

The 22nd Annual

CONFERENCE ON ADVANCING SCHOOL MENTAL HEALTH

Promoting Student Mental Health and
Positive School Climate

#CSMH2017

Washington, D.C.

October 19-21, 2017



TABLE OF CONTENTS

Welcome letters	Page 2
Conference objectives	Page 5
Conference tracks	Page 6
Attendee information	Page 7
Maps	Page 8
Conference program	Page 10
Thursday	Page 10
Friday	Page 11
Saturday	Page 12
Conference sessions	Page 13
Conference session 1	Page 13
Conference session 2	Page 16
Lunch learning sessions	Page 19
Conference session 3	Page 22
Conference session 4	Page 25
Advanced practice skills workshops	Page 28
Conference session 5	Page 31
Conference session 6	Page 35
Conference session 7	Page 38
Conference session 8	Page 41
Conference session 9	Page 44
Symposia	Page 48
Posters	Page 52
Intensive training workshops	Page 58

WELCOME!

October 2017

Welcome to the 22nd Annual Conference on Advancing School Mental Health!

On behalf of our team at the Center for School Mental Health (CSMH), we welcome you to the nation's premier interdisciplinary meeting on advancing school mental health research, training, policy, and practice. This year's conference theme – **Promoting Student Mental Health and Positive School Climate** – recognizes the value of a full continuum of supports, from whole-school approaches that promote positive school climate and student and staff wellness, to individualized supports for those with mental health concerns.

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, conference Planning Committee, and 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 attending the conference, and when you return to your communities, we ask that you partner with the CSMH 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 check out some of the new features of the site – a searchable **library of school mental health screening and assessment tools**, and the **Trauma Responsive Schools Implementation Assessment**, a tool for schools and districts to measure their degree of trauma responsiveness and engage in quality improvement toward creating trauma-informed school systems.

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 A. Hoover, PhD



Nancy A. Lever, PhD

Co-Directors, Center for School Mental Health



October 19, 2017

Dear Attendees,

Thank you for choosing National Harbor as the destination for your 22nd Annual Conference on Advancing School Mental Health. As the Conference and Visitors Association for National Harbor, we take pride in our efforts to market, promote, and sell our destination as a world-class place for visitors in the local & global markets.

As a visit to our unique micro-city, we want to make you aware of the various attractions and things to do just steps from your hotel:

- **The Capital Wheel:** Soaring 180 feet above the Potomac River waterfront at National Harbor, The Capital Wheel is a world-class destination and iconic addition to the skyline of the nation's capital
- **Restaurants:** National Harbor is home to more than 40 delectable dining spots. Between decadent steakhouses and classic American fare to cozy coffee shops and tasty places to grab something sweet, we have something for every palate
- **Entertainment:** Join us for one of the more than 300 events our destination hosts each year, including free fitness on the Plaza, performances, movies, festivals and world class entertainment at MGM National Harbor
- **Shopping:** The National Harbor shopping scene has something for everyone. With a delightfully diverse blend of more than 160 retailers, we've got a retail experience for every kind of shopper – from major retail to the funky specialty shop and beyond.
- **Art & History:** With more than 10 million dollars in public art, National Harbor pays homage to the American icons of our past, history of our great Potomac River through various sculptures, mosaic murals and statues throughout the 350-acre property. Just up the hill, the historic manor Oxon Hill Manor provides a small glimpse into colonial history with expansive views of National Harbor, lush gardens and architecture.

Everything we do here at Visit National Harbor is centered on providing an amazing experience for visitors. As the only waterfront district in Maryland minutes from the Nation's Capital, we look forward to creating a memorable experience as our guest. Welcome to National Harbor!

Sincerely,

Yvonne Pearson

Yvonne Pearson

Tourism Marketing Coordinator

Visit National Harbor

We are delighted to have George E. Miller II, Child Advocacy Artist, share his inspirational artwork for our 22nd Annual Conference on Advancing School Mental Health. This year's design reflects our collective goal of creating welcoming schools that promote student mental health and positive school climate.



Please visit George's table in our exhibit area and view his work at www.gemartstudio.com.

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 support 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 build 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.

CONFERENCE TRACKS

School Climate and Universal Mental Health Promotion

This track focuses on mental health promotion services and supports (Tier 1) 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 schoolwide, 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.

Prevention and Early Intervention

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

Mental Health Intervention and Treatment

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, tertiary services, or intensive services.

Implementation Drivers

This track focuses on the mechanisms or “drivers” that support the successful implementation of interventions in schools, especially as they relate to a multi-tiered system of student mental health supports (MTSS). These include (1) “competency drivers” – intervention fidelity, staff selection, training, and coaching; (2) “organization drivers” – school environments that promote effective mental health and educational services, including data-driven decision making, continuous quality improvement efforts, and collaborative approaches to sustain positive changes across schools, districts, and the state; and (3) “leadership drivers” – providing management strategies that address implementation challenges that arise at the leadership level.

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.

Youth and Family Partnerships in Mental Health

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

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, health disparities, disproportionality, family engagement, and cultural competence are considered in this track.

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.

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.

ATTENDEE INFORMATION

REGISTRATION RATES

On-site registration

Registration is available on-site.

General rate	\$545	Advisory Board rate	\$440
Speaker rate	\$440	Student rate*	\$330

* Must provide a copy of student identification

Refund policy

All refund requests must be received in writing and submitted to Sylvia McCree-Huntley (shuntley@som.umaryland.edu) no later than August 1, 2017. Refunds are subject to a \$75 administrative fee. No refunds will be provided for student or speaker registrations.

Payments for early and standard registration must be received before August 31, 2017. To pay by check or money order, please make the check or money order payable to: University of Maryland Baltimore (Federal ID Number 52-6002036)

IMPORTANT NOTES

Americans with Disabilities Act

If you require special accommodations to attend or participate in the 22nd Annual Conference, please provide information about your requirements to the Center for School Mental Health (410-706-0980) at least 10 business days in advance of the event.

Conference disclaimers

The Center for School Mental Health at the University of Maryland School of Medicine does not endorse or approve any commercial products. While it is usually unnecessary, the CSMH reserves the right to substitute or cancel sessions.

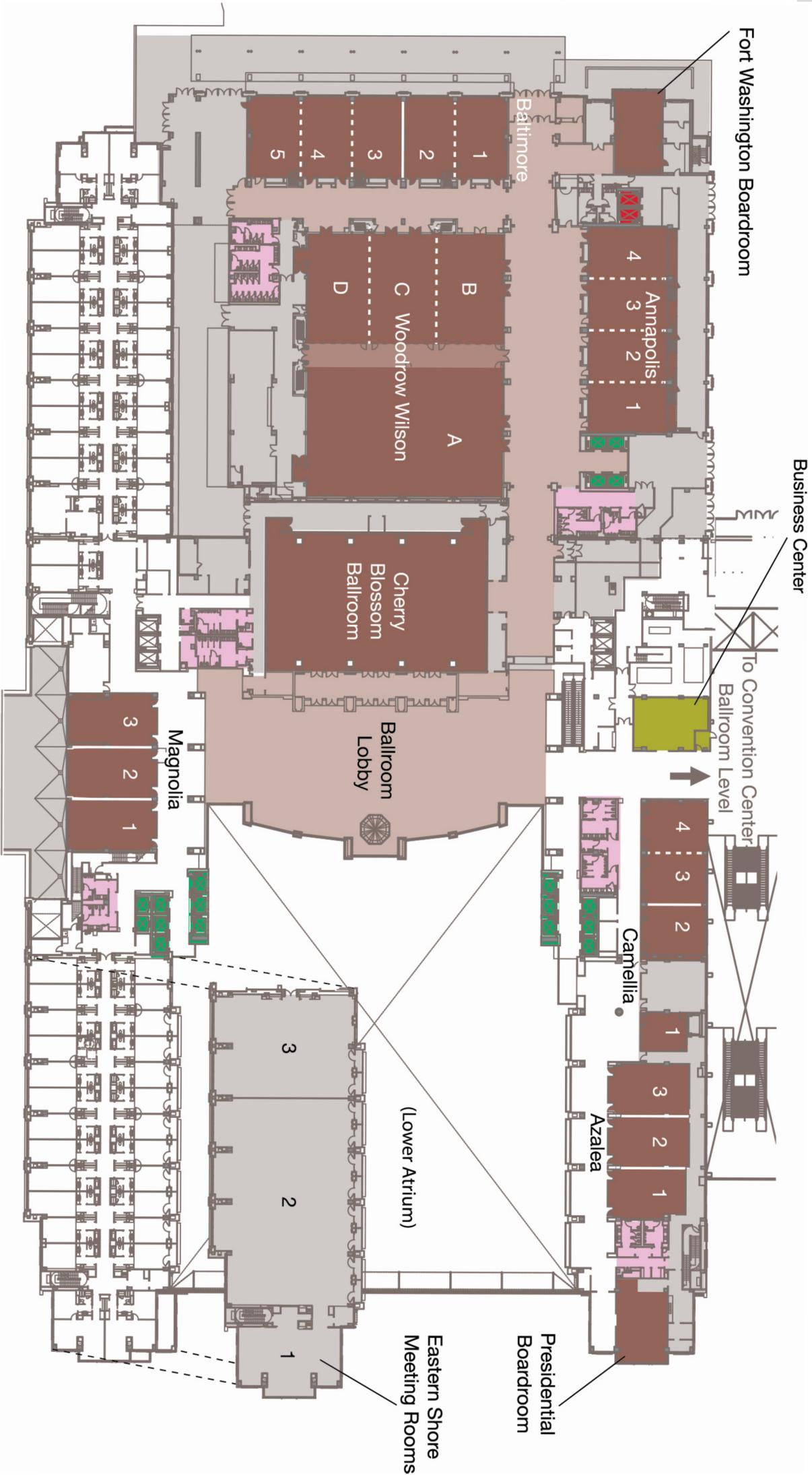
CONTINUING EDUCATION

Continuing education credit for the 22nd Annual Conference is co-sponsored by the University of Maryland, Center for School Mental Health, and The Institute for Continuing Education. The program offers a total of 19.0 contact hours, with daily hours offered as follows:

Thursday, October 19	7.5 contact hours
Friday, October 20	8.0 contact hours
Saturday, October 21	3.5 contact hours

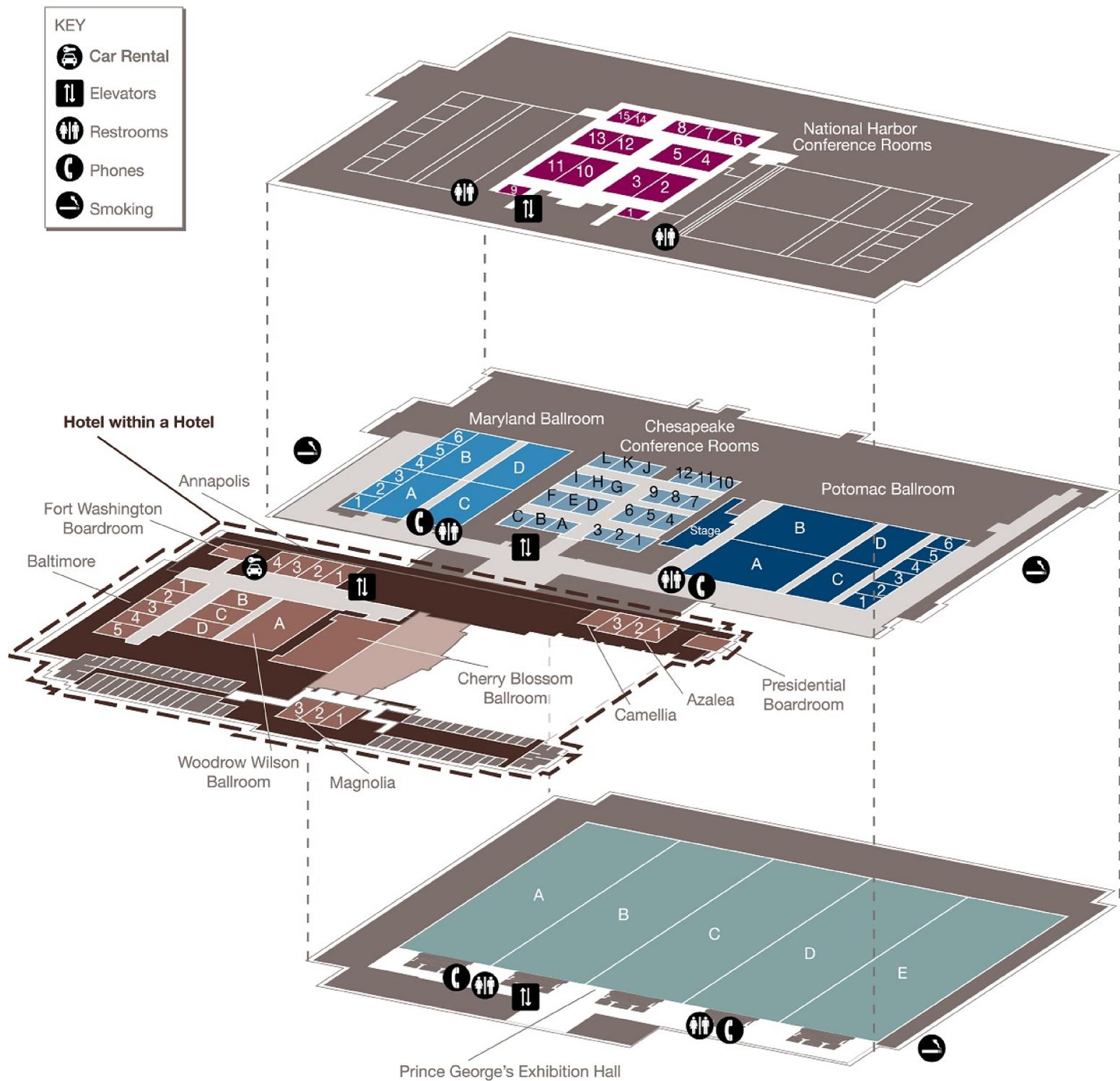
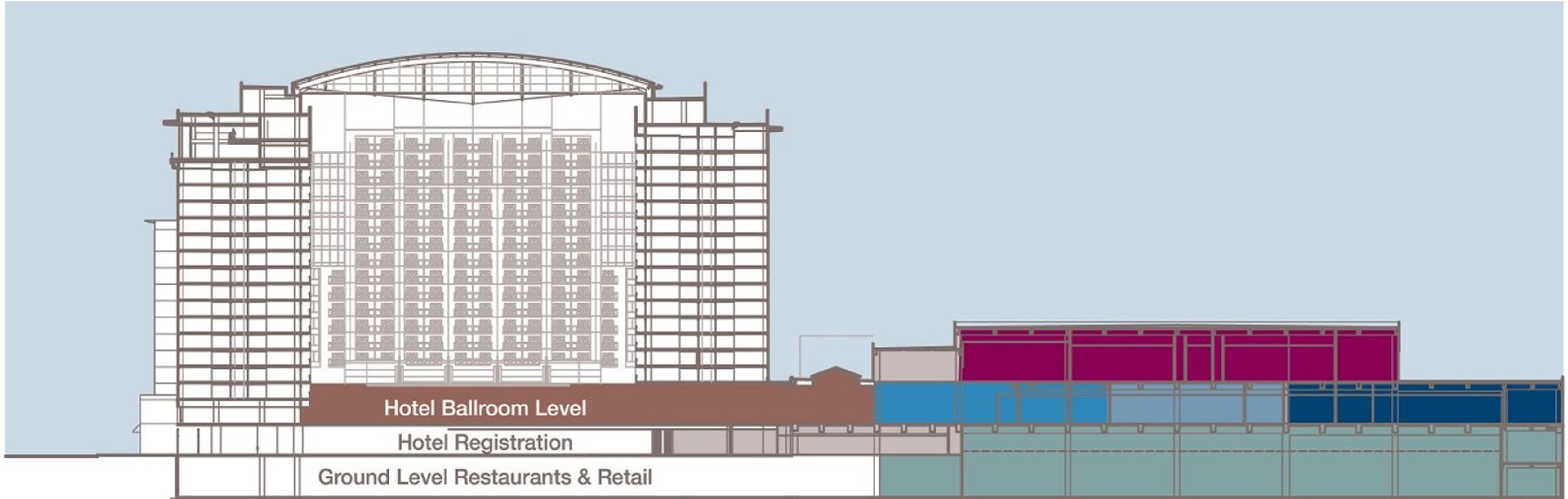
Continuing education credit is awarded on a session-by-session basis, with full attendance required for the sessions attended. Partial session credit is not offered. To receive continuing education credit, conference participants must complete all continuing education forms, sign in/out daily at designated locations, and submit an evaluation of the workshops/sessions they attend. *For additional details about continuing education credits for specific disciplines, please visit the "About" icon on our conference app.*

MAPS



You can also download the Gaylord's navigational app to get turn-by-turn directions to your meeting room at <http://navigategaylordhotels.com>

MAPS



THURSDAY

October 19, 2017

7:00-8:15 am	Registration
8:15-8:30 am	Welcome and greetings Sharon Hoover, 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 Creating a Climate of Success for All Students Freeman A. Hrabowski, II, PhD, President, The University of Maryland, Baltimore County, Baltimore, MD
9:30-9:45 am	Break/Book signing
9:45-10:45 am	Conference session 1
10:45-11:00 am	Break
11:00 am -12:00 pm	Conference session 2
12:00-12:10 pm	Box lunch pickup
12:10-1:10 pm	Lunch learning sessions
1:10-1:20 pm	Break
1:20-2:20 pm	Conference session 3
2:20-2:35 pm	Break
2:35-3:35 pm	Conference session 4
3:35-3:50 pm	Break
3:50-5:20 pm	Advanced practice skills workshops

**Other
activities**

6:00-9:00 pm Guided tour of Washington, D.C. (optional; details TBD)

October 20, 2017

7:00-8:15 am	Registration
8:15-8:20 am	Welcome and CSMH updates Elizabeth H. Connors, PhD, CSMH Faculty and Director of Quality Improvement, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD
8:20-9:20 am	Keynote address Mindfulness in Schools Tamar Mendelson, PhD, Dr. Ali and Rose Kawi Associate Professor, Department of Mental Health, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD
9:20-9:30 am	Break
9:30-10:30 am	Conference session 5
10:30-10:40 am	Break
10:40-11:40 am	Conference session 6
11:40 am -12:40 pm	Luncheon and awards reception Sharon Hoover, PhD, and Nancy Lever, PhD, Co-Directors Brittany Parham, PhD, Center for School Mental Health Faculty Federal update on school mental health Juanita Cunningham Evans Memorial Award Youth and Family Partnership Award
12:45-1:45 pm	Conference session 7
1:45-1:55 pm	Break
1:55-2:55 pm	Conference session 8
2:55-3:05 pm	Break
3:05-4:05 pm	Conference session 9
4:05-4:15 pm	Break
4:15-5:45 pm	Symposia

Other activities

4:00-5:45 pm Poster board set up

5:45-7:15 pm Poster session and complimentary networking reception

SATURDAY

October 21, 2017

8:00-8:30 am

Registration

8:30 am - 12:00 pm

Intensive training workshops

SESSIONS

Conference Session 1

CS 1.1 **Stand Together: A Social Change, Peer-to-Peer Model to Stop Stigma by Promoting Positive Change in Schools**

Presenters: Michael Gruber, MSW, Danyelle Hooks, BA, Allegheny County DHS Office of Behavioral Health, Lauren Rowe, MA, West Mifflin Area School District
Track: School Climate and Universal Mental Health Promotion

Stand Together is an anti-stigma initiative that trains, inspires, and equips middle and high school youth to take action against stigma toward peers with mental disorders using a peer-to-peer, student-driven service learning model facilitated over the course of a school year. Participants will be able to develop and implement a mental health anti-stigma program in their schools utilizing Stand Together curricula, employ evaluation tools to collect data, and learn strategies for organizing an anti-stigma program in their school.

CS 1.2 **Make It Work: Identifying and Implementing Effective Universal Prevention Strategies**

Presenters: Kamilah Twymon, MEd, Nationwide Children's Hospital
Track: School Climate and Universal Mental Health Promotion

This session highlights the importance of evidence-based universal prevention programs as part of the delivery of mental health services in schools, as well as factors considered when selecting an evidence-based program. Two specific interventions will be reviewed: the PAX Good Behavior Game (PAX) and the Signs of Suicide (SOS) program. Outcome data will be presented, along with the importance of collaboration among clinical and school staff to effectively implement these programs.

CS 1.3 **Youth-Led Health Promotion Initiatives: Utilizing Youth Voice in Implementing Health Promotion Efforts at Stamford Public Schools**

Presenters: Justin LaBaire, Mayor's Youth Leadership Council, Teresa Drew, MS, Stamford Youth Services Bureau, Jeana Bracey, PhD, Child Health and Development Institute
Track: School Climate and Universal Mental Health Promotion

This presentation is intended to assist stakeholders in developing strategies that will optimize youth leadership in school- and community-based health promotion activities. The impact of peer and leadership collaboration around health promotion initiatives will be reviewed. Collaboration strategies between students and professionals that lead to effective buy-in will be discussed. A focus on positive school climate that promotes familial engagement and empowering community voices around youth-led health initiatives will be highlighted.

CS 1.4 **Increasing Student and Family Success Through Integrated Multi-Tiered Systems of Support**

Presenters: Steph Jensen, MS, LPC, Boys Town National Training
Track: School Climate and Universal Mental Health Promotion

Since 2005, more than 33,775 staff in 775 schools across 44 states have chosen the Boys Town Education Model. These educators report outstanding improvements in student behavior and overall school atmosphere. This session will review findings from two large projects in Calcasieu Parish (Lake Charles, LA) and Riverside County SELPA (Riverside, CA).

SESSIONS

Conference Session 1

CS 1.5 **Expanding Behavioral Health Partnerships: Providing Effective Consultation and Professional Development to School Communities**

Presenters: Molly Jordan, LICSW, Shella Dennery, PhD, LICSW, Andie Fox, MEd, LICSW, Boston Children's Hospital

Track: Education-Mental Health Integration and Collaboration

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 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 updated evaluation results will be discussed.

CS 1.6 **Adapting the Incredible Years Dina Dinosaur Small Group Program for School Implementation: Promoting Self-Regulation Skills**

Presenters: Doré LaForett, PhD, Desiree W. Murray, PhD, Jessica James Reed, MS, LCPA, University of North Carolina at Chapel Hill

Track: Prevention and Early Intervention

This session will allow participants to gain new knowledge and skills for delivering an evidence-based Tier 2 small group intervention, the Incredible Years's (IY) Dina Dinosaur Small Group program, for elementary students with self-regulation difficulties in collaboration with school counselors. This session will present implementation data and lessons learned from an ongoing RCT study to address the need for evidence-based mental health interventions that can be integrated within a multi-tiered system of supports in schools.

CS 1.7 **Diagnostic, Treatment, and Educational Considerations that Ensure Success for Emotionally Disabled Students**

Presenters: William Dikel, MD, Consulting Child and Adolescent Psychiatrist

Track: Mental Health Intervention and Treatment

This presentation describes the nature and extent of mental health disorders experienced by students who are placed in the Emotional Disturbance category of special education, and describes the nature of mental health screenings that are required under Minnesota rules for assessing this population. It then identifies best practice methods of successfully educating and treating these students, tailored to each student's mental health needs, and focused on students' underlying mental health disorders rather than on their external behaviors.

CS 1.8 **Implementing PCIT (Parent-Child Interaction Therapy) In Schools: Lessons Learned**

Presenters: Inma Iglesias, LICSW, Georgette Saad, LICSW, Mary's Center

Track: Mental Health Intervention and Treatment

PCIT (Parent-Child Interaction Therapy) is a well-researched program for children with disruptive behavior, ages 2 to 7. During PCIT, parents learn play therapy skills to enhance their parent-child relationship. Parents also learn how to manage their child's behavior through behavioral principles. Mary's Center has implemented PCIT at several schools in Washington, D.C. since 2014. In this workshop, participants will gain a solid understanding of what PCIT is, how to implement it in schools, and some successes and challenges.

CS 1.9 **Telepsychiatry and School Mental Health in Maryland – The Future is Now!**

Presenters: Dana Cunningham, PhD, Tom Sloane, MS, LCPC, Center for School Mental Health

Track: Mental Health Intervention and Treatment

Telepsychiatry is an innovative way to address the shortage of child and adolescent psychiatrists and increase the quality of care for students. This presentation will highlight three school mental health programs that have utilized telepsychiatry to enhance the support provided to students, families, clinicians, and school staff. The unique perspectives of clinicians and psychiatry fellows, as well as advantages and lessons learned, will be discussed.

SESSIONS

Conference Session 1

CS 1.10 The Road Less Traveled: Embracing the Whole Child in a School Setting

Presenters: Susan Wood, AS, Rachelle Matsumura, MA, Hawaii Department of Education
Track: Youth and Family Partnerships in Mental Health

This presentation highlights how an intermediate and high school with a focus on the whole child built a comprehensive mental health plan for their school and community. Attendees will learn about sustainable programs such as youth mental health first aid training, a parent engagement program and family academy, suicide intervention training and supports, Grandcares, a program that empowers grandparents rearing their grandchildren, and a community garden (Mala) that were brought into the school for students, parents, teachers, and the broader community.

CS 1.11 Welcoming Newcomers: Responding to Trauma, Acculturation, and Reunification in Recent Immigrant Youth

Presenters: Jennifer Virgo, LGSW, Gloria Saez, LICSW, Mary's Center
Track: Cultural Responsiveness and Equity

The Mary's Center School Based Mental Health Program works with a diverse group of students in elementary, middle, and high schools in Washington, D.C. In this presentation we will focus on our extensive work with immigrant youth from Latin America. Participants will hear about cases of recent immigrant youth, including unaccompanied minors, and the challenges they have experienced in their home countries, during migration, and upon reunification with family in the U.S.

CS 1.12 Everything's Bigger But Not Necessarily Better in Texas: Advocating for Transformational School Mental Health Public Policy

Presenters: Janet Pozmantier, MS, Annalee Gulley, BS, Betsy Blanks, BA, Mental Health America of Greater Houston
Track: Advocacy and Policy

Texas may be flush with oil, but recent legislative sessions have been stymied by large budget deficits. The Center for School Behavioral Health, in collaboration with partner advocacy organizations and grassroots volunteers, has been successful in passing legislation advancing school mental health despite the shortfalls. Through the exploration of challenges and successes experienced by the Center, participants in this interactive session will learn strategies for affecting local and statewide school mental health policy and legislation.

CS 1.13 Bridging Research, Practice, Policy, and Philanthropy to Build the Capacity of School-Based Mental Health Initiatives

Presenters: Nisha Sachdev, DrPH, PsyD, Noel Bravo, MA, Bainum Family Foundation, Olga Acosta Price, PhD, Center for Health and Health Care in Schools
Track: Financing and Sustainability

Sustaining effective programs and practices often feels like an elusive goal for those interested in improving youth health and well-being. Meaningful cross-sector collaboration is needed to develop and implement school-based mental health strategies and drive systemic change. This session presents lessons learned from a collaborative process involving researchers, practitioners, funders, and policymakers to develop a strategy to build the capacity of schools to implement a multi-tiered approach addressing the mental health needs of students.

CONFERENCE SESSION 2: Thursday 11:00 am-12:00 pm

SESSIONS

Conference Session 2

CS 2.1 Every Moment Counts: Promoting Mental Health Using Embedded Strategies Throughout the Day

Presenters: Susan Bazyk, PhD, Cleveland State University, Claudette Fette, PhD, Texas Woman's University

Track: School Climate and Universal Mental Health Promotion

Every Moment Counts is a multi-pronged Tier 1 mental health promotion initiative that focuses on building capacity of all school personnel and families to be mental health promoters by learning about positive mental health and implementing evidence-based mental health promotion strategies. Embedded strategies and model programs (Calm Moments Cards, Comfortable Cafeteria, Refreshing Recess) designed to create school environments that help all students feel good emotionally and do well functionally throughout the day will be reviewed.

CS 2.2 Alignment of District Initiatives To Promote a Multi-Tiered System for Complete Mental Health

Presenters: Catherine Raulerson, EdS, NCSP, Florida AWARE, Michele Johnson, MA, Duval County Schools, Karen Cox, MS, Natalie Romer, PhD, Florida AWARE

Track: School Climate and Universal Mental Health Promotion

In this session participants will have an opportunity to learn how a large, urban school district in Florida is working to align behavioral health initiatives for an effective multi-tiered system of support to promote student well-being and resiliency. The session will describe steps the district has taken to match universal prevention efforts with student risk factors indicated by various data sources. The practices for successful integration of efforts at the district level to effectively support schools with implementation will be shared.

CS 2.3 Utilizing MindUp Curriculum and Multi-Disciplinary Team Members: Implementation of Universal School Climate and Mental Wellness

Presenters: Karin Jinbo, MA, Andrew Weiher, MA, BCBA, Amanda Langford, MA, Novato Unified School District

Track: School Climate and Universal Mental Health Promotion

This presentation examines the implementation drivers, process, and motivating operations of those responsible for implementation of universal mental wellness promotion in an elementary school. We will discuss the successes and challenges of launching the MindUp Curriculum while teaching explicit schoolwide behavioral expectations; the introduction of steps for responding to challenging behaviors, which may result in an office referral; and the supports needed by staff in this implementation process.

CS 2.4 Smart Source: An Assessment of Multi-Tiered Systems of Support in Colorado's Schools

Presenters: Andrea Pulskamp, MPA, Christine Williams, MSPH, Amanda Strickland, MA, MEd, The Colorado Education Initiative

Track: School Climate and Universal Mental Health Promotion

Smart Source is an inventory of health policies and practices aimed at transforming school-level health efforts. Smart Source is both a school self-assessment and a statewide data collection effort that yields aggregate state data. A key component of Smart Source is the Counseling, Psychological, and Social Services section (based on MTSS). This presentation will review the process of designing and implementing Smart Source, share results from a pilot with 451 schools, and explore how others can successfully implement tools like Smart Source.

CONFERENCE SESSION 2: Thursday 11:00 am-12:00 pm

SESSIONS

Conference Session 2

CS 2.5 From Promise to Practice: Supporting Development and Implementation of Social and Emotional Learning Programs

Presenters: Paul Flaspohler, PhD, Hannah Dinnen, MEd, Jack Baker, BS, Miami University, Bonnie Hedrick, PhD, Mental Health America, Ashlee Young, MA, Interact for Health
Track: School Climate and Universal Mental Health Promotion

The primary purpose of this presentation is to provide a description of systematic efforts to support dissemination of a promising character education/social emotional learning (SEL) program in elementary schools. The Core Life program is a social and emotional learning program developed in collaboration with teachers and school counselors. In this presentation, we will describe the program, the evaluation features, and lessons learned through experiences from the perspectives of the program developer, funders, practitioners, and evaluators.

CS 2.6 Enhancing Educator Engagement in School Mental Health Care Through Digital Simulation Professional Development

Presenters: Michael Long, SD, The George Washington University
Track: Prevention and Early Intervention

We demonstrate and report findings from a wait-list controlled trial of a digital simulation training, At-Risk for Elementary School Educators, that integrates motivational interviewing into role-play experiences with virtual students designed to increase educators' attitudes, intent, and self-efficacy to engage in positive helping behaviors for students in psychological distress. The training was a well-received and effective strategy to improve educator preparedness, likelihood, and self-efficacy to perform positive mental health roles.

CS 2.7 Surviving or Thriving: Educator Coping and Change Following a Traumatic School Experience

Presenters: Mona Johnson, EdD, WA State Office of Superintendent of Public Instruction
Track: Prevention and Early Intervention

Participants will obtain a better understanding of what can be learned from K-12 educators who have survived school-based trauma. This groundbreaking qualitative study explored the coping, change, and systemic support experienced by K-12 educators following a school-based trauma (school shootings, physical assaults, or accidents resulting in injury or death of a student or staff). It is grounded in the theoretical framework of posttraumatic growth, the systematic study of how individuals are changed by traumatic encounters in positive ways.

CS 2.8 The Role of Nonacademic Supports and Services in Dropout Recovery Settings: Lessons Learned from the Early College Academy

Presenters: Samantha Bates, MSW, Rebecca McCloskey, The Ohio State University, Jonathan Stevens, MA, Early College Academy, Dawn Anderson-Butcher, PhD, Carly Kimiecik, The Ohio State University
Track: Mental Health Intervention and Treatment

Today, dropout recovery has not been extensively studied, and very little empirical information exists on strategies to re-engage students who have dropped out of school. This presentation describes the successes of the Early College Academy (ECA), a dropout recovery school in Midwest Ohio. Presenters will discuss the practices and processes used to engage in ongoing data collection, coordination of services and supports for youth and their families, and improved access to mental health services and pro-social activities.

CONFERENCE SESSION 2: Thursday 11:00 am-12:00 pm

SESSIONS

Conference Session 2

CS 2.9 Penguin March to the COOL Zone (Children Overcoming Obstacles and Limits): Integrating a MH Team in a Primary School

*Presenters: Kate Nicholson, MS, Community Care Behavioral Health
Track: Mental Health Intervention and Treatment*

This presentation describes a community- and school-based behavioral health (CSBBH) service co-located in an urban primary school in Pittsburgh, PA. The mental health agency has created a non-stigmatizing therapeutic setting, the COOL Zone (Children Overcoming Obstacles and Limits), to deliver evidence-based treatment that is strength-based, family-focused, multiculturally sensitive and trauma-informed. By infusing the theme of a penguin colony into the service, the K-3rd graders have fun while learning to better manage behavior and emotions.

CS 2.10 It Takes a Village: Establishing Leadership Teams for Comprehensive School Climate Interventions

*Presenters: Brandon Stratford, PhD, Dominique Parris, MEd, Michael McCoy, MA, Child Trends, Iris Jacob, MA, Social Justice Synergy
Track: Implementation Drivers*

This presentation will summarize qualitative and quantitative data from the exploration/installation year of a comprehensive school climate intervention to highlight challenges and successful strategies in establishing inclusive leadership teams to support integrated, school-based approaches to promoting students' academic, behavioral, and social-emotional well-being.

CS 2.11 Classroom Consultation: Bridging the Implementation Gap Between Climate Goals and Actual Change in Teacher Practices

*Presenters: Janice Mace, MSW, LCSW-C, Brian Shavitz, MA, University of Maryland and Baltimore County Public Schools
Track: Implementation Drivers*

Oftentimes a major challenge of operationalizing a school climate goal lies in integration at the classroom level. Attendees will learn how to use classroom consultation as a competency driver to bridge the gap between climate goals and actual teacher practices. This presentation will focus on strategies to effectively support teacher application of best practices and data-based decision making, explore the classroom consultation model used by Baltimore County Public Schools (BCPS), and provide participants with a practical Classroom Climate Look-For tool.

CS 2.12 SESSION CANCELLED

CS 2.13 Building State and Local Capacity to Support Sustainability of School Mental Health

*Presenters: Elizabeth Freeman, MSW, Mary Thorngren, MS, Kelly Wells, MPA, American Institutes for Research
Track: Financing and Sustainability*

This workshop will provide administrators, policy makers, and state and community leaders with strategies to integrate state and local systems' policies, procedures, directives, mandates, and fiscal requirements that will support school mental health sustainability. Participants will learn innovative strategies used in the SS/HS State initiative that assisted with integration of policy, cross-system partners, shared resources, and funding to support long-term sustainability and scale-up of SMH programming across your state.

SESSIONS

Lunch Learning Sessions

This lunch session offers the opportunity for participants to learn from national resource and technical assistance centers, individual practice groups led by state and national leaders within the National Community of Practice (CoP) on Collaborative School Behavioral Health, and from innovative state initiatives related to the advancement of school mental health.

Each session will offer participants the opportunity to:

- 1) Describe how the work of national and state leaders relates to advancing quality and sustainability in school mental health
- 2) Gain knowledge about a new resource related to advancing family-school-community partnerships and/or best practices in school mental health
- 3) Identify two strategies for effectively developing, implementing, or evaluating programs or policy within a multi-tiered system of support

LL 1 Addressing the Opioid Crisis in Schools and Communities

This session will allow participants to learn more about and discuss the impact of and strategies needed to address the opioid crisis in schools and communities. Resources developed and lessons learned from the Maryland Opioid Operational Command Center will be shared.

Facilitated by: Reginald Burke, Maryland State Department of Education, Clay Stamp, Maryland Opioid Operational Command Center, and Nancy Lever, Center for School Mental Health

LL 2 Connecting School Mental Health with Juvenile Justice and Dropout Prevention (JJDOP)

This session will provide attendees with information and resources related to the JJDOP Practice Group and will offer participants the opportunity to engage in a discussion about youth engagement.

Facilitated by: Joanne Malloy, JJDOP Practice Group

LL 3 Cultural Responsiveness and Equity

This discussion session will offer participants opportunities to learn more about and share experiences related to practice, theory, and research specific to culturally diverse youth in schools.

Facilitated by: Dana Cunningham, School Mental Health for Culturally Diverse Youth Practice Group

LL 4 Education-Mental Health Integration and Collaboration: Building Collaborative Partnerships

This session will promote the active exchange of ideas and collaboration between school-employed and community-employed mental health providers, educators, and families.

Facilitated by: Sally Baas, Building a Collaborative Culture for Student Mental Health Practice Group

LL 5 Psychiatry and Schools

This discussion session will consider the role that psychiatrists and primary health care professionals can play in school mental health.

Facilitated by: William Dikel, Psychiatry and Schools Practice Group

SESSIONS

Lunch Learning Sessions

LL 6 School Health Assessment and Performance Evaluation (SHAPE) System Overview and Demonstration

This session will offer participants the opportunity to learn more about and ask questions related to the wealth of resources and tools on The SHAPE System that can be used to advance school mental health efforts across a multi-tiered system of support. Examples of how schools, districts, and states have successfully used the system will be shared.

Facilitated by: Jill Bohnenkamp, Center for School Mental Health

LL 7 School Mental Health Research

This session will allow participants to learn about state-of-the-art research in education and mental health from leading researchers in the field.

Facilitated by: Michael Kelly, Loyola University Chicago School of Social Work

LL 8 Technical Assistance Center on Positive Behavioral Interventions and Supports

This session will offer participants the opportunity to learn more about PBIS resources and technical assistance, including efforts related to integrating PBIS and school mental health into an Integrated Systems Framework (ISF).

Facilitated by: Lucille Eber, TA Center on PBIS

LL 9 Trauma and Schools

This session will allow participants the opportunity to learn more about and have a discussion related to resources, best practices, and research related to advancing trauma-informed care in schools. Participants will receive access to a free, online trauma-responsive schools assessment and evidence-based trauma treatments for schools.

Facilitated by: Pamela Vona, Treatment Services and Adaptation Center on Hope, Resilience, and Wellness in Schools (National Child Traumatic Stress Network)

LL 10 Youth and Family Partnerships in Mental Health

This discussion group facilitated by the Youth and Family Partnerships in Mental Health Practice Group is led by family members and embodies family-driven principles to support meaningful family-school-community partnerships.

Facilitated by: Claudette Fette, Family Partnerships in Mental Health Practice Group

LL 11 American Institutes for Research/National Resource Center for Mental Health Promotion and Youth Violence Prevention (NRC)^

This session is an invited meeting for current grantees and alumni of Safe Schools/Healthy Students (SS/HS), a federal initiative funded through SAMHSA. As part of this session, ideas and resources related to advancing high quality and sustainable services and supports to foster safe and healthy school and community environments that promote mental health and prevent youth violence among children, youth, and families will be shared. This is an opportunity to network with SS/HS grantees at both the state and local levels on how they have used the SS/HS Framework to promote positive change in communities across the country.

Facilitated by: Sandra Williamson, American Institutes for Research, Project Director, NRC

^ MEETING BY INVITATION ONLY

SESSIONS

Lunch Learning Sessions

LL 12

Now is the Time Technical Assistance Center (NITT-TA)^

This session is an invited meeting for Project AWARE, a federal initiative funded through SAMHSA's Center for Mental Health Services. AWARE grantee representatives from SEAs, LEAs, SMTs, and other partners are invited to participate in this optional lunchtime session. The session is an opportunity to connect with others engaged in AWARE efforts, exchange ideas, and reflect on how the conference experience inspires our work.

Facilitated by: Christina Borbely, NITT-TA, Now is the Time Technical Assistance Center

LL 13

School Mental Health National Quality Initiative^

This session is an invited meeting for National Coalition for the State Advancement of School Mental Health members and CoIIN Cohorts 1 and 2 participants. The session is an opportunity for CSMH CoIIN sites and Coalition states to come together to advance their knowledge and understanding of quality improvement and sustainability in school mental health.

Facilitated by: Elizabeth Connors, Center for School Mental Health

SESSIONS

Conference Session 3

CS 3.1 District-Wide Mental Health Screening: Using Data to Promote Early Identification and Quality Services

*Presenters: John Crocker, MEd, Gina Bozek, CAGS, Methuen Public Schools
Track: School Climate and Universal Mental Health Promotion*

Presenters will provide an overview of how mental health screening was piloted, tested, and scaled-up across the district of Methuen Public Schools. Practical strategies that have yielded successful implementation of mental health screening will be offered to attendees, including the use of online screening practices and the use of a passive consent policy. The use of data to (1) identify students who may require services, (2) aid in progress monitoring, and (3) evaluate program efficacy will also be discussed.

CS 3.2 Beyond the Traditional Health Classroom: Enhancing Student Ability to Manage Stress Through a Mindfulness-Based CBT Program

*Presenters: Imad Zaheer, PhD, Montclair State University, Rosario Cabanilla Alves, MA, Kenneth Conlon, MA, Daniel Olivo, MA, Bergen County Technical High School Teterboro
Track: School Climate and Universal Mental Health Promotion*

Stress is a common and often debilitating part of life for adolescents and yet, very little research exists regarding how to address stress in secondary schools. Despite this lack of research, our school data overwhelmingly showed that our students were in need of stress management. As a result, we developed and implemented a mindfulness-based CBT stress program as part of the physical education/health curriculum. This presentation will describe the outcomes and steps for implementing this stress management program in the classroom setting.

CS 3.3 Early Findings from a Newly-Developed Computerized School Mental Health Screening System

*Presenters: Laura Hume, PhD, Catherine Drew, PhD, Florida Psychological Associates/Florida State University
Track: School Climate and Universal Mental Health Promotion*

This is a presentation of the early results of a new system of empirically-based screening for mental health problems of students in grades 3 through 12. Students were briefly assessed regarding their mental health risks and the need for follow-up with a mental health professional. Students and parents were provided with recommendations regarding ways to improve their mental health and linked to local providers, if needed. The validity and reliability of the newly-developed, computer-based screening tool, the CELPHIE, will be reported.

CS 3.4 Successes and Barriers in Implementing PAX Good Behavior Game in Three Ohio Counties

*Presenters: Angela Patchen, MSW, Wood County Educational Service Center, Vycki Haught, MSW, Warren County Educational Service Center, Laura Kamp, BA, Northwest Ohio Educational Service Center, Frances Witt, BA, Warren County Educational Service Center
Track: School Climate and Universal Mental Health Promotion*

This presentation will discuss how three Ohio counties are working to overcome barriers to implement the PAX Good Behavior Game in multiple school districts. Specifically, attendees will learn how these trauma-informed, PBIS Tier 1 strategies are being used to reduce off-task behaviors, support children in the development of self-regulation skills, and how PAX Partners work to support teachers in reaching implementation with fidelity.

SESSIONS

Conference Session 3

CS 3.5 Exposing and Understanding Secondary Traumatic Stress in Educational Settings

*Presenters: Steven Hydon, EdD, University of Southern California
Track: School Climate and Universal Mental Health Promotion*

Many educators, particularly those in urban settings, are at risk for experiencing secondary traumatic stress (STS). STS can negatively impact the student-teacher relationship and leads to burnout and high rates of teacher turnover. Supporting educators in our nation's most impacted urban schools is essential to providing students with sensitive and consistent learning environments. This presentation will discuss the impact of STS on educators and address strategies for addressing STS in our nations' schools.

CS 3.6 Youth and Family Safety and Effective Responses to Bullying

*Presenters: Claudette Fette, PhD OTR, Texas Woman's University, Helene Fallon, MEd, Long Island Parent Center, LIU/Long Island Advocacy Center, Jenah Cason, MSW, Federation of Families of South Carolina, Cynthia Glimpse, MS, Patti Derr, MS, Family Partnerships in Mental Health Practice Group
Track: Prevention and Early Intervention*

This session will provide a brief overview of current issues around bullying: what it is and is not. We will review effective strategies for whole school practices, bystanders, families and children at risk, and children who engage in bullying.

CS 3.7 Therapists' Technique Intentions for School-Age Youth: Do they Vary by Presenting Problem and Align with the Evidence Base?

*Presenters: Kaitlin Hill, BA, Brad Nakamura, PhD, University of Hawaii at Mānoa
Track: Mental Health Intervention and Treatment*

Little is currently known about therapists' treatment-related intentions and decision making in public mental health settings. This session focuses on: (1) the extent to which therapists' intentions to use specific techniques vary based on the youth presenting with either anxious or disruptive behavior symptoms, (2) potential factors that might influence therapists' intentions, and (3) similarities and differences between therapists' practice intentions and recommendations from the evidence base for anxiety and disruptive behavior disorders.

CS 3.8 Building it from the Ground Up: Creating a Comprehensive School Mental Health System

*Presenters: Kimberly Lessard, PsyD, Dan Alexander, MEd, Brendan Hoffman, BCBA, Pelham School District
Track: Implementation Drivers*

This presentation will review the process a small suburban district has taken on the path to creating a multi-tiered system of support to best meet the needs of students and support their social-emotional wellness. The discussion will include the process for developing the vision of the district regarding the provision of services to students with emotional and behavioral challenges, the process of critically assessing the pre-existing supports and services, and the successes and challenges experienced creating change.

CS 3.9 From the Outside/In: Creating a School Mental Health Consultant Model to Build Capacity in 900 NYC Schools

*Presenters: Scott Bloom, MSW, LCSW, NYC Department of Education and Department of Mental Health and Hygiene, Denise Arieli Barufka, LMSW, NYC Department of Mental Health and Hygiene
Track: Implementation Drivers*

The NYC Office of School Health was tasked with implementing a "light touch" mental health resource for 900 schools – and the School Mental Health Consultant Program was born. We will explore the program and emphasize the complexities of realizing mental health services in an urban educational system within a new mental health model, collaborating with multiple departments, and getting buy-in from gatekeepers. We will discuss strategies for efficient communication and implementation when building mental health-school partnerships.

SESSIONS

Conference Session 3

CS 3.10 ISF Lessons Learned: Pennsylvania Safe Schools and Healthy Students State and Local Implementation

Presenters: Anne Katona Linn, MEd ABD, Pennsylvania Safe Schools and Healthy Students Partnership, Donna Halpin, MEd, Molly Flood, EdD, Carbon-Lehigh Intermediate Unit 21, Joe Barnhart, JD, Crawford County Human Services
Track: Education-Mental Health Integration and Collaboration

This session will provide an overview of Pennsylvania's Safe Schools and Healthy Students grant efforts at the state and local level through the merging of the Systems of Care Model and the Multi-Tiered Systems of Support (MTSS), thus creating a fluid Interconnected Systems Framework (ISF). This session will demonstrate how to comprehensively build and embed a continuum of evidence-based programs and services while including youth and family in the decision-making process.

CS 3.11 CONNECTing Youth: An Integrated Approach to Implementing Mental Health Education and Youth-Led Awareness Activities

Presenters: Taylor Ford, BA, MSW, Favor Inc., Susan Graham, MA, MSW, Let's Build It
Track: Youth and Family Partnerships in Mental Health

This interactive session will enhance your understanding of school/student/community engagement and collaboration strategies. Connecticut Network of Care Transformation (CONNECT) Family and Youth Engagement Specialists will explain engagement, describe a step-by-step multi-tiered CONNECTed program framework, and demonstrate activities. The session will include an example of the "Each 1 – Teach 1 about Mental Health" lesson plan, video of activities, and testimony from students, teachers, advisors, and administrators.

CS 3.12 The Every Student Succeeds Act: Policy and Practice Implications for School Mental Health Services

Presenters: Kari Oyen, PhD, Kelly Vaillancourt Strobach, PhD, National Association of School Psychologists
Track: Advocacy and Policy

This session will describe how educators can work collaboratively to develop and implement evidence-based comprehensive school mental health programs as part of the Every Student Succeeds Act (ESSA). Participants will learn strategies for effective involvement on state- and district-level implementation teams, evidence-based measurement systems, and how indicators such as school climate, student safety, and student engagement can be clearly integrated into ESSA state plans to promote positive student outcomes.

CS 3.13 Learning From Our History to Enhance Our Future in a Changing World

Presenters: Louise Fink, PhD, Baltimore City Public Schools, Denise Wheatley Rowe, RN, MSW, Behavioral Health System Baltimore
Track: Financing and Sustainability

This presentation will review the beginning of collaborative school mental health programs in Baltimore City Schools. The movement from treatment services to early intervention and prevention will be discussed. In addition, we will include a look at The SHAPE System as a method to produce the data for incorporating a mental health component into the Whole Child Concept advanced by ASCD and the CDC. Finally, we will consider the use of data in addressing the public health component of the social determinants of poor mental health and substance abuse.

SESSIONS

Conference Session 4

CS 4.1 How Trauma-Informed Are We? A Tool for Measuring Extent of Trauma-Informed Care

*Presenters: Kathleen Guarino, LMHC, American Institutes for Research
Track: School Climate and Universal Mental Health Promotion*

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 a behavioral health setting, this means ensuring that the service environment aligns with the clinical services being provided; one supports the efficacy of the other. This session introduces participants to the Trauma-Informed Organizational Capacity Scale (TIC Scale), a new tool for measuring extent of trauma-informed care across a service environment.

CS 4.2 Using the Tiered Fidelity Inventory to Promote Mental Health for All

*Presenters: Susan Barrett, MA, Sheppard Pratt Health System, Lucille Eber, EdD, Kelly Perales, MSW, Midwest PBIS Network
Track: School Climate and Universal Mental Health Promotion*

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 about Tier 1 elements of aligning and promoting PBIS and SMH. Specific examples will be shared.

CS 4.3 Educator Mental Health Literacy to Scale: From Theory to Practice

*Presenters: Alexandra Fortier, MSS, Kathy Short, PhD, SMH ASSIST, Gail Lalonde, MSW, Thames Valley District School Board
Track: School Climate and Universal Mental Health Promotion*

Even though educators are well positioned to promote everyday mental health and well-being in the classroom, they often indicate that they lack the knowledge, skills, and confidence to do so. This presentation will highlight a theory of action for educator mental health literacy, and will offer a sampling of materials designed to enhance professional learning in this area that are scalable and sustainable. Through a case example and lessons learned, ways to bridge research and practice in workforce development will be explored.

CS 4.4 Just Breathe: A Relationship Model Using Mindfulness Education

*Presenters: Brandie Oliver, EdD, Butler University
Track: School Climate and Universal Mental Health Promotion*

Participants will be able to define mindfulness and understand how it relates to brain functioning and its connection to working toward a trauma-informed school community. They will become familiar with relationship models of mindfulness practices, resources and lessons, and tips for including mindfulness practices in the school day. The session will also address the importance of making mindfulness a constant part of the learning process rather than an occasional experience by demonstrating how it can be used on an everyday basis.

CS 4.5 Stronger Together: Advocating for School Mental Health Services

*Presenters: Libby Nealis, MSSW, School Social Work Association of America, Kelly Vaillancourt Strobach, PhD, National Association of School Psychologists
Track: Advocacy and Policy*

This session will provide an overview of legislative changes and the new and evolving opportunities for schools, communities, and different disciplines to coordinate together to improve their advocacy. The Every Student Succeeds Act (ESSA) is being implemented in the development of new State and Local Accountability Plans. School districts, practitioners, and community leaders have an unprecedented opportunity to use their data to influence these plans, maximizing services and programs that support safe and healthy students and keep kids in school.

SESSIONS

Conference Session 4

CS 4.6 **Best Practices for Developing a Community Schools Model for Student and Family Wellness**

Presenters: Tia Marie D. Brumsted, LICSW, LCSW-C, MSW, E.L. Haynes Public Charter School, Stephanie Mintz, LICSW, MSW, Briya Public Charter School
Track: Implementation Drivers

This presentation will explore the Community Schools model as an effective and coordinated system of supports to promote student achievement and wellness of the whole family. Presenters will discuss three critical organizational moves towards this comprehensive model of multi-tiered support: destigmatizing mental health intervention, data-driven decision making, and community collaboration for student success. Participants will have the opportunity to define/refine their school's wellness vision and action plan for future program development.

CS 4.7 **Using Virtual Student Role-Play Simulations to Support Youth Suicide Prevention Efforts in Indian Country**

Presenters: Glenn Albright, PhD, Baruch College, Jami Bartgis, PhD, One Fire Associates
Track: Prevention and Early Intervention

Disparities in suicide rates for American Indian and Alaska Native youth have been reported for decades. Communities are implementing gatekeeper training to teach members to identify, talk to, and refer students in psychological distress, including those experiencing anxiety, depression, and suicidal ideation. Attendees will learn about four innovative virtual human role-play simulations that are being used in Indian Country to support youth suicide prevention efforts. Longitudinal data demonstrating efficacy will be presented plus a demonstration.

CS 4.8 **Seneca Family of Agencies's Collaborative Model: An Innovative Alternative to Restrictive Special Education Settings**

Presenters: Robin Detteman, MEd, Robyn Ganeles, LMFT, Toshia Mears, MA, Seneca Family of Agencies
Track: Mental Health Intervention and Treatment

The Collaborative Model serves as an innovative alternative to restrictive special education placements for students with intensive behavioral and emotional challenges. The model promotes collaboration between a general education teacher and special education and clinical professionals to support students in need of comprehensive support. Presenters will discuss the components of the model as well as the challenges and lessons learned during implementation at a public school in Oakland, CA.

CS 4.9 **Utilization of School Mental Health Services by Adolescents in the U.S., 2012-2015**

Presenters: Mir M. Ali, PhD, Substance Abuse and Mental Health Services Administration, Kristina West, MS, Department of Health & Human Services
Track: Mental Health Intervention and Treatment

Information on a broader picture of utilization of mental health services in schools is limited because of the lack of a national-level source for such data. The current study expands on previous research by utilizing recent data drawn from the 2012-2015 National Survey on Drug Use and Health to describe the characteristics of U.S. students who receive mental health services in schools, and the reasons that they cite for using services.

SESSIONS

Conference Session 4

CS 4.10 **It's About Time: Results From a Two-Year Time-Study Project of School Mental Health Professionals**

Presenters: Michael S. Kelly, PhD, Loyola University Chicago School of Social Work, Steve Whitmore, MSW, Oakland Schools

Track: Mental Health Intervention and Treatment

School mental health providers (SMHPs) increasingly need to document what they do and to show the impact of their services. At the same time, there is a growing body of literature that shows a wide disconnect between practitioner "caseload" and their actual "workload" in fulfilling their caseload responsibilities. This workshop details the development of a promising time-study tool that was used by school social workers (SSWs) in a two-year project. For this presentation, the tool will be shared with the group to explore its use in their practice.

CS 4.11 **\$100,000 Pyramid: Blending PBIS, SMH, and RTI**

Presenters: Jason Byars, EdS, Griffin-Spalding County School System

Track: Implementation Drivers

This session will provide participants with resources and strategies to develop a framework to identify and serve students living with a mental health illness. Schools utilizing RTI and/or PBIS can effectively incorporate student mental health services into these existing frameworks. Participants will also learn how to use a universal screener to identify students with internalizing and externalizing behaviors. Data gathered from the universal screener can serve as the baseline for developing student interventions at Tiers 2 and 3.

CS 4.12 **Supporting Student Success: School-Based Health Centers and School-Based Mental Health Services – A Winning Partnership**

Presenters: Paula Fields, MSN, BSN, RN, School-Based Health Alliance

Track: Implementation Drivers

For many schools and other access points, mental health providers are stretched thin or absent altogether. Schools with school-based health centers (SBHCs) are in a unique and strategic position to partner and provide services (both medical and mental health) with follow-up to students, in their natural ecology, and to provide supports aimed at optimizing student success and improved school climate. Join us in this workshop to access tools to support starting and/or strengthening SBHC services.

CS 4.13 **Building Alliances in Mental Health: Pilot Collaboration Between Teachers College, Columbia University and NYC Public Schools**

Presenters: Nancy Eppler-Wolff, PhD, Rebecca Semel, MEd, Arielle Jean Pierre, BA, Cheryl Yunn Shee Foo, BA, Teachers College, Columbia University

Track: Education-Mental Health Integration and Collaboration

This presentation will outline a unique school-based mental health collaboration between Teachers College, Columbia University and NYC Public Schools that supports the social-emotional and mental health needs of children and their ecology with a wraparound design adapted from evidence-based programs. Emphasizing the alliance building and co-development of the program with the school, we discuss findings from the needs and feasibility assessments, highlighting challenges and strategies in implementing an integrative mental health program.

SESSIONS

Advanced Practice Skills Workshop

APS 1 From Conflict to Coping: Avoiding Power Struggles with Students

Presenters: Abby Potter, MEd, Sheppard Pratt Health System, Carrie Freshour, MSW, Cindy Nguyen, MSW, Baltimore County Public Schools

Track: Education-Mental Health Integration and Collaboration

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.

APS 2 Using Data to Understand the Effectiveness of Evidence-Based School-Based Mental Health on Students and School Climate (SYMPOSIUM)

Presenters: Anna Yaros, PhD, RTI International, Cotrane Penn, PhD, Carrie Sargent, MA, Charlotte Mecklenburg Schools, Antonio Morgan Lopez, PhD, RTI International

Track: Mental Health Intervention and Treatment

This symposium will present several levels of data that are used to inform an evidence-based, school-based mental health (SBMH) program in a large, culturally diverse school district – Charlotte Mecklenburg Schools (CMS). We seek to understand how data are gathered and compared among students who enroll in the program and those who not. We also are using data to test a randomized trial to better understand the effects of three levels of SBMH implemented in CMS. Initial outcome data suggest promising effects on the school as a whole.

APS 3 SELF in Schools: Problem Solving Through the Sanctuary Model

Presenters: Danni Lapin Zou, LCSW-R, Leani Spinner, LCSW-R, ANDRUS

Track: School Climate and Universal Mental Health Promotion

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 public schools to improve trauma-informed knowledge. We will focus on the SELF Model, explaining how it was formed and how it applies to the social, emotional, and academic functioning of students. We will also demonstrate how it can be used within the larger school community. Finally, we will practice our skills in a group activity.

APS 4 Promoting School Connectedness Among High School Students in Stressful, Accelerated Curricula

Presenters: Janise Parker, PhD, Lindsey O'Brennan, PhD, Shannon Suldo, PhD, Camille Hanks, MA, Kai Zhuang Shum, MA, Elizabeth Storey, MA, University of South Florida

Track: School Climate and Universal Mental Health Promotion

This workshop will increase participants' skills in promoting affective, behavioral, and cognitive engagement among high school students in Advanced Placement classes and International Baccalaureate (AP/IB) programs. Participants will learn about links between positive student-teacher relationships, school pride, and extracurricular activities and AP/IB students' outcomes; learn student-focused strategies for increasing AP/IB student engagement; and develop skills in collaborating with teachers and parents to increase student engagement.

SESSIONS

Advanced Practice Skills Workshop

APS 5 **Supporting Mental Health Needs in the Classroom: Recognizing, Supporting, and Providing Effective Instruction for Students with Mental Health Needs in the Classroom**

*Presenters: Tara Zombres, MEd, BCBA, Diagnostic Center-North CDE
Track: School Climate and Universal Mental Health Promotion*

Supporting the mental health needs of students in the classroom is becoming an increasingly important piece to providing comprehensive education to all students. The demands of emotional and behavioral supports in the classroom are a primary component to supporting successful social, emotional, and academic success. This training will provide strategies to effectively manage, intervene, and support students' mental health needs so that curricula can be more effectively accessed by all students.

APS 6 **A Different Kind of Nut: Using the ACORN Psychotherapy Outcome Measurement System in School Mental Health**

*Presenters: Larry Epp, EdD, Family Services, Inc., Nolan "Sonny" Phipps, MBA, Beacon Health Options, Inc., Scott Birdsong, LCSW-C, Family Services, Inc.
Track: Mental Health Intervention and Treatment*

The presenters will discuss their two-year pilot project using the innovative ACORN Psychotherapy Outcome Measurement Tool within nine school-based mental health programs. ACORN is a valuable instrument, since it gives the clinician real-time data on how much their clients are improving, offers sophisticated predictive analytics, and provides suggestions on how to improve treatment. ACORN challenges traditional assumptions and is a truly novel approach to outcome measurement.

APS 7 **Advancing School Mental Health Through Professional Learning Communities: Lessons from Chicago, IL and Ontario, Canada**

*Presenters: Andrew Brake, PhD, Northeastern Illinois University, Michael Kelly, PhD, Loyola University Chicago School of Social Work, Sybil Baker, LCSW, Lurie Children's Hospital Chicago, Jim Van Buskirk, MSW, Ontario Association of School Social Work Managers
Track: Implementation Drivers*

Part 1: The Professional Learning Community (PLC) Project used a two-year collaborative mentor model to create a sustained, project-focused professional development community aimed at improving the leadership and capacity building efforts of school mental health professionals in metropolitan Chicago from 2015 to 2017. Qualitative analysis of in-depth interviews with project participants will be presented, revealing valuable lessons for administrators, researchers, and practitioners interested in developing similar models.

Part 2: This presentation will discuss the process and outcomes from the 20-month Ontario School Social Work (SSW) Professional Learning Community (PLC) Project. This presentation will present the history and outcomes from this project (involving over 100 of the 400+ Ontario school social workers) and offer possible strategies for session participants to apply to forming PLCs in their school mental health contexts.

APS 8 **Implementation Strategies to Support Adoption and Sustainment of Evidence-Based Behavioral Health Practices**

*Presenters: Aaron Lyon, PhD, University of Washington, Clayton Cook, PhD, University of Minnesota, Jill Locke, PhD, University of Washington, Byron Powell, PhD, University of North Carolina
Track: Implementation Drivers*

This workshop is focused on the identification and evaluation of specific implementation strategies to promote the adoption, high-fidelity delivery, and sustainment of evidence-based social, emotional, and behavioral programs/practices across multiple tiers. The presenters will describe complementary efforts to develop, refine, and evaluate strategies to support the implementation of research in practice by multiple types of school personnel across a range of presenting problem areas.

SESSIONS

Advanced Practice Skills Workshop

APS 9 Healthy Environments and Response to Trauma in Schools: Mental Health Agency Supporting Trauma-Informed Schools

Presenters: Megan Brennan, PsyD, Laura McArthur, PhD, Aurora Mental Health Center, Allison Stiles, MA, University of Denver

Track: Education-Mental Health Integration and Collaboration

The Healthy Environments and Response to Trauma in Schools (HEARTS) Program in Aurora, Colorado is led by Aurora Community Mental Health Center professionals who closely collaborate with staff in two Aurora school districts. HEARTS is a whole-school, multi-tiered preventive intervention program for creating trauma-informed, safe, and supportive schools. This workshop will give participants hands-on skills to engage school staff in understanding trauma, implementing trauma-informed skills, and highlighting the importance of school staff wellness.

APS 10 Best Practices of a School-Based Behavioral Health Model

Presenters: Katrina Taylor, MA, Duval County Public Schools, Tracy McDade, MSW, Blair Taylor, Traci Aguinaga, Children's Home Society of Florida, Kathleen Adkins, Duval County Public Schools

Track: Education-Mental Health Integration and Collaboration

Workshop participants will gain awareness of how to build and sustain a school-based behavioral health model using community-school collaboration and evaluation. The discussion will provide insight from leaders that oversee the model, an administrator-therapist team from within the model, as well as findings from the model data evaluator. We will focus on best practices to sustain and potentially build on this system of care, as well as lessons learned from within the three-year period.

APS 11 Wellness Centers: A Coordinated Model to Support Students' Physical and Emotional Health and Well-Being in TUHSD High Schools

Presenters: Wesley Cedros, EdS, Jessica Colvin, MSW, MPH, PPSC, Tamalpais Union High School District

Track: Education-Mental Health Integration and Collaboration

The Wellness Center Model offers coordinated health, mental health, substance use/abuse, and sexual health services to students by providing direct services and comprehensive prevention and education for the school community. Attendees will learn how to implement a three-tiered approach to providing a full continuum of mental, behavioral and health services at school and walk away with replicable strategies to utilize youth development, community partnerships, and staff consultation/training to enhance positive mental, behavioral, and physical health for all students.

APS 12 Exploring Implicit Bias and Healing: "Courageous Conversations" to Promote Safe and Supportive Learning Environments and Community

Presenters: Ken Martinez, PsyD, Karen Francis, PhD, American Institutes for Research

Track: Cultural Responsiveness and Equity

We are living in a time of great racial divide. At times we have forgotten how to hear one another and acknowledge our own biases. And, at the same time, many students of color are experiencing disproportional exclusionary discipline. Culturally and linguistically responsive classrooms, teachers, and communities can change this. In this workshop, attendees will learn about implicit bias and how to have "courageous conversations" to create inclusive school and classroom environments where we promote equitable treatment.

APS 13 Strategic Financing for Multi-Tiered School Mental Health Services

Presenters: Frank Rider, MS, Elizabeth Freeman, MSW, American Institutes for Research

Track: Financing and Sustainability

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

SESSIONS

Conference Session 5

CS 5.1 Is an Emotional Health Checkup to Reduce Student Stress a Fit for Your School?

Presenters: Kelly Thompson, LICSW, Ann Vander Stoep, PhD, University of Washington
Track: Prevention and Early Intervention

The Emotional Health Checkup (EHC) is a Tier 1-2 program designed to identify and address student emotional health during the middle school transition. Through observation, modeling, and discussion, attendees will be introduced to the EHC and hone in on the Student Check-In, a brief structured conversation focused on student functioning across academic, social, and emotional health domains that guides development of a support plan. An interactive discussion will allow attendees to consider how to implement the program in their school settings.

CS 5.2 Students Outcomes with Universal and Comprehensive Supports in an Urban District: Impact on Risk Level

Presenters: Melissa Pearrow, PhD, University of Massachusetts Boston, Jill Snyder, PhD, Boston Public Schools, Amy Kaye, PhD, Boston Children's Hospital
Track: School Climate and Universal Mental Health Promotion

This presentation highlights findings on the longitudinal impact of a district-initiated approach to tiered supports for student behavioral health. Results from over 1,400 students over three years indicate that universal approaches have a significant impact on all students. These findings confirm prior research that MTSS reduces externalizing problems; this study builds on the discourse by suggesting that integrated and comprehensive supports demonstrate even greater outcomes for students with internalizing behaviors.

CS 5.3 Promoting School Safety Through an Emotional and Behavioral Health Crisis Response and Prevention Model: Research Findings

Presenters: Cindy Nguyen, LCSWC, Baltimore County Public Schools, Sharon Hoover, PhD, Jill Bohnenkamp, PhD, Cindy Schaeffer, PhD, Rachel Siegal, BS, Center for School Mental Health, Torie Townsend, LCSWC, Carrie Freshour, LCSWC, April K. Lewis, MEd, Baltimore County Public Schools
Track: School Climate and Universal Mental Health Promotion

The “worst case” scenario is always a possibility. However, crises in the school environment more typically include a continuum of incidents related to students’ overall emotional and behavioral health and various factors that influence it. Attendees will learn how Baltimore County Public School System has worked to address the growing crisis needs of their students, schools, and families through a school safety initiative that looks at promoting positive school climate and through an EBH crisis response and prevention lens.

CS 5.4 The Current Landscape of Tier 2 Behavior Interventions: Evaluating the Use of Data and Clinical Judgement to Make Decisions

Presenters: Caitlyn Majeika, MEd, Alyssa Van Camp, MEd, Amanda Sheaffer, MA, Joseph Wehby, PhD, Vanderbilt University
Track: Prevention and Early Intervention

Data-based decision making is an integral part of providing supports along the continuum of Schoolwide Positive Behavioral Interventions and Supports. Despite its importance, there are many barriers to its use, causing some administrators and teachers to rely on teacher judgement. This presentation provides an overview of data-based decision making and clinical judgment from literature on Tier 2 interventions and interviews with elementary school personnel.

SESSIONS

Conference Session 5

CS 5.5 **Creating Suicide Safety in New York City Schools**

Presenters: Marcie Bouchard, MEd, CAS, The Office of School Health – New York City Department of Education & Department of Health and Mental Hygiene, Pat Breux, BSN, Suicide Prevention Center of New York

Track: Prevention and Early Intervention

This presentation will walk participants through the barriers and successes of implementing suicide prevention professional development across the largest city school system in the country. Two groundbreaking initiatives – NYC Mayor’s Office THRIVE NYC and New York State’s Suicide Prevention Plan: 1,700 Too Many – have focused the political will to make the work possible. An overview of the Creating Suicide Safety in School Framework will be given.

CS 5.6 **BELIEVE: An Intensive Mental Health Intervention Program for Students with Significant Mental Health and Behavior Challenges**

Presenters: Matthew Fava, PsyD, Irene Acevedo, MA, EdS, Barbara Brown, MEd, San Joaquin County Office of Education

Track: Mental Health Intervention and Treatment

BELIEVE was created to address the needs of students with significant behavior and emotional challenges who have exhausted the services and placements available in their school district of residence. This program accesses a robust continuum of interventions that allow students to develop the necessary coping skills that will allow a transition back to a less restrictive educational environment. Program core components, collaborative efforts with families and community resources, and student outcome data will be discussed.

CS 5.7 **Recommendations for Successfully Establishing University-School Partnerships and Evaluating School-Based Mental Health Programs**

Presenters: Danielle Swick, PhD, MSW, University of North Carolina at Greensboro, Joelle Powers, PhD, MSW, Boise State University

Track: Mental Health Intervention and Treatment

One model for delivering mental health services in school is the School Based Support (SBS) program. The purpose of this presentation is to give an overview of the SBS program, highlight key strategies and lessons learned from forming lasting university-school district partnerships from this multi-year school-based mental health project, and discuss recommendations for future research projects that seek to evaluate school-based mental health programs.

CS 5.8 **Scaling Up and Sustainability Efforts of BRISC in Ontario: An Ongoing Learning Journey**

Presenters: Alexandra Fortier, MSS, SMH ASSIST, Eric Bruns, PhD, University of Washington School of Medicine

Track: Implementation Drivers

Evidence-based practices hold great promise to improving school mental health (SMH), but their implementation and scale-up require careful planning. This presentation will examine Ontario’s roll-out of an evidence-informed SMH strategy (Brief Intervention for School Clinicians) with a focus on its utilization over time in different contexts, successful process elements, fidelity and outcomes stemming from the transfer of coaching from the developers to local districts, and the efforts at building capacity to support sustainability.

SESSIONS

Conference Session 5

CS 5.9 Promoting Student Mental Health and Preventing Youth Violence Using the Safe Schools/Healthy Students Comprehensive Framework

*Presenters: Kelly Wells, MPA, Mary Thorngren, MS, CHES, American Institutes for Research
Track: Education-Mental Health Integration and Collaboration*

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 shared, as well as practical examples on how these can be used with any state or local education agency/community.

CS 5.10 Know Thy Neighbor: Creating a Statewide Approach to Family and Youth Engagement in the “Live Free or Die” State

*Presenters: Kelly Untiet, BA, Mary Steady, MEd, New Hampshire Department of Education
Track: Youth and Family Partnerships in Mental Health*

How do you create a statewide approach to family and youth engagement in a culture of individualism, privacy, and scarcity? A diverse group of state agencies, non-profits, and funders in NH recently tackled that question. The answer, it turns out, can be challenging, complex, and astonishingly simple. Join representatives of the Office of Student Wellness and the NH Department of Education as they provide an overview of their process and lessons learned. Joining the presentation virtually will be NH youth, parents, and educators.

CS 5.11 A Bronx Tale: A Social-Emotional Health Model for Working with Urban Middle School Students

*Presenters: Meghan Oppenheimer, PsyD, Elizabeth Weiner, PsyD, Mott Hall Charter School
Track: Cultural Responsiveness and Equity*

Middle school is an exciting, yet challenging time for students. Extra guidance and support during this developmental period can benefit students' social-emotional health and well-being, as well as their academic achievement. We have designed and implemented a four-part approach to working with students, families, and staff that promotes a supportive environment and creates a culture in which help-seeking is accepted and encouraged. These four initiatives, and the positive outcomes of these initiatives, will be explored in our presentation.

CS 5.12 School Mental Health and the Trump Administration: Strategies for Advocacy and Influencing Policy

*Presenters: Elizabeth Mellin, PhD, Annahita Ball, PhD, University at Buffalo – SUNY, Dawn Anderson-Butcher, PhD, The Ohio State University, Whitney Van Sant, MS, Ashe County High School, Kurt Michael, PhD, Appalachian State University, Nicole Togno, MS, George Mason University
Track: Advocacy and Policy*

The new administration has signaled major changes to federal education and healthcare policy impacting areas of concern to SMH, including special education, school climate and safety, and human rights. This panel presentation will discuss likely federal policy changes and potential implications at the state and local levels. Participants join the discussion to begin planning advocacy actions to address these policy concerns within their own schools and communities.

SESSIONS

Conference Session 5

CS 5.13 **Measure and Improve Your School's Trauma Responsiveness – Introducing a Free, Online Trauma-Responsive School Self-Assessment**

Presenters: Pamela Vona, MA, University of Southern California, Bradley Stein, MD, RAND Corporation, Sharon Hoover, PhD, Elizabeth Connors, PhD, Center for School Mental Health, Colleen Cicchetti, PhD, Center for Childhood Resilience

Track: School Climate and Universal Mental Health Promotion

There is growing recognition that meeting the needs of trauma-exposed students is best achieved by a schoolwide approach and has led to increased interest among schools nationwide in becoming trauma-responsive. To date, few resources exist to assist schools and districts in self-assessing their progress toward implementing trauma-responsive policies and programs. This presentation overviews a collaborative effort to develop an online trauma-responsive school self-assessment (SHAPE-TRS). Presenters will demonstrate the web-based assessment and provide guidance to participants on how to use the assessment and supporting resources to improve the trauma responsiveness of their schools.

SESSIONS

Conference Session 6

CS 6.1 **Transforming How SEL is Taught: The Marriage of Academic Instruction with Social Emotional Learning**

Presenters: Kim Kaspar, MSW, Erin Fawkes, EdS, Aurora Public Schools, Franci Crepeau Hobson, PhD, University of Colorado Denver

Track: School Climate and Universal Mental Health Promotion

This session will describe a pilot program in Colorado designed to teach educators and other school professionals how to integrate social, emotional, and other behavioral health supports into any content area. The Academic Behavior through Content course series provides participants in a diverse, urban school district with information about non-cognitive factors, social emotional competencies, trauma-informed education, and other behavioral health topics. These courses further support staff in integrating these concepts into their lessons.

CS 6.2 **The Lighthouse Curricula: Depression and Suicide Awareness for High School Students**

Presenters: Sarah Griebler, Robin Bluestone-Miller, LCSW, Erika's Lighthouse

Track: School Climate and Universal Mental Health Promotion

Erika's Lighthouse is a not-for-profit organization that has been creating depression literacy curricula for middle schools and high schools since 2009. This workshop will highlight their newest video-based high school curriculum that was launched in Fall 2017. This curriculum builds on their successful and evidence-informed middle school curriculum launched in 2014 and presents more mature content, features diverse students and stories, and creates opportunities for deeper conversations in the classroom.

CS 6.3 **Classroom-Based Mental Health Services for Adolescents with Social, Emotional, and Behavioral Needs: A Tiered Framework**

Presenters: Imad Zaheer, PhD, Montclair State University, Lee Kern, PhD, Beth Custer, MEd, Lehigh University

Track: School Climate and Universal Mental Health Promotion

Classroom-based services to address the mental health needs of adolescents in secondary education settings pose a number of unique challenges, such as lack of buy-in and training, scheduling issues, and teacher burnout due to the intensity of concerns. Despite these challenges, classroom settings are still ideal settings to provide supports for students. This presentation will provide an overview and step-by-step guide on how to create a tiered framework in classrooms to integrate evidence-based practices for mental health concerns.

CS 6.4 **Improving Coping, Emotional Literacy, and Academic Behaviors: The Mental Health Promotion Program "Passport: Skills for Life"**

Presenters: Brian Mishara, PhD, Lorraine Millette, BS, University of Quebec at Montreal

Track: School Climate and Universal Mental Health Promotion

Passport: Skills for Life is a new school mental health promotion program for 4th and 5th grade children to build resilience by experiential learning of coping skills and emotional literacy. The workshop presents the program material for children, parents, and teachers, and the results of a stratified randomized control study of the implementation and effects, showing improvements in copying, emotional awareness, and Positive Academic Behaviors. Participants will experience training activities and discuss challenges in local implementation.

SESSIONS

Conference Session 6

CS 6.5 **SESSION CANCELLED**

CS 6.6 **Developing and Disseminating Best Practices in Comprehensive Health and Wellness in Schools**

Presenters: Melissa George, PhD, Colorado State University
Track: Implementation Drivers

School health promotion models provide a collaborative approach to coordinating policy, process, and practice to improve learning and health through comprehensive health and wellness in schools. However, there is little guidance on the best practices for ensuring that schools, districts, and states are equipped to advance recommendations in evidence-based ways. This session describes the development and dissemination of current best practices championed by CDC's Whole Child model through a statewide collective impact effort to support schools.

CS 6.7 **Implementing a High-Quality Comprehensive School Mental Health System: Strategies from Participating in the CSMH CoIIN**

Presenters: Mark Sander, PsyD, Hennepin County/Minneapolis Public Schools, Elizabeth Connors, PhD, Center for School Mental Health
Track: Implementation Drivers

For 15 months, Minneapolis Public Schools participated in the first cohort of the Collaborative Improvement & Innovation Network (CoIIN) project with the Center for School Mental Health. This presentation will focus on how setting specific improvement goals and using rapid-cycle tests of change broadened and deepened our comprehensive school mental health system. This presentation provides guidance to other school mental health teams who are looking to improve the quality of their school mental health system using similar methods, especially within an MTSS framework.

CS 6.8 **Whole School, Whole Community, Whole Child: A Discussion on Challenges and Opportunities in Putting the Model in Action for School Mental Health**

Presenters: Sandra M. Chafouleas, PhD, Daniel T. Volk, MA, Taylor A. Koriakin, MA, Emily R. Auerbach, MA, University of Connecticut
Track: Implementation Drivers

An overview of the Whole School, Whole Community, Whole Child (WSCC) Model is presented, followed by facilitated discussion on challenges and opportunities associated with integrating health and learning in meeting the needs of the whole child. Key themes from focus groups and interviews with stakeholders in a large urban district and throughout the state of Connecticut will be used to structure active discussion with attendees.

CS 6.9 **Follow the Yellow Brick Road to a Successful Preschool and Mental Health Center Partnership!**

Presenters: Vicki Schweinler, MS, Allison Harder, EdS, Emporia School District – USD 253, Angela Martinez, MS, LMLP IMH-E @ (II), Tyson Prouse, MS, LMLP, CrossWinds Counseling and Wellness
Track: Education-Mental Health Integration and Collaboration

The Emporia CoIIN Sustainability Team has focused its efforts on expanding mental health services at the district's early childhood center through the provision of school-based therapy. This is an extension of services provided in the district's elementary schools and implemented to increase accessibility for this underserved population of students. Come and join the Emporia CoIIN Sustainability Team for a journey down the "yellow brick road" to a successful preschool and mental health center partnership!

SESSIONS

Conference Session 6

CS 6.10 **Tools for Schools! Practical Tools for Creating Student Mental Health and Wellness Initiatives in Schools**

Presenters: Michelle Myler, MA, Kelly Untiet, BA, New Hampshire Department of Education
Track: Education-Mental Health Integration and Collaboration

The New Hampshire Department of Education's Office of Student Wellness has piloted successful comprehensive student wellness programs in nine of its school districts. To scale and expand this work, NH has developed a toolkit to guide schools and districts in the planning and implementation of activities to meet the comprehensive mental health and wellness needs of all students in collaboration with community partners. Practical tools that can be used to begin planning and creating student mental health and wellness initiatives will be demonstrated in this session.

CS 6.11 **York County Youth Mental Health Alliance: A Shining Example of Successful Youth Engagement**

Presenters: Kathy Minnich, PhD, MSW, Northeastern School District
Track: Youth and Family Partnerships in Mental Health

Youth engagement is a concept often heard about but in reality difficult to achieve. Attendees will learn how one county in Central PA was able to bring together youth from all 17 school districts to form a powerful youth alliance aimed at addressing and impacting youth mental wellness. This workshop will explain the development of the York County Youth Mental Health Alliance from concept and creation to barriers, successes, and current functioning. Workshop presenters will include York County youth and adult mentors.

CS 6.12 **"School Counselors Should Be the Change They Want Us to Be": Examining Culturally Responsive School Behavioral Health Services**

Presenters: Vanja Pejic, PhD, Amy Kaye, PhD, Boston Children's Hospital
Track: Cultural Responsiveness and Equity

This qualitative project examined the role of culture in students' access to and engagement in school behavioral health services within an urban setting. Students and school behavioral health staff participated in focus groups to explore their experiences. Project findings highlight potential barriers and supports for developing and implementing culturally responsive school behavioral health services.

CS 6.13 **A Tale of Two Portlands: Implementing Comprehensive School Suicide Protocols in Oregon and Maine**

Presenters: Elizabeth Thorne, MPH, Cairn Guidance, Sheila Nelson, MPH, MSW, Maine Center for Disease Control and Prevention, Jessica Lawrence, MS, Cairn Guidance
Track: Advocacy and Policy

Comprehensive suicide protocols for prevention, intervention, and postvention are well-established best practices for schools. Capacity, resources, and staff expertise to systematically develop and assess school protocols vary widely across schools, and may not be prioritized until the school community experiences a death by suicide. This presentation will articulate the successes, challenges, and lessons learned in advancing suicide prevention work in school settings across Oregon and Maine.

SESSIONS

Conference Session 7

CS 7.1 Project HI AWARE and School Climate Transformation Hawaii: Shift Happens!

Presenters: Kelly Stern, MA, Ann Mahi, MEd, Hawaii Department of Education
Track: School Climate and Universal Mental Health Promotion

Project AWARE and School Climate Transformation grants in Hawaii are improving systems and practices in the Nanakuli-Waianae (NW) schools by embracing MTSS. The NW schools will summarize stakeholder perspective from various role groups, as they invest in keeping students in school while expanding interventions, social emotional learning, and trauma-responsive practices; shifting beliefs about behavior with restorative practices; and improving access to mental health services while building the capacity of all staff to address behavior.

CS 7.2 Using Game-Based Role-Play Simulation to Reduce Stigma and Increase Student Self Confidence about Seeking Mental Health Support

Presenters: Mary Ann Panarelli, EdD, Dede Bailer, PhD, Carrie Reynolds, EdS, Lisa Gonzalez, BS, Fairfax County Public Schools
Track: School Climate and Universal Mental Health Promotion

Fairfax County Public Schools is one of the first in the nation to introduce a game-based role-play simulation to build high school students' skills, attitudes, and self-confidence with regard to reducing mental health stigma and increasing help seeking. In this presentation, attendees will hear from the team that has been instrumental in the adoption of the program about how the program has been integrated into the health curriculum, and the results of a study demonstrating its effectiveness in changing skills and attitudes.

CS 7.3 Safe Classrooms, Resilient Kids: Trauma-Responsive Practices

Presenters: Nicole Tschopp, MSW, James Padden, MA, Chris Gaither, MSW, Baltimore City Public School System
Track: School Climate and Universal Mental Health Promotion

Students who are experiencing chronic stress are unavailable to learn, as the areas of the brain responsible for learning have been hijacked by the trauma and the areas of the brain built for survival take over. Schools have a large influence and role in supporting social and emotional development. In alignment with SAMHSA's four key assumptions in trauma-informed care, this session will empower school staff to learn how to become trauma-informed, as well as learn to implement trauma-responsive strategies that promote student resilience.

CS 7.4 ABC's of Averting Burnout by Understanding SELF, ACES, and Microaggression

Presenters: Bettina Bernstein, DO, Philadelphia College of Osteopathic Medicine, Ann Marie Gindhart, PhD, Philadelphia School District
Track: School Climate and Universal Mental Health Promotion

Would you like to go to work and feel effective, well-adjusted, and not experience burnout? Would you like to have one fewer app on your phone because you do not need a burnout app on your phone? This session is for you! Burnout is a real and significant problem in schools and is not limited to teachers. This session will address the root causes of burnout by increasing participants' engagement to improve communication and connectedness through trauma-informed practices. Mindfulness-Based Stress Reduction coping strategies will also be practiced by participants.

CS 7.5 Honest, Open, Proud High School (HOP-HS): Helping Youth Develop Strategic Disclosure Decision Making Skills for Mental Health

Presenters: Sue McKenzie, MA, Sarah Reed, PhD, Rogers InHealth
Track: School Climate and Universal Mental Health Promotion

Youth face decisions about if and how to talk about their mental health challenges in school, social, faith, family, and work settings. Honest, Open, Proud High School is a disclosure decision making program for youth developed by Wisconsin Initiative for Stigma Elimination and partner P. Corrigan, PhD. Qualitative research examined youth, parent, and teacher perspectives on costs and benefits of disclosure, guiding design of the training. Key program aspects, pilot and trial outcomes, current implementation strategies, and proposed new populations are shared.

SESSIONS

Conference Session 7

CS 7.6 A Tier 2 Intervention Plan for Internalizing Difficulties Within an Urban MTSS Framework

Presenters: Kathryn Doherty Kurtz, EdS, University of Massachusetts Boston, Boston Public Schools Behavioral Health Services: Comprehensive Behavioral Health Model, Jillian Archer, EdS, Jill Snyder, PhD, Katherine Loftus Campe, MEd, Nicole Meuse, BA, Boston Public Schools Behavioral Health Services: Comprehensive Behavioral Health Model, Melissa Pearrow, PhD, University of Massachusetts Boston, Boston Public Schools Behavioral Health Services: Comprehensive Behavioral Health Model
Track: Prevention and Early Intervention

This presentation will discuss the development, implementation, and evaluation of a pilot of Tier 2 services. The pilot targeted children at risk for internalizing difficulties in an urban, high needs elementary school implementing a multi-tiered systems of support framework. The presentation will address utilizing universal behavioral health screening data, engaging in data-based decision making, involving relevant stakeholders, matching evidence-based interventions to student and system needs, and monitoring fidelity of implementation.

CS 7.7 Using Crisis Response Services to Develop Family Engagement and Improve Mental Health Service Access with Students

Presenters: Jan Witte-Bakken, PhD, Denette Narum, MSW, Solutions Behavioral Healthcare Professionals
Track: Mental Health Intervention and Treatment

Solutions Behavioral Healthcare has provided school-based mental health services in area schools for a number of years using an evidence-based model. While positive outcomes have consistently been obtained, some students continued to have serious behavior problems and it was difficult to elicit parental involvement in treatment. When funding for school-based crisis response services became available, these services were designed in a way to enlist involvement with families, which improved overall engagement in the therapeutic process.

CS 7.8 Living with Ambiguity: Supporting Young People Experiencing Non-Death Loss and Its Effects on Mental Health

Presenters: Kate Tetuan Parent, MSW, LICSW, Meghan Pataky, MSW, LCSW, Wediko Children's Services
Track: Mental Health Intervention and Treatment

Even without death, students can grieve. This presentation expands the lens of childhood grief to include non-death loss and the effects it can have on mental health issues. Through PowerPoint, large and small group discussion, activity facilitation, and personal reflection, participants will become familiar with ambiguous loss theory and how it is applicable to professionals working with grieving children. Participants will also learn specific strategies to work with students who are experiencing non-death loss.

CS 7.9 Strategies for Progress Monitoring and Evaluating Systems Change in Schools

Presenters: Amy Kaye, PhD, Molly Jordan, MSW, LICSW, Shella Dennery, PhD, LICSW, Boston Children's Hospital Neighborhood Partnerships
Track: Implementation Drivers

Systems change initiatives are challenging to evaluate given their goal of first impacting school structures and procedures in order to impact student outcomes. This presentation describes a process of needs assessment, progress monitoring, and program evaluation utilized by the Training and Access Project (TAP), a professional training and consultation systems change initiative. Practitioners at all skill levels will learn to apply data-based decision making in developing and monitoring professional training and consultation services.

SESSIONS

Conference Session 7

CS 7.10 **Interprofessional Team Collaboration: Examining Associated Impacts for Students, Families, Schools, and Communities**

Presenters: Dawn Anderson-Butcher, PhD, The Ohio State University, Elizabeth Mellin, PhD, Binghamton University SUNY, Karen Sterling, Canyons School District, Lauren Paluta, MSW, MPH, The Ohio State University, Naorah Lockhart, MSW, Binghamton University SUNY, Samantha Bates, MSW, The Ohio State University

Track: Education-Mental Health Integration and Collaboration

Interprofessional team collaboration aims to leverage resources to help mitigate nonacademic barriers to learning and promote mental health. Although interprofessional team collaboration is critical to expanded school mental health (ESMH), research rarely considers how collaboration relates to outcomes for youth, families, schools, and communities. This presentation highlights the findings of a mixed-methods (social network analysis and key informant interviews) qualitative case study concluding with suggestions for evaluating interprofessional collaboration in ESMH practice.

CS 7.11 **Understanding Successes and Challenges in Caregiver Health-Promoting Self-Care: A Pilot Study**

Presenters: Emily R. Auerbach, MA, Taylor Koriakin, MA, Sandra M. Chafouleas, PhD, University of Connecticut

Track: Youth and Family Partnerships in Mental Health

Primary caregivers of children with developmental disabilities are critical to interventionists, yet limited attention has been directed toward supporting the needs of caregivers. In this pilot study, information was collected on caregiver successes and challenges in self-care strategies that promote personal health and well-being, with the intent to use the information to better understand needs and possible intervention strategies. Session attendees will gain insight into perceptions and experiences of these primary caregivers.

CS 7.12 **A Health Center and School Mental Health Partnership Serving an Immigrant Population Through a Braided Funding Approach**

Presenters: Marisa A. Parrella, MSW, LICSW, LCSW-C, Marybeth Mangas, LICSW, Mary's Center, Amanda Delabar, MEd, District of Columbia Public Schools

Track: Cultural Responsiveness and Equity

This presentation will highlight how the School Based Mental Health Program at Mary's Center, a Federally Qualified Health Center in Washington, D.C., provided leadership in an elementary school to address the needs of an influx of Latino immigrants. In collaboration with grant funding and school support and leadership, a model emerged that was trauma-informed, culturally sensitive, and sustainable. Grant dollars helped establish capacity and strong collaborative partnerships and leveraging of existing funding have helped to sustain it.

CS 7.13 **Mental Health in a School Setting**

Presenters: Judy Klinger, MEd, Suzanne Peters, MS, Kelly Hamilton, MS, Laura Shriver, MA, Dannielle Midkiff, MS, Melissa Leahy, PhD, Carroll County Public Schools

Track: School Climate and Universal Mental Health Promotion

This training will examine the impact of mental health issues within the school setting. An introduction of the ACEs (Adverse Childhood Experiences) study and the impact on health and long term effects will be presented. Additionally, an overview of mental health issues in the school setting and various diagnoses will be discussed. Participants will explore and consider the changes in current culture and the rise in mental health concerns.

SESSIONS

Conference Session 8

CS 8.1 Mindfulness 101: How We Can Help Students Not Just Cope, But Thrive

Presenters: Kattie McKinnon, BS, New Hampshire DOE Office of Student Wellness, Bob Thompson, MS, Berlin Public Schools

Track: School Climate and Universal Mental Health Promotion

In this session, participants will have the opportunity to learn the key components of mindfulness. Participants will learn about and practice activities that they can bring back to their schools or organizations and see how mindfulness is making a vast difference in schools in New Hampshire by helping students go beyond just managing symptoms of stress to flourishing both academically and socially.

CS 8.2 Teaching Teachers to Respond to Trauma in the Classroom: First Steps in Creating a Trauma-Informed School Culture

Presenters: Lindsay Eidman, LICSW, Jessica Cates Bristol, LGSW, Mary's Center

Track: School Climate and Universal Mental Health Promotion

Often teachers are the “first responders” in the classroom for students with mental health challenges. Students may disclose past trauma to their teachers or other staff members, or display behavior indicative of having lived through traumatic events, and many times teachers are unsure how to react or respond in the moment. We will address how school support staff can effectively teach teachers or other staff members how to respond to these emotional expressions due to traumatic stress, including tools attendees can easily teach their school staff to use.

CS 8.3 An Evidence-Based Prevention and Early Intervention Researched-Informed Program for Young Children in Schools

Presenters: Deborah Winters, MSW, SC Suzanne Dworak-Peck School of Social Work, Maria Ruelas, MSW, Lawndale School District, Samantha Vethavanam, MSW, SC Suzanne Dworak-Peck School of Social Work

Track: School Climate and Universal Mental Health Promotion

This workshop will focus on a program design and components of a Kindergarten Success Program between USC Suzanne Dworak-Peck School of Social Work and the Lawndale School District, which can serve as a model program for other school districts teaching children social-emotional skills. Details and examples of the data collection method, analysis, and organization using the Strengths and Difficulties Questionnaire, will be shared. We will discuss the utilization of data for program enhancement and school success for children over time.

CS 8.4 Using an Integrated Social Emotional Learning and Instructional Framework to Promote Health at Tier 1

Presenters: Susan Phelps, MS, Angela Oliver, MA, Jacob VanWinkle, MS, Evansville Vanderburgh School Corporation

Track: School Climate and Universal Mental Health Promotion

This session will present an integrated social emotional framework developed for a large urban school district. This session will highlight how the implementation of this framework promotes the mental health of both the staff and students. This framework is integrated with the district's instructional framework and the current multi-tiered systems of support. An administrator and classroom teacher from a K-8 school within this district will provide the audience with practices essential to a successful implementation.

SESSIONS

Conference Session 8

CS 8.5 Expanding Tier 2 Mental Health Services: A Cognitive Behavioral Therapy Group Counseling Model

Presenters: Jessica Cockroft, MEd, Sarah Peterson, MEd, Methuen Public Schools
Track: Prevention and Early Intervention

Presenters will provide a summary of the work conducted to implement a small group counseling program in Methuen, MA. The presentation will include a detailed overview of the group counseling model, including the group's intended purpose, justification for the therapeutic approach adopted (Cognitive Behavioral Therapy), details related to session structure, progress monitoring techniques, and evaluation of outcomes. The importance of quality and sustainable tier 2 services will be discussed in the context of a tiered system of support.

CS 8.6 The Hotel California – Students Can Check In But Never Leave: Exiting Students with Data Decision Rules/Progress Monitoring

Presenters: Brooke Wagner, MSc, Frontier Community Coalition, Kaci Fleetwood, MEd, BCBA, Nevada PBIS Technical Assistance Center
Track: Prevention and Early Intervention

We present a model for collaboration of school-based teams and mental health professionals to utilize student data for identification, intervention, and progress monitoring. Clear roles of all partners as well as rules for triage of student's needs will be shared. Examples of different data sources and templates for creation of data decision rules will be highlighted. Information will be shared about ensuring that students are being adequately served when presenting with advanced needs. In addition, strategies for fading services based on progress monitoring/data decisions will be considered.

CS 8.7 Getting to Wide-Scale Adoption of Quality, Comprehensive Mental Health in the U.S.: Discussion of the Initial Recommendations of the Expert Panel on School Mental Health

Presenters: Joyce Sebian, MEd, Substance Abuse and Mental Health Services Administration, Trina Anglin, MD, Health Resources and Services Administration, Ingrid Donato, Andrea Alexander, MS, LCPC, Substance Abuse and Mental Health Services Administration
Track: Financing and Sustainability

In September 2017, the SAMHSA and other federal and national partners convened an Expert Panel on School Mental Health. This session will provide participants with an opportunity to learn about the recommendations and contribute to their further development. Participants will discuss a "Draft Briefing on the State of School Mental Health"; and engage in a discussion of the strategies growing from the convening for local, state, and national levels to scale up quality, comprehensive school mental health across the nation.

CS 8.8 Optimizing Academic Outcomes of High-Achieving High School Freshmen via a Multi-Tiered System of Supports for Mental Health

Presenters: Shannon Suldo, PhD, Lindsey O'Brennan, PhD, Janise Parker, PhD, Elizabeth Storey, MA, Amanda Moseley, MA, Kai Zhuang Shum, MA, University of South Florida
Track: Implementation Drivers

High-achieving students have unique emotional needs that, if unmet, impede optimal academic success. This session will describe a multi-tiered system of support for high school students in Advanced Placement and International Baccalaureate (AP/IB) programs. Presenters will introduce a rationale for tiered supports for AP/IB students and describe universal and selective interventions and effective strategies for students, teachers, and parents for managing academic demands and increasing school connectedness.

SESSIONS

Conference Session 8

CS 8.9 Improving Multi-Tiered Systems of Support for Students with Internalizing Emotional/Behavioral Patterns

Presenters: Lucille Eber, EdD, Midwest PBIS Network, Mark Weist, PhD, University of South Carolina, Susan Barrett, MA, Mid-Atlantic PBIS Network at Sheppard Pratt Health Systems
Track: Education-Mental Health Integration and Collaboration

Schools are increasingly aware of the need to better support students with internalizing challenges such as depression, anxiety, and trauma-related concerns. This session will discuss issues involved in improving schoolwide multi-tiered systems of support for these students, including guidance on improving systems, use of data, and practices to ensure prevention and intervention for students with internalizing problems.

CS 8.10 Integrating School-Based Behavioral Health Services Using a Multi-Tiered System of Supports

Presenters: Lisa Selby, MA, Deborah Somerville, MPH, Beth Lambert, MS, Baltimore County Public Schools
Track: School Climate and Universal Mental Health Promotion

Baltimore County Public Schools (BCPS) has been implementing a multi-tiered system of supports that integrates social-emotional learning, mental health treatment, and evidence-based interventions at all three tiers. In collaboration with the Center for School Mental Health, a modularized approach to social-emotional learning is being piloted in BCPS. Schools often collaborate with school-based community partners who provide mental health treatment at tiers 2 and 3. This presentation will explain how BCPS has incorporated these resources into a larger system of support.

CS 8.11 Engaging Families... Have You Done Your Homework?

Presenters: Barbara Flis, MIS, Parent Action for Healthy Kids
Track: Youth and Family Partnerships in Mental Health

This session will delve into Michigan's approach in the creation and buy-in of a set of philosophical beliefs around engaging families, including assimilation into the infrastructure across state agencies and the development and testing of a Family Engagement Perception Instrument (FEPI) aimed at measuring provider attitudes toward family engagement, including scoring on readiness. From state to local, whether you are serving a family or being served, there is something for everyone!

CS 8.12 Integrating Evidence-Based Common Elements and Classroom Wisdom to Encourage Uptake of Everyday Mental Health Practices

Presenters: Kathy Short, PhD, Alexandra Fortier, MSS, RSW, EdD, School Mental Health ASSIST, Adam Peer, BSc, BEd, Elementary Teachers' Federation of Ontario
Track: School Climate and Universal Mental Health Promotion

Evidence-based mental health promotion can reach many students, to great benefit. However, manualized programs can be costly and difficult to implement and maintain. The everyday mental health project aims to enhance the uptake, scalability, and sustainability of evidence-based practices at school. This partnership involves researchers, educators, mental health professionals, and teachers unions. Partners have co-created and field-tested a toolkit of brief and practical classroom social-emotional learning strategies. Key implementation drivers will be shared.

CS 8.13 Reflections on Trauma-Informed Transformation: 18 Years Later

Presenters: Joshua Kaufman, MSW, Kezia Miller, MSW, LAUSD School Mental Health
Track: Advocacy and Policy

This presentation will offer participants a firsthand reflection on LAUSD's 18-year history of moving toward trauma-informed care, the lessons we have learned at each step, and our current efforts, both within our programs and staff of 300 school mental health professionals as well as districtwide, across division and discipline. Specifically, we will highlight our work bridging the gap between school mental health and special education/behavior support.

SESSIONS

Conference Session 9

CS 9.1 Peer-to-Peer Depression Awareness Campaign: A School-Based Prevention Program to Change School Mental Health Climate

Presenters: Stephanie Salazar, MPH, Lizelle Salazar, MPH, University of Michigan Depression Center, Roberta Stapleton, MA, MS, Ann Arbor Public Schools Community High School
Track: School Climate and Universal Mental Health Promotion

Since 2009, the Peer-to-Peer Depression Awareness Campaign (P2P), developed by the University of Michigan Depression Center in collaboration with Ann Arbor Public Schools, has been educating high school students about depression and related illnesses and supporting them in conveying this knowledge to their peers in order to raise awareness, reduce stigma, and encourage help-seeking. In this session, we will introduce P2P, describe specific ways to engage youth in mental health, and discuss strategies, challenges, and lessons learned.

CS 9.2 Self-Regulation in the Classroom Using Sensory Strategies

Presenters: Sharon Ray, ScD, Stony Brook University
Track: School Climate and Universal Mental Health Promotion

Students can have difficulty with managing their attention and activity level, which can 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 the use of sensory approaches.

CS 9.3 Challenging Systemic Inequities Through Prevention and Positive School Climate

Presenters: Victoria Sheppard, MA, University of Massachusetts Boston
Track: School Climate and Universal Mental Health Promotion

The systemic inequities in urban communities and schools, alongside various risk factors, deny children an equal chance to achieve academic success and social mobility. In order to support this population, schools must implement preventative frameworks that teach expectations and foster positive climate. This presentation focuses on the impetus for promoting climate in urban schools and on climate measurement efforts that are currently underway in a diverse, urban district.

CS 9.4 Protecting Against Lifetime Psychiatric Disorders Through Nurturing Classroom Environments: The PAX Good Behavior Game

Presenters: Barb Saunders, MS, Wesley Spectrum, Dennis Embry, PhD, Paxis Institute, Alan Axelson, MD, InterCare Solutions, Debra Maurizio, BS, Clairton City School District, Gail Killmeyer, LCSW, InterCare Solutions
Track: School Climate and Universal Mental Health Promotion

This presentation will describe the PAX Good Behavior Game. It will also demonstrate how connecting with school mental health services and psychiatry facilitates adoption of universal practices while at the same time provides Tier 2 and Tier 3 interventions to support students and families. Facilitated discussion will allow participants to evaluate their existing resources and to engage with school administration and the school-based mental health provider regarding effective approaches to connect systems.

SESSIONS

Conference Session 9

CS 9.5 At the Front of the Line: Creating a Movement for Trauma-Informed School Communities in the First State

Presenters: Teri Lawler, MA, Sharon-rose Gargula, NCSN, Valerie M. Brown, MEd, Kendall Mobley, EdD, Red Clay Consolidated School District

Track: School Climate and Universal Mental Health Promotion

Reaching and teaching youth who have experienced trauma and toxic stress can be very challenging and resource-intensive. Past efforts have contributed to zero-tolerance, disproportionality, and increased rates of school abandonment. However, there is a better way! Delaware schools have shifted the focus from behavior plans and disciplinary actions for students with challenging behaviors to developing a student support framework that is trauma-responsive, uses universal screening data to allocate resources, and encourages self-care for teachers.

CS 9.6 Social Goals of Adolescents with ADHD: What They Are, How They Differ from Peers Without ADHD, and Where Do We Go from Here?

Presenters: Joanna Sadler Yost, PhD, University of Virginia School of Medicine, Allison Zoromski, PhD, Children's Mercy Kansas City, Steven Evans, PhD, Ohio University

Track: Mental Health Intervention and Treatment

It is well-documented that youth with ADHD exhibit difficulty functioning in social situations, which negatively impacts their ability to successfully interact with others. The social goals of youth with ADHD have received minimal attention from researchers, but may have a significant impact on the efficacy of interventions for this population. New research on the social goals of youth with ADHD in comparison to typically-developing peers will be presented. Implications of the findings for teachers and interventions will be discussed.

CS 9.7 How "Tweeting," "Hashtagging," and "Liking" Informs Mental Health Professionals

Presenters: Chelshea Thompson, MEd, Courtney McLaughlin, PhD, Dana Elmquist, MEd, Indiana University of Pennsylvania

Track: Mental Health Intervention and Treatment

Given the prominence of social media in adolescent culture, professionals in the field of psychology need to consider how to incorporate questions about social media use into their semi-structured interviews when working with adolescents. This presentation will focus on how to ask questions about social media and what content a professional should consider when structuring questions about social media use in an effort to obtain more information and a better understanding of an adolescent's perspective and social and emotional status.

CS 9.8 Youth Suicide Prevention in Pennsylvania Schools

Presenters: Perri Rosen, PhD, Pennsylvania Office of Mental Health and Substance Abuse Services, Tita Atte, MPH, Drexel University

Track: Mental Health Intervention and Treatment

This session will overview suicide prevention in Pennsylvania schools, highlighting how existing infrastructure has promoted engagement across education and behavioral health systems. The training model for the project will be described, along with a review of available training resources. Presenters will overview the Behavioral Health Screen (BHS) and share data regarding identification of youth at risk for suicide. Finally, presenters will share how awareness activities have helped to engage youth in suicide prevention efforts statewide.

SESSIONS

Conference Session 9

CS 9.9 **Preparing Mental Health Practitioners to Use Motivational Interviewing (MI) with the MI Training and Assessment System**

Presenters: Aidyn Iachini, PhD, University of South Carolina, Jon Lee, PhD, University of Cincinnati, Andy Frey, PhD, University of Louisville
Track: Implementation Drivers

This session will describe a unique training platform – the Motivational Interviewing Training and Assessment System – designed to prepare school mental health interventionists to practice motivational interviewing competently. Mixed-method evaluative data from SMH interventionists trained using this approach will be shared. Implications for the promise of this approach for SMH training and practice will be discussed, along with accompanying research and policy implications.

CS 9.10 **Using CoIN to Promote Behavioral Health and School-Community Collaboration in Rural, Suburban, and Urban School Districts**

Presenters: Melissa Heatly, PhD, University of Rochester Medical Center, Deborah Miles, MS, Fairport Central School District, Emily Marsh, MA, Sean Murphy, MA, Seneca Family of Agencies, Jennifer Noyes, MA, New Hampshire School Administrative Unit #7, Amy Caron, MA, Northern Human Services
Track: Education-Mental Health Integration and Collaboration

This session will identify how the Collaborative Innovation and Improvement Network (CoIN) has enhanced the quality of comprehensive school mental health systems across the urban-suburban-rural continuum, as well as districts' ability to systematically collaborate with our community behavioral health partners. Presenters will share the tools and processes used to support these respective practices, as well as ways in which the CoIN helped address specific barriers to collaboration that had previously proven difficult to overcome.

CS 9.11 **Scaling Up Trauma-Informed Policing Practices in Indian Country with Help from the Virtual Tribe**

Presenters: Glenn Albright, PhD, Baruch College, Jami Bartgis, PhD, One Fire Associates
Track: Cultural Responsiveness and Equity

American Indian youth are disproportionately represented in the juvenile justice system and account for the highest child maltreatment victimization rate, which is exacerbated by historical and intergenerational trauma. In this presentation, attendees will learn about Trauma-Informed Policing with Tribal Youth, an innovative virtual human role-play simulation where officers learn to use evidenced communication strategies to manage encounters with tribal youth to prevent re-traumatization. Longitudinal pilot data will be presented plus a demonstration.

CS 9.12 **Tuning into Critical Voices: Using Youth Participatory Action Research to Prepare Effective Urban Educators**

Presenters: Tammy Schwartz, PhD, Marissa Smith Millman, MA, Paul Flaspohler, PhD, Rachel Radina, PhD, Hannah Dinnen, MEd, Jack Baker, BS, Miami University
Track: Cultural Responsiveness and Equity

The presentation will discuss the utility of Youth Participatory Action Research (Y-PAR) as a mechanism to connect predominantly white undergraduate, pre-service teacher candidates with urban youth to enhance their understanding of structural forces that can impede success of youth in urban communities and to shift their pedagogical focus to address these issues.

SESSIONS

Conference Session 9

CS 9.13 **Learning the Dance! Understand the Elements to Support SMH from a Community Mental Health Center Perspective**

Presenters: Elizabeth Avery, MA, LMHCA, Jessica Crume, MSW, LSW, Four County Counseling Center, Christy Gauss, MSW, Indiana University
Track: Financing and Sustainability

When approaching school mental health initiatives, it is important for community mental health centers to support community efforts. Four County Counseling Center has supported school mental health initiatives in over 50 different schools in both rural and urban settings through collaboration, planning, and implementing programs in response to needs assessments. In order to make this possible, join us to learn how Four County developed a supportive infrastructure while focusing on vital financial and non-financial dimensions.

SESSIONS

Symposia

SYM 1 **School Climate and Mental Health in Middle and High School Students: Evidence from Project AWARE in West Virginia**

Presenters: Michael Mann, PhD, Megan L. Smith, PhD, Alfgeir L. Kristjansson, PhD, Shay Daily, MPH, Sabena Thomas, MA, West Virginia University

Track: School Climate and Universal Mental Health Promotion

This symposium will present findings from three current research studies related to school climate and student mental health:

- (1) School Climate and Student Self-Reports of Problem-Focusing Coping, Self-Esteem, and Overall Life Satisfaction
- (2) School Climate and Student Self-Reports of Anxiety, Depression, Problem Behavior, and Perceived Stress
- (3) School Climate, Basic Psychological Needs, and Risk of Academic Failure: A Whole Child Model

Results suggest an critical role for school climate in promoting mental health.

SYM 2 **Using IT to Enhance Trauma-Informed School Services: Lessons from the Treatment and Services Adaptation Center**

Presenters: Pamela Vona, MA, USC School of Social Work, Lisa Jaycox, PhD, RAND Corporation, Sheryl Kataoka, MD, UCLA, Bradley Stein, MD, RAND Corporation

Track: Prevention and Early Intervention

The tremendous progress made in the development of evidence-based practices for traumatized youth has not been matched by successful implementation in community settings like schools. Web platforms and mobile applications may provide scalable solutions to overcoming many of the barriers maintaining this research-to-practice gap. This symposium presents four web-based tools developed by the Treatment and Services Adaptation Center for Resilience, Hope and Wellness in Schools that aim to enhance the provision of trauma services in schools.

SYM 3 **Is it Working? The Use of Change-Sensitive Measures to Evaluate School-Based Models of Behavioral Support**

Presenters: James McDougal, PsyD, SUNY Oswego, Scott Meier, PhD, University at Buffalo, Andria Amador, PhD, Boston Public Schools

Track: Prevention and Early Intervention

Presentations in this symposium will focus on the use of “change sensitive measures” and (1) the use of these assessments in feedback enhanced treatments (FETs) for counseling children and youth, (2) measures for screening, progress monitoring, and evaluating services provided in three-tier Response to Intervention (RtI) models used in the schools, and (3) the use of this data in the evaluation of a large-scale Comprehensive Behavioral Health Model (CBHM) being implemented in Boston Public Schools, an urban district of over 50,000 students.

SYM 4 **Using Data to Improve Fidelity of Implementation of a Tier 3 Intervention: RENEW in New Hampshire and Pennsylvania**

Presenters: Sielke Caparelli, EdD, Michael Minor, MA, PATTAN, Joanne Malloy, PhD, Kathy Francoeur, MA, Institute on Disability at the University of New Hampshire

Track: Mental Health Intervention and Treatment

This symposium will focus on the implementation of a tier 3 intervention for behavior – RENEW (Rehabilitation for Empowerment, Natural supports, Education, and Work). Both New Hampshire and Pennsylvania are implementing RENEW statewide, but through different systems – mental health and education, respectively. Presenters will share steps taken to encourage fidelity through strategic stages of implementation, training structures, and data systems that inform improvement cycles. Presenters will share fidelity of implementation tools and data outcomes.

SESSIONS

Symposia

SYM 5 **Evidence-Based Practices to Promote Children’s Happiness: A Multicomponent Classwide Positive Psychology Intervention (WORKSHOP)**

Presenters: Elizabeth Storey, MA, Shannon Suldo, PhD, Emily Wingate, MA, David Rubio, MA, Nicholas Smith, MA, Kai Shum, MA, University of South Florida

Track: School Climate and Universal Mental Health Promotion

Implementation of a complete continuum of school mental health services to support students’ social-emotional outcomes entails proactively fostering happiness and resilience among all students. Participants will learn about an evidence-based 10-week classwide well-being promotion program that is grounded in theory on the determinants of happiness. Participants will learn strategies for involving teachers and parents in the program and solutions for common implementation challenges in universal applications of positive psychology interventions.

SYM 6 **What We Can Learn About Promoting School Mental Health from the World's Biggest Programs**

Presenters: J. Michael Murphy, EdD, Massachusetts General Hospital and Harvard Medical School, Madelaine Abel, BA, Clinical Child Psychology Program, University of Kansas, Mina Fazel, DM, University of Oxford, Cara Lucke, BA, Massachusetts General Hospital, Javier Guzman, MA, Boston University, Sharon Hoover, PhD, Center for School Mental Health

Track: Implementation Drivers

This symposium explores what can be learned about promoting school mental health by bringing an implementation science perspective to a review of published papers and interviews with representatives of eight of the world’s biggest school-based mental health programs. Three presentations (1) describe the programs, (2) compare them along six dimensions hypothesized to facilitate program success, and (3) take an in-depth look at one of the largest programs to see how implementation drivers can provide suggestions for sustaining and improving the program.

SYM 7 **SESSION CANCELLED**

SYM 8 **Discover the Synergy: Mindfulness, Building Inner Wealth, and Developing Motivation, Self-Efficacy, and Persistence**

Presenters: Sally Baas, EdD, Michele Pickel, PhD, Concordia University, St. Paul, Julene Nolan, PhD, Minneapolis Schools

Track: Education-Mental Health Integration and Collaboration

This symposium will weave together three foci: mindfulness practices, the Nurtured Heart Approach® and Horse Powered Reading, all as interventions to improve motivation, self-confidence, and persistence. Attendees will have opportunities to hear presentations and experience strategies for improving academics, social-emotional skills, and mental health for students or clients with a clinical psychologist, school psychologist, or literacy/ EAGALA specialist.

SYM 9 **Healthy Adults and Healthy Kids: Integrating a Multi-Systemic, Trauma-Informed Model of Psychological Care in Schools**

Presenters: Elizabeth Minne, PhD, Vida Clinic, Tracy Spinner, MEd, Austin ISD, Laura Rifkin, LCSW, Abigail Mitchell, MA, Vida Clinic

Track: Education-Mental Health Integration and Collaboration

A multi-systemic school-based mental health program, known as the School Mental Health Center, that has been cultivated through an innovative partnership between an urban school district and a local mental health practice, will be presented. Presenters, who include key stakeholders from both the participating school district and the local practice, will describe the tiered model, as well as practical considerations in implementing and maintaining an effective, comprehensive program of care that is accessible to youth and adults on campus.

SESSIONS

Symposia

SYM 10 **Lessons Learned from an Addressing Disparities Trial of School-Based Executive Function Treatments in ASD and ADHD**

Presenters: Laura Anthony, PhD, Children's Hospital Colorado, Lauren Kenworthy, PhD, Allison Ratto, PhD, Children's National Medical Center, Bruno Anthony, PhD, Children's Hospital Colorado
Track: Cultural Responsiveness and Equity

Strategies to address disparities and disseminate and implement Tier 2 evidence-based programs for students with ADHD or ASD are underdeveloped. We will present some examples of our methodologies and results from a PCORI-funded Addressing Disparities trial that had to be adapted to build effective treatments in Title 1 schools. In three linked presentations, we will translate these struggles and findings into lessons learned that participants can use to engage students and families experiencing disparities.

SYM 11 **Experiences of the School Mental Health International Leadership Exchange (SMHILE)**

Presenters: Mark Weist, PhD, University of South Carolina, Kathy Short, PhD, School Mental Health ASSIST, Eric Bruns, PhD, University of Washington School of Medicine, Gavin Hazel, PhD, Hunter Institute of Mental Health
Track: Advocacy and Policy

There is a global movement to advance school mental health (SMH). This presentation will focus on the School Mental Health International Leadership Exchange (SMHILE) and efforts by SMH leaders from Australia, Canada, and the U.S. to advance the field through emphasis on critical themes and systematic cross-country collaboration.

SYM 12 **A Multi-State Examination of Accommodations for Students with Emotional and Behavioral Needs**

Presenters: Allyse Hetrick, MEd, Colleen Commisso, MEd, Lehigh University, Steven Evans, PhD, Julie S. Owens, PhD, Ohio University, Lee Kern, PhD, Lehigh University, Joseph H. Wehby, PhD, Vanderbilt University
Track: Advocacy and Policy

There has been considerable debate about the definition and role of accommodations when serving students with emotional and behavioral problems. This presentation will provide a thorough overview of the literature and current best practices for accommodating students with emotional and behavioral disorders and ADHD. In addition, data will be presented from a recent study examining the academic and behavioral accommodations of 222 adolescents with serious emotional and behavioral needs. Divergence from previous research and implications for programming will be discussed.

SYM 13 **Start-Up Costs and Innovative Strategies for Funding Evidence-Based School Mental Health Programs**

Presenters: Alan Barnosky, MA, RTI International, Cotrane Penn, PhD, Carrie Sargent, MA, Charlotte Mecklenburg Schools, Anna Yaros, PhD, Sherri Spinks, BA, RTI International
Track: Financing and Sustainability

This symposium will describe the costs and funding mechanisms associated with a successful evidence-based, school-based mental health program in a large, culturally diverse school district. Providing these services has required a number of innovative funding strategies including state funds, county funds, grant funds, in-kind funds, private insurance, and Medicaid. The symposium will present findings from the start-up cost evaluation to inform other school systems interested in beginning a Tier 3 program with a strong evidence base.

POSTER SESSION:
Friday
5:45-7:15 pm

POSTERS

Assembly Required: "Moving the Movement"

Presenters: Scott Kronebusch, MA, LPCC, Kelly Johnson, MA, LMFT, Associated Clinic of Psychology

Behavioral Health Teams: Lessons Learned from Districtwide Dissemination of Multidisciplinary Teaming Structures in Chicago

Presenters: Tara L. Gill, PhD, Colleen Cicchetti, PhD, Sybil Baker, LCSW, Tali Raviv, PhD, Center for Childhood Resilience, Ann & Robert H. Lurie Children's Hospital, Christina Kolski, LCSW, Office of Social and Emotional Learning, Chicago Public Schools

Building a Trauma-Informed School District: Strategies and Examples from Three School Districts in Illinois

Presenters: Sybil Baker, LCSW, Colleen Cicchetti, PhD, Claire Coyne, PhD, Tali Raviv, PhD, Tara L. Gill, PhD, Center for Childhood Resilience, Ann & Robert H. Lurie Children's Hospital, Mashana L. Smith, PhD, Office of Social and Emotional Learning, Chicago Public Schools

Building Bridges with Local Education Agencies to Implement Interconnected Systems Framework Models

Presenters: Kaci Fleetwood, MEd, BCBA, University of Nevada, Reno, Misty Vaughan Allen, MA, Office of Suicide Prevention, Marco Erickson, MA, Nevada Department of Education

Building Trauma-Informed Schools: Assessing the Effectiveness of School-Based Trainings

Presenters: Hayley Goldenthal, MA, Northwestern University Feinberg School of Medicine

Challenges and Successes of Developing and Implementing a Tier 3 Support Pilot Model in a Large Urban District

Presenters: Joel Stewart, MS Ed, MPhil Ed, Rachel Zibbell, PsyD, Community Behavioral Health, Lorri Young-West, LCSW, Tasha Glass, PsyD, PATH, Inc., Lori Paster, MS, School District of Philadelphia

Competing but Complementary Interests: Using Referral and Outcome Data to Justify the Delivery of Mental Health Services

Presenters: Cotrane Penn, PhD, Carrie Sargent, EdS, Ellissa Brooks Nelson, PhD, Charlotte-Mecklenburg Schools

Creating an Open-Source, Strength-Based Assessment Tool for Social-Emotional Competence in Children

Presenters: Rebecca Passarelli, MA, Marissa Smith-Millman, MA, Hannah Dinnen, MEd, Jack Baker, BS, Paul Flaspohler, PhD, Miami University

Creating Lasting School Health Programs

Presenters: Jessica Lawrence, MS, Elizabeth Thorne, MPH, Cairn Guidance

Designing Data: Creating a System that Works for You

Presenters: Brandi Pretlow, MSW, Making Waves Academy

POSTER SESSION:
Friday
5:45-7:15 pm

POSTERS

Development and Implementation of a Capacity-Building Fellowship in Trauma-Informed Teaching

Presenters: Megan McCormick-King, PhD, Georgetown University

Differences in Frequency, Severity, and Disposition of School-Based Emotional and Behavioral Health Crisis Incidents

Presenters: Rachel Siegal, BS, Jill H. Bohnenkamp, PhD, Cindy M. Schaeffer, PhD, Center for School Mental Health, April K. Lewis, MEd, Carrie Freshour, LCSWC, Baltimore County Public Schools, Sharon Hoover, PhD, Center for School Mental Health

Discrepancies in Teacher Rating of Student Aggression by Race and Gender: Does History of Aggressive Behavior Play a Role?

Presenters: Carissa Orlando, MA, Joni Splett, PhD, University of South Carolina, Colleen Halliday-Boykins, PhD, Medical University of South Carolina, Elaine Miller, MAT, William Bradley, BA, Mark Weist, PhD, University of South Carolina

Evaluating Education-Mental Health Collaboratives: Complexities, Approaches, and Tools

Presenters: Elizabeth Mellin, PhD, Binghamton University – SUNY, Dawn Anderson-Butcher, PhD, The Ohio State University, Laura Bronstein, PhD, Binghamton University – SUNY, Samantha Bates, MSW, Lauren Paulta, MSW, MPH, Ohio State University

Evaluation of One Year of Outcomes of a School Mental Health Program

Presenters: Rachel Capps, BS, Morgan Brazille, BS, J.P. Jameson, PhD, Kurt Michael, PhD, Appalachian State University

Evaluation of the SCORE Program: A Universal Behavioral Health Promotion Program for Urban Middle School Students

Presenters: Chelsea Day, BA, Stephanie Callan, BA, Chandler Puhy, BS, James Connell, PhD, Bridget Blakely, PhD, Brian Daly, PhD, Drexel University

An Exploration of State- and District-Level Behavior Screening Policies and Practices in U.S. Schools

Presenters: Emily R. Auerbach, MA, Taylor A. Koriakin, MA, University of Connecticut, Stephanie J. Long, MS, Amy M. Briesch, PhD, Northeastern University, Sandra M. Chafouleas, PhD, University of Connecticut

Five Strategies for Creating a Thriving and Sustainable School-Based Mental Health Program

Presenters: Randi Williams, MS, LPC, Tara Baker, MEd, Jenny Wilhoite, BS, Georgia HOPE

A Flexible Community- and School-Based Service Improves Access to Behavioral Health Care

Presenters: Kate Nicholson, MS, Community Care Behavioral Health

From Grassroots to Growth: Sowing the Seeds of Change in School-Based Mental Health

Presenters: Susan W. Cronan, MEd, Daniel Dukes, EdD, Lorrie Renfro, MEd, Greg O. Rake, MEd, LSW, Abilene Independent School District

**POSTER SESSION:
Friday
5:45-7:15 pm**

POSTERS

From Sinking to Swimming: Integrating School Mental Health Through a PBIS Framework

Presenters: Kaci Fleetwood, MEd, BCBA, University of Nevada-Reno, Sarah Hannonen, BSW, Pershing County School District, Brooke Wagner, MSC SC, Frontier Communities Coalition

From Vision to Implementation: School Mental Health in New York City Community Schools

Presenters: Rachel Wasserman, LMSW, Brigid Nugent Hipschman, LCSW, NYC Department of Education Office of School Health

Home-School Partnerships Between Teachers and Families of Students Participating in a Classroom-Based Tier 2 Program

Presenters: Chantelle C. Miller, BS, Ellie Wu, BA, Virginia Commonwealth University

How Change-Sensitive Measures Can Improve Screening, Progress Monitoring, and Evaluation of School-Based Three-Tiered Models

Presenters: James McDougal, PsyD, SUNY Oswego

Implementation of Youth Mental Health First Aid in Educational and Community Settings: Preliminary Data

Presenters: Joanna Prout, PhD, Taneisha Carter, BA, Center for School Mental Health, Jen Treger, MS, Lea Ann Browning-McNee, MS, Mental Health Association of Maryland, Reginald Burke, MS, Maryland State Department of Education, Nancy Lever, PhD, Sharon Hoover, PhD, Center for School Mental Health

Individual to Collective Healing: An Integrated Trauma Response to a Neighborhood Disaster

Presenters: Kirsten Sidell, MS, Robert Evert, MSW, Jacqueline Fonseca, MSW, YMCA Youth and Family Services

Integrating Community Mental Health Within PBIS at the District and Building Level: An Urban and Rural Example

Presenters: Kelly Perales, MSW, Midwest PBIS Network, David Thompson, MS, Buncombe County Schools, Dawn Moss, BS, Central Intermediate Unit 10

Integration of Social and Emotional Skills into the Elementary Classroom

Presenters: Phyllis Reed, MEd, Colorado Department of Education

Mental Health Service Utilization Patterns, Perceived Benefits, and Barriers for K Through 12th Grade Students

Presenters: Megan M. Credit, Madison P. Coy, Gina Sacchetti, MA, Julie Sarno Owens, PhD, Steven W. Evans, PhD, Eloise E. Kaizar, PhD, The Ohio State University

Monitoring and Intervening with Mental Health Through the Utilization of the GeoEvent Processor

Presenters: Courtney L. McLaughlin, PhD, Indiana University of Pennsylvania

Occupational Therapy and Its Untapped Potential for Mental Health in Schools

Presenters: Kayla Hartt, BA, Brooke Servant, BS, University of Southern Maine

POSTERS

Parent Involvement in Middle School: Assessing a Multidimensional Construct

Presenters: Heather McDaniel, MA, Samuel McQuillin, PhD, University of South Carolina

Perceptions of the Urban School Experience: Factor Analysis of a Triangulated Measure of School Climate

Presenters: Laura J. Morizio, BS, Lauren M. Brodsky, MEd, Peter Simons, MA, Amy L. Cook, PhD, Takuya Minami, PhD, University of Massachusetts Boston

Proactive Approaches to Ensure Student Success

Presenters: Raquel Ramirez, MSW, Margaret Crespo, PhD, Jesse Lunsford, BA, Thompson School District

Promoting Positive Preschool Climate with Early Childhood Mental Health Consultation

Presenters: Grace Schoessow, MS, Greene County Educational Service Center

Promoting Youth-Led Mental Health Initiatives and Policy in Schools

Presenters: Claudio Rivera, PhD, Lurie Children's Hospital of Chicago, Steven Rosado, BA, Mikva Challenge

Reducing the Stigma of Mental Health: A District Approach to Address Growing Suicide Rates in a Tight-Knit Colorado Community

Presenters: Jessica Shiveley, MSW, Quincey Holmquist, BSN, Thompson School District

School Linked Services: An Integrated Model of School-Community Partnership

Presenters: Cha See, PhD, Lily Vu, MA, April Kihara, LMFT, Santa Clara County Behavioral Health Services Department, Dana Yamaguchi, BA, Alum Rock Union School District

Social Media Use Among Adolescents: Implications for the Mental Health Profession

Presenters: Dana Elmquist, MEd, Courtney McLaughlin, PhD, Indiana University of Pennsylvania

Stability of Perceived Criticism Ratings in a Sample of Adolescents Receiving Psychotherapy in a School Mental Health Program

Presenters: Rachel E. Capps, BS, Kurt Michael, PhD, JP Jameson, PhD, Appalachian State University

Suicide Intervention and Assessment

Presenters: Delila Owens, PhD, The University of Akron, Judith Justice, EdD, Indiana Wesleyan University, Tanya Middleton, The University of Akron

Suicide Prevention in American High Schools: Does Policy Become Practice?

Presenters: Marissa Smith-Millman, MA, Paul Flaspohler, PhD, Rebecca Passarelli, MA, Hannah Dinnen, MA, Jack Baker, BA, Miami University

Teachers' Perspectives on Educator Mental Health Competencies: A Case Study

Presenters: Diane Kratt, EdD, Florida Gulf Coast University

**POSTER SESSION:
Friday
5:45-7:15 pm**

POSTERS

The Benefits of a Blind Eye: Exploring Gender and Ethnicity Bias in Teacher Ratings of Executive Functioning

Presenters: Meredith Powers, MEd, Children's National Health System

The Influence of Attitudes and Advocacy Self-Efficacy on School Counselor Advocacy for Lesbian, Gay, and Bisexual Students

Presenters: Jack Simons, PhD, Mercy College

The Pee Dee Resiliency Project: Building Resiliency and Improving Well-Being for Students, Families, and Communities

Presenters: Allison Farrell, MPH, LISWCP, W. Joshua Bradley, BA, University of South Carolina

THE REAL DEAL: Addressing School Mental Health and Positive School Climate – Strategies that Really Work

Presenters: Marie Palumbo-Hayes, LICSW, Robert N Robillard, LMHC, Family Service of Rhode Island

The Relationship Between Racial Matching and Teacher Perceptions of Teacher-Child Conflict in Preschool Classrooms

Presenters: Shannon L. Nemer, MEd, Rachel Kunemund, MEd, Ruben Martinez, MS, Kevin Sutherland, PhD, Virginia Commonwealth University, Maureen Conroy, PhD, University of Florida

A Review of Check-In/Check-Out (CICO): Components, Evaluated Adaptations, and Implications for Use with Students

Presenters: Colleen Commisso, MS, Ariel Aranov, BA, Kelsey Gaier, BA, Lee Kern, PhD, Lehigh University

School Mental Health as a Central Component of a Community-Wide Health Promotion Initiative

Presenters: Chandni Patel, MA, Cameron Massey, MA, University of South Carolina

The Together Initiative

Presenters: Meredith Burnett, LCSW, Catherine Koenig, MEd, Pequea Valley School District

The Unique Role of Middle and High School Counselors in Applying Mental Health Interventions for LGBTQ Victims of Bullying

Presenters: John M. Palladino, PhD, Eastern Michigan University

"This is Connection": Using Photovoice to Assess and Enhance School Connectedness

Presenters: Hilary D. Joyce, PhD, Auburn University

Transition Goals for Youth with Social, Emotional, and Behavioral Problems

Presenters: Elaine Miller, MAT, University of South Carolina, Judith Harrison, PhD, Rutgers University, Talida State, PhD, Montclair State University, Howard Wills, PhD, Kansas University, Beth Custer, PhD, Lehigh University

**POSTER SESSION:
Friday
5:45-7:15 pm**

POSTERS

University Collaboration to Develop a Feasible, Evidence-Based Marijuana Misuse Prevention Program for College Students

Presenters: Melissa George PhD, Colorado State University

Using Multi-Tiered Supports in a Community Schools Model: Practice and Evaluation Examples that You Can Use Now

Presenters: Kristen J. Renshaw, LCSW, Salem Gregory, LMSW, Lakota Leijon, MS, Max Krauss, MSW, Wediko Childrens Services

The Weak are Prey to the Strong: College Student Perspectives of Bullying in China

Presenters: Kristen Varjas, PsyD, Georgia State University, Sayward Harrison, PhD, University of South Carolina, Paul Flaspohler, PhD, Miami University

Working on Womanhood (WOW): Becoming an Evidence-Based Intervention

Presenters: Rebecca Ford-Paz, PhD, Ann & Robert H. Lurie Children's Hospital of Chicago, Gail Day, LSW, Youth Guidance, Tara Gill, PhD, Hayley Goldenthal, MA, Ann & Robert H. Lurie Children's Hospital of Chicago

SESSIONS

Intensive Training Workshops

IT 1 Trauma-Sensitive Schools Training Package: A Resource for Leaders

*Presenters: Kathleen Guarino, LMHC, Sandra Williamson, MA, CAGS, American Institutes for Research
Track: School Climate and Universal Mental Health Promotion*

Growing awareness of the prevalence and impact of childhood trauma has galvanized a movement to create trauma-sensitive schools in which all aspects of the educational environment “from workforce training to procedures and policies adopted” are grounded in an understanding of trauma and its impact and designed to promote resilience for all. This session introduces educators to the Trauma-Sensitive Schools Training Package, a comprehensive resource that offers school leaders a road map for adopting a trauma-sensitive approach schoolwide.

IT 2 Building the Foundations of MTSS Tier 1 and Delivering Mental Health Services: The Boston Public Schools Model

*Presenters: Mary Zortman Cohen, PhD, Boston Public Schools, Achilles Bardos, PhD, University of Northern Colorado
Track: School Climate and Universal Mental Health Promotion*

Five years of efforts and data implementing Boston Public School’s Comprehensive Behavioral Health service model will be presented, concentrating primarily on Tier 1 services, the level most difficult to implement and with the most barriers. 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.

IT 3 Mental Health Literacy and Schoolwide Approaches to Promote Academic and Social Success and Well-Being in Elementary Schools

*Presenters: Evelyn Montanez, PhD, LCSW, New York Presbyterian Hospital, James Rodriguez, PhD, LCSW, McSilver Institute for Poverty Policy and Research
Track: School Climate and Universal Mental Health Promotion*

Applying successful strategies from Turn 2 Us (NYC), attendees will learn how to (1) develop, implement, and sustain mental health programs in elementary schools, (2) increase the mental health literacy of school personnel and caregivers, (3) implement in-class initiatives to promote well-being for all students, (4) develop intervention tracks to support academic and social performance in targeted students, (5) strengthen policies and procedures in identifying and referring students in need of mental health services, and (6) monitor and evaluate student and program performance.

IT 4 Calm Classroom: A Schoolwide Mindfulness Approach Supporting Students’ Academic, Behavioral, and Social-Emotional Outcomes

*Presenters: Jai Luster, BA, Luster Learning Institute, NFP, Calm Classroom
Track: School Climate and Universal Mental Health Promotion*

Calm Classroom is a schoolwide, research-based mindfulness program that is loved by students, teachers, administrators, and district leaders. Calm Classroom is the simplest mindfulness program in the country, composed of three-minute scripted techniques led three times daily in the classroom. The program empowers pre-K-12th grade students and school staff with life skills that help them manage their mental and emotional health in and outside of school.

IT 5 SESSION CANCELLED

SESSIONS

Intensive Training Workshops

IT 6

Boston Public Schools Initiative for Psychosis Screening and Awareness: Establishing a Protocol for Assessment and Consultation

Presenters: Mary Zortman Cohen, PhD, Boston Public Schools, Emily Kline, PhD, Harvard Medical School/Beth Deasoness Medical Center, Michael Clontz, Wediko Children's Services, Janine Rodenhiser Hill, PhD, Harvard Medical School/Beth Israel Medical Center
Track: Prevention and Early Intervention

Screening for psychosis provides an opportunity for students experiencing emerging psychosis to get help early. If school-based mental health professionals are knowledgeable about assessing psychosis, students are more likely to disclose their experiences and be guided to timely and skilled assessment and treatment. This training presents a psychosis screening protocol established in Boston Public Schools. The training is divided into an introductory video, three educational segments, and an interactive role-play that involves all participants.

IT 7

Unstuck and On Target

Presenters: Lauren Kenworthy, PhD, Children's National Medical Center, Laura Anthony, PhD, Children's Hospital Colorado, University of Colorado School of Medicine, Alyssa Verbalis, PhD, Children's National Medical Center
Track: Prevention and Early Intervention

This workshop is for professionals and parents of children with autism, ADHD, and other disorders linked to executive dysfunction (EF). It introduces the Unstuck and On Target intervention, a cognitive-behavioral school-based curriculum targeting flexibility, goal-setting, and planning. This workshop teaches how to identify when a child is having trouble with EF, so that you can better distinguish a "can't" from a "won't" and therefore intervene more effectively, and shows attendees how to teach EF using simple vocabulary and routines.

IT 8

Mindfulness, Yoga, CBT, ACT, and MI: Rewards and Challenges Using Strategies from these Approaches with Adolescents in Schools

Presenters: Jeannie Golden, PhD, East Carolina University, Jessica Minahan, MS, Private Consultant, Leigh Patterson, MA, CAS, Katy Scott, MA, Kelli Minton, MS, Ana LePage, BA, Sam Faulkner, MA, Adam Johnson, BA, East Carolina University
Track: Prevention and Early Intervention

Mental health issues in schools can be addressed by providing multi-level prevention and intervention programs for students. Presenters will discuss the efficacy of using strategies from various evidence-based prevention and treatment programs with adolescents in a school setting including mindfulness, cognitive behavior therapy, yoga, acceptance and commitment therapy, and motivational interviewing. They will also demonstrate and set up role plays and provide practice and feedback regarding school-based adaptations.

IT 9

RENEW: School-to-Career Transition Planning for Youth with Emotional and Behavioral Challenges

Presenters: JoAnne Malloy, PhD, Kathryn Francoeur, MEd, Heidi Cloutier, MSW, Jonathon Drake, MSW, Institute on Disability at the University of New Hampshire
Track: Mental Health Intervention and Treatment

The RENEW model is an evidence-informed, youth-driven intervention designed to address the needs of transition-age youth with emotional and behavioral disorders. This skill-building session will provide an overview of the RENEW model and experience with futures planning and team facilitation, describe where and how RENEW is implemented, and share preliminary outcomes from a study currently underway in 11 high schools in four states.

SESSIONS

Intensive Training Workshops

IT 10 **SESSION CANCELLED**

IT 11 **Good Play/Bad Play: Drama Therapy with Put-At-Risk Youth**

*Presenters: Darci Burch, MA, Natasha Anderson-Bryant, LMSW, ENACT, Inc.
Track: Mental Health Intervention and Treatment*

In this trauma-informed workshop, participants will use case studies, ENACT's signature role-play, and active exploration to learn about working with put-at-risk youth in challenging situations through both interactive and didactic means. Participants will explore how trauma can result in negative behavior manifestations and will learn pieces of ENACT's evidence-based methodology involving how to create a safe space and establishing "The Creative Container," which allows for student self-awareness and expression.

IT 12 **Acquiring the Skills: Building a Sustainable, Cohesive Positive School Climate from Your Local School and Community Programs**

*Presenters: Olga Acosta Price, PhD, Center for Health and Health Care in Schools, Evelyn R. Frankford, PhD, Frankford Consulting, Linda Sheriff, PhD, Center for Health and Health Care in Schools
Track: Financing and Sustainability*

Improving child and youth well-being and development requires an integrated, public health approach using evidence-based prevention, early identification, and clinical services, not a focus on single programs. This workshop will (1) discuss CHHCS's research on essential processes to build and sustain school climate interventions and (2) provide an interactive seminar on using Partner Build Grow, CHHCS's Action Guide, to pursue system changes in financing, capacity building, and professional development to build the three-tier model.