

The 2023 Annual Conference *on*
Advancing School Mental Health
Building Hopeful Futures for All Youth

Request for Proposals
Information Guide & Planning Template



December 5-7, 2023 · New Orleans, LA

Conference Description

The Annual Conference on Advancing School Mental Health brings together leaders, practitioners, researchers, family members, advocates, and other partners in the school mental health field to share the latest research and best practices. The conference emphasizes a shared school-family-community agenda to bring mental health promotion, prevention, and intervention to students and families as part of a multi-tiered system of supports. This conference is hosted by the [National Center for School Mental Health](#) (NCSMH; funded in part by the Health Resources and Services Administration). If you have any questions, please contact the NCSMH team at 410-706-0980 or ncsmh@som.umaryland.edu.

Conference Objectives

Participants will be able to:

1. Identify three strategies for effectively implementing a full continuum of comprehensive, evidence-based, school mental health approaches to support students' academic, behavioral, and social-emotional success.
2. Identify three action steps to meaningfully partner with youth and families in school mental health.
3. Consider adaptations that may be needed in response to the COVID-19 pandemic.
4. Identify strategies for integrating diversity, equity, and inclusion considerations across all aspects of school mental health.

*This document is for planning purposes only. **All proposals must be submitted online to be considered for acceptance.** We strongly recommend using this template to prepare information prior to online submission. This document is organized in the same manner as the online submission portal.*

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Proposal Deadline

May 15, 2023, 11:59 PM (PT)

**SUBMIT PROPOSAL
ONLINE HERE**

Important Notes

- Participants will not receive mental health continuing education credits if the lead presenter does not have an advanced degree.
- If accepted, the lead presenter must complete an online confirmation of acceptance and contact all co-presenters.
- All presenters must register for this conference and are responsible for their own registration fees.
- Presenters must provide digital copies of their slides to the NCSMH in advance of the conference.
- The NCSMH does not provide copies of slides and handouts to attendees, and presenters are encouraged to make materials available directly to interested attendees.

Proposal Guidelines

- Character limits include spaces and punctuation.
- Be consistent with conference objectives.
- Make topics consistent with the priorities of at least one track.
- Describe the content and method of teaching and identify three learning objectives for the presentation. Proposals that include data (e.g., concrete, objective findings from research, program evaluation or quality improvement efforts) are strongly encouraged.
- Include information on how outcomes, research, evidence-based practice, and/or practice-based evidence inform the presentation.
- Be appropriate for and sensitive to a diverse group of stakeholders.
- Include information on how the presentation relates to a multi-tiered system of mental health supports (MTSS).
- State how youth, families, and caregivers are included as collaborators in developing of the presentation, in vetting content, and/or as presenters. Presentations that include youth, families, and caregivers as presenters are strongly encouraged.
- Include information on how your presentation addresses concerns of cultural responsiveness and equity.
- Gather a CV or full resume (not a bio) and a signed [conflict of interest form](#) for each presenter (not required for posters).

Presentation Title *125-character limit*

Presentation Type *Select one*

- Conference Session (60 min)
- Intensive Training Session (180 min)
- Poster (90 min)
- Symposium (90 min)

Intended Audiences

- | | |
|---|---|
| <input type="checkbox"/> Administrators | <input type="checkbox"/> Juvenile Service Staff |
| <input type="checkbox"/> Child and Family Advocates | <input type="checkbox"/> Mental Health Providers |
| <input type="checkbox"/> Child-Serving Agency Staff | <input type="checkbox"/> Paraprofessionals |
| <input type="checkbox"/> Community Leaders | <input type="checkbox"/> Policymakers/Legislators |
| <input type="checkbox"/> Educators | <input type="checkbox"/> Researchers |
| <input type="checkbox"/> Families | <input type="checkbox"/> Youth |
| <input type="checkbox"/> Health Providers | <input type="checkbox"/> Write-in: _____ |

Presentation Tracks *Select one, with an optional secondary selection*

- **School Climate, Social Emotional Learning, and Mental Health Promotion (Tier 1)** focuses on mental health promotion services and supports (Tier 1), social emotional learning, and school climate to meet the needs of all students, regardless of risk for mental health problems. These activities can be implemented school-wide, at the grade level, and/or at the classroom level. This track incorporates 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.
- **Prevention and Early Intervention (Tier 2)** 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.
- **Mental Health Intervention and Treatment (Tier 3)** 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 displays a particular concern and significant functional impairment. Sometimes these supports are referred to as mental health intervention, treatment, tertiary services, or intensive services.
- **Implementation Science and Practice** 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.
- **Education-Mental Health Integration and Collaboration** 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.
- **Youth and Family Partnerships in Mental Health** 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.
- **Cultural Responsiveness and Equity** emphasizes promoting school mental health by identifying and promoting policies and prevention and intervention programs that are antiracist, culturally responsive, and equitable for all students. Issues of race, ethnicity, culture, gender identity and expression, sexual orientation, and more are explored in this track.
- **Advocacy and Policy** 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.
- **Financing and Sustainability** 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.

Abstract *5,000-character limit*

This description of your presentation is for the conference committee members to use in determining acceptances. This abstract must be in your own words and cannot be copied from a grant.

Program Booklet Description *500-character limit*

This description of your presentation will be available to attendees through the conference program booklet if your presentation is selected. This abstract must be in your own words and cannot be copied from a grant.

Cultural Responsiveness and Equity *300-character limit*

Describe how the content of your presentation is relevant to cultural responsiveness and equity considerations.

Objectives

Please list three measurable learning objectives that are clearly defined using measurable behavioral verbs such as classify, compare, demonstrate, describe, discuss, differentiate, explain, list, and name. Example:

1. Participants will be able to list three strategies to successfully engage families in student learning.
2. Participants will be able to describe how comprehensive school mental health is consistent with a multi-tiered system of support.
3. Participants will be able to demonstrate three effective skills related to reducing anxiety in students.

References

Please list 3 peer-reviewed journal articles and/or book references that support your presentation content in [APA style](#). We do not need the actual documents. Example:

- Dillard, J. P. (2020). Currents in the study of persuasion. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), *Media effects: Advances in theory and research* (4th ed., pp. 115–129). Routledge.
- Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture, 8*(3), 207–217.
<https://doi.org/10.1037/ppm0000185>
- Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin Books.

Presenter Information

Provide the name and contact information for the primary presenter and any co-presenters (up to 6 total). The primary presenter must have an advanced degree for continuing education credits to be available to attendees for this presentation.

Primary Presenter Name	
Degrees/Licensure	
Title	
Organization	
Address	
City, State, ZIP Code	
Country	
Phone & Email	
Presenter 2 Name	
Degrees/Licensure	
Title	
Organization	
Address	
City, State, ZIP Code	
Country	
Phone & Email	
Presenter 3 Name	
Degrees/Licensure	
Title	
Organization	
Address	
City, State, ZIP Code	
Country	
Phone & Email	
Presenter 4 Name	
Degrees/Licensure	
Title	
Organization	
Address	
City, State, ZIP Code	
Country	
Phone & Email	
Presenter 5 Name	
Degrees/Licensure	

Title	
Organization	
Address	
City, State, ZIP Code	
Country	
Phone & Email	
Presenter 6 Name	
Degrees/Licensure	
Title	
Organization	
Address	
City, State, ZIP Code	
Country	
Phone & Email	

Symposium Abstracts *5,000-character limit, symposia only.*

A symposium combines 2-3 presentations that address a single topic from different perspectives or discuss several components of a research project. Each symposium requires a chair, a discussant, and up to 6 presenters (up to 2 per paper/presentation).

Symposium Chair & Discussant

	Chair	Discussant
Name		
Degrees/Licensure		
Title		
Organization		
City, State, ZIP Code		
Phone & Email		

Symposium Authors

Paper/Presentation 1	Author 1	Author 2
Name		
Degrees/Licensure		
Organization		
Paper/Presentation 2	Author 1	Author 2
Name		
Degrees/Licensure		
Organization		
Paper/Presentation 3	Author 1	Author 2
Name		
Degrees/Licensure		
Organization		

Continuing Education *Not required for poster submissions.*

Please outline how you will cover the material described in your objectives. You will need to identify three primary content/topic areas, the time spent on each area, who will present the topic during the presentation, and the teaching method through which it will be taught.

Objective 1.

Content/Topics	
Time Frame (in minutes)	
Speaker	
Teaching Method(s)	

Objective 2.

Content/Topics	
Time Frame (in minutes)	
Speaker	
Teaching Method(s)	

Objective 3.

Content/Topics	
Time Frame (in minutes)	
Speaker	
Teaching Method(s)	

Submissions Decisions

All presenters will be notified of the decision regarding acceptance by June 30, 2023.

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