Board of Education, Division of Substance Abuse and Mental Health, and university evaluators collaborated to decrease youth suicide. We present the challenges of implementing mental health interventions in schools and share how to build strong partnerships among the primary stakeholders and community mental health organizations. We share lessons learned developing a culture of help-seeking and mental wellbeing.

Supporting the Whole Child and Embedding/Integrating SEL

Courtney Blair, MSW, Baltimore County Public Schools

Across the nation, "schools are responsible for providing a continuum of services for students, creating safe, stable, and welcoming learning environments for all, and nourishing the education, growth, health, and wellbeing of the whole child (Simmons, Brackett, and Adler, 2018)." In order "to do this, school systems must integrate SEL, including trauma-informed

practices, into all aspects of teaching and learning in ways that are accessible, sustainable, evidence-based, culturally responsive.

Tailoring School Based Mental Health Services for an Urban Setting

Jessica Bendure, EdS, Burrell Behavioral Health; Allison Roffers, PhD, Springfield Public Schools

The collaborative program implemented in the largest school district in Missouri between Springfield Public Schools and Burrell Behavioral Health has developed a model that significantly impacts academic and mental health concerns. School Based Mental Health Services are utilized across the urban landscape despite the demographic of the neighborhood. The system is built to provide increasing layers of individualized support.

Talking to Each Other: The Impact of Care Coordination

Molly Wimbiscus, MD, Cleveland Clinic; Kristen Morio, MA, Miami University; Michael Carr, LPCC LSW, Cleveland Clinic

Spanning the boundaries of healthcare and education is challenging, and the evaluation of programs implementing strategies is complex. Even when young people do receive medical care during an acute mental health crisis, they often receive limited guidance on how to transition back to "normal life" despite evidence offering best re-entry practices. Using qualitative and quantitative data can be useful for real-time advocacy for program or process implementation and investment.

The Way Forward: Leveraging MTSS to Adapt to the Changing World

Susan Barrett, MA, Old Dominion University

This session will provide new guidance and examples for state and local leaders to align and strengthen all social/emotional/behavioral efforts through one interconnected system. Sessions will demonstrate how the core features of MTSS are used to ensure a sustainable system that impacts the mental health of students, families and communities. Tools and planning templates will be provided.

We are Struggling Too!: Teachers' Well-Being during COVID-19

Naomi Brown, MSW, George Mason University; Aidyn Iachini, PhD, University of South Carolina; Elizabeth Brown, PhD, George Mason University; Tasha Childs, MSW, University of South Carolina; Kate Phillippo, PhD, Loyola University Chicago; Linda Galib, MPH, Loyola University Chicago

This presentation will share findings from a national teacher survey of P-12 US teachers during the pandemic. We will investigate teachers' personal well-being reported by teachers' characteristics (e.g., years of experience, grade level, training, and role). We will examine how student wellness needs overwhelmed teachers and negatively affected their well-being. Implications for research and practice regarding how school-based systems can support teacher and student wellness will be shared.

Youth and Family Partnerships in Mental Health

[View Showcase for this Specialty Track](#) |

Youth Alternative Peer Groups: Expanding the Substance Use Prevention Continuum

Heidi Cloutier, MSW, UNH IOD

Effective integration of behavioral health supports includes a robust continuum of substance use interventions. This session will provide concrete examples of substance use supports integrated within a Multi-tiered System of Support framework including Alternative Peer Groups, facilitated by peers in recovery for youth looking for a fun, substance free community that promotes healthy lifestyle choices, as an emerging practice that can engage and support youth in recovery.

Supporting Marginalized Families through University-Church Partnerships

Janise Parker, PhD, William & Mary, Natoya Haskins, PhD, William & Mary, Katherine Barko-Alva, PhD, William & Mary

Faith-based organizations are generally identified as supportive institutions for marginalized families. In response to COVID-19, the presenters, along with teacher and school mental health trainees, provided social-emotional and behavioral

support for Black and Latinx students in the local community through innovative university-church partnerships. This presentation highlights considerations for collaborating with faith-based institutions to support K-12 minoritized students.

Youth and Families as Partners: Strategies for Engagement

Kelly Henderson, PhD, Formed Families Forward, Kim Dupre, MSed, Virginia Commonwealth University.

The Virginia Tiered Systems of Supports works to support an integrated system that promotes better outcomes for ALL students. Session participants will have opportunities to move beyond pizza night to real partnerships with all families including those who are impacted by situational and historical trauma. Participants will action plan around strategies for supporting student mental health and wellness.

Cultural Responsiveness and Equity

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Addressing Disproportionality in School Discipline Using CPS

Stacy Haynes, EdD, Lives in the Balance

Bridge Builders work to promote empathy and understanding, find common group when possible, and identify shared goals and values (Greater Good Science Center, 2019). Join this session to practice your Bridge Building skills and leave with the training materials to conduct the same session in your school community.

An African-centered Approach to School Social Work Practice

Ashley Waddell, MSW LCSW, Henrico County Public Schools; Shenita Williams, MSW LCSW, Henrico County Public Schools

African-centered social work seeks to shift the social worker's mindset to critically examine the experiences of the Black Community. Participants will explore African-centered social work and its implications for school social work practice. Participants will be provided with strategies using a multi-tiered system approach.

Building Resilience & Bridging Differences

Natalie Beck, DSW LICSW, Saint Edward's University; Stephanie Ochocki, DSW LICSW, Rosemount-Apple Valley-Eagan School District 196

Bridge Builders work to promote empathy and understanding, find common group when possible, and identify shared goals and values (Greater Good Science Center, 2019). Join this session to practice your Bridge Building skills and leave with the training materials to conduct the same session in your school community.

Home and School: How LGBTQ Youth's Environments Influence Wellbeing

Sean Weeks, MS, Utah State University; Tyler Renshaw, PhD, Utah State University

This presentation will discuss the findings of a study that looked at how the home and school environment influence the minority stress that predicts sexual minority youth's mental health.

How to Address Difficult Topics With Students Following A Racially Charged Event

Carrie Woodward, MA, Propel Schools; Kelly Hoffman, MS, Propel Schools

Propel Schools educates students who mostly live in socioeconomically disadvantaged neighborhoods and are majority minority students. PPIW, the partnership between our educators and mental health providers, allows for catered professional development for teaching staff. We will cover how educators and mental health providers can address events that cause race-based stress and trauma. Participants will be able to discuss the effects and learn strategies to address brave topics in the classroom.

Moving Inclusion Upstream through a Positive Youth Development Lens

Micah Woodard, MSW, United States Public Health Commissioned Corps/Indian Health Service

Promoting connections that support continuous improvement in wellness and learning potential for youth will require more inclusive, culturally-centered, and robust continuum of care access models. The Positive Youth Development Center Home Model (PYD-CHM) offers an innovative approach to developing a collaborative and engaged community approach within a School-Based setting that is developmental, skills based, experiential, and relationship focused.

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Let's Talk: Support Services for Youth in Crisis

Maria Taylor, BA, National Runaway Safeline

Through its 24/7 crisis services, an extensive database of over 6,500 local resources across the country and valuable prevention and education tools, the National Runaway Safeline (NRS) works to keep America's youth safe and off the streets. Serving as the national crisis and communication system for runaway, homeless and at-risk youth, NRS responds to youth and families in crisis through its hotline (1-800-RUNAWAY) and online services (1800RUNAWAY.org), including chat, email, and forum services.

SBA School Policy: Wellbeing, Equity and Responsiveness Among BIPOC Students

Jennica Paz, PhD, San Diego; Katina Lambros, PhD, San Diego, Associate Professor, SP Program Director; Shameeka Lewis, EdS, High Tech High Public Charter Schools/SDSU

The SBA Assessment of Student Well-Being is a best-practice policy that highlights how schools must focus on the assessment of student strengths and assets to build upon core SEL competencies and success. An SBA approach is necessary for use with Black, Indigenous, People of Color (BIPOC), and youth with histories of discriminatory assessment practices. Schools can use this policy to begin dismantling unjust assessment practices leading to the disproportionate representation of BIPOC youth.