



FEATURING 12 SPECIALTY TRACKS

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

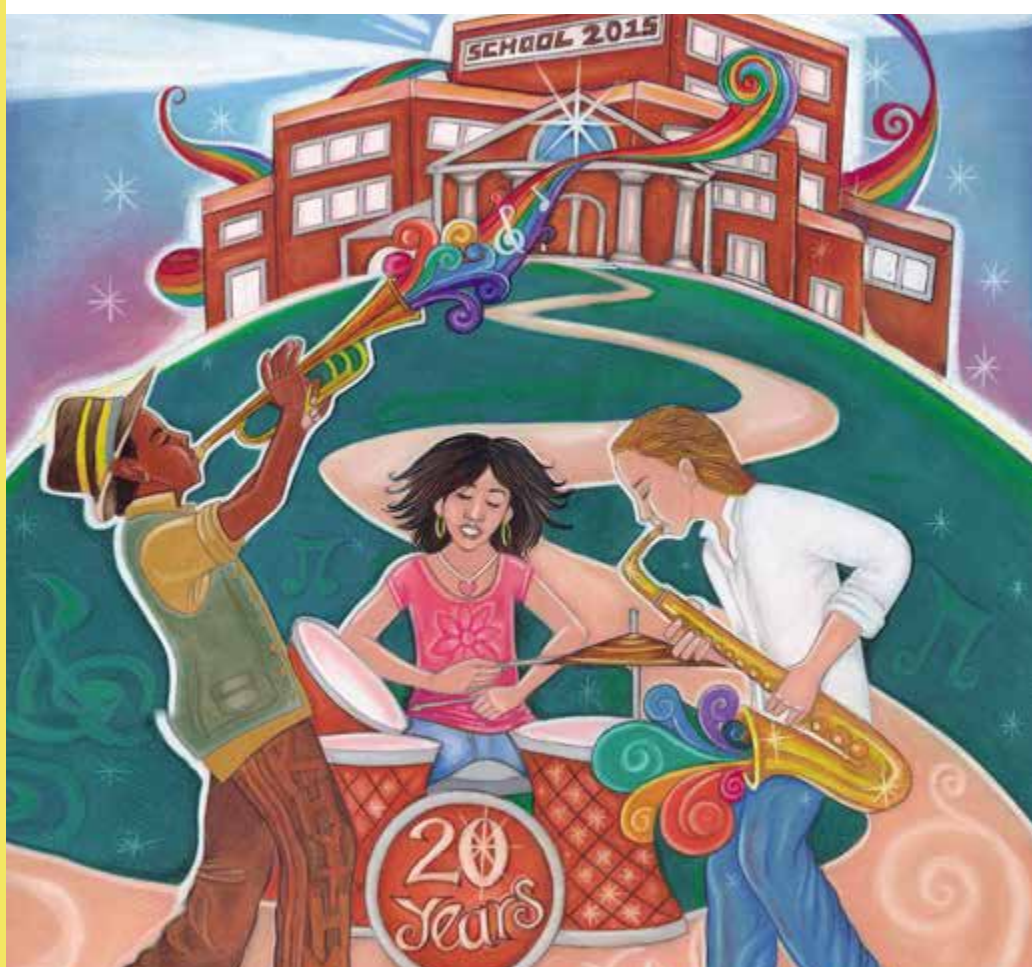
*Hosted by the Center for School Mental Health
in partnership with the National Community of
Practice on Collaborative School Behavioral Health*

*Center for School Mental Health at the
University of Maryland School of Medicine
Division of Child and Adolescent Psychiatry*

20th ANNUAL CONFERENCE on ADVANCING SCHOOL MENTAL HEALTH

**Getting Jazzed about School Mental Health -
Celebrating 20 Years of Advancing
School Mental Health!**

November 5-7, 2015
Sheraton New Orleans Hotel
500 Canal Street
New Orleans, Louisiana



*The mission of the Center for School Mental Health (CSMH)
is to strengthen policies and programs in school mental health
to improve learning and promote success for America's youth.*

**For more information on CSMH, visit the website
<http://csmh.umaryland.edu>**

Shape the Future of School Mental Health Be Counted!



www.theSHAPEsystem.com

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

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

◆ Be Counted

Registering to create an account with the SHAPE System allows your school or district to be counted in the National Quality Initiative Census of School Mental Health Systems.

◆ Rate Your Performance

Self-assess your school mental health system's quality and sustainability based on national standardized performance measures just for school mental health.

◆ Track Student Progress

Track the progress and outcomes of your school interventions for individual students, groups, classrooms, or whole school activities.

◆ View and Print Customized Reports

Obtain printable reports on your system's performance in quality and sustainability areas that you can bring back to your school teams with recommendations and resources for improvement.

◆ Get Free Resources

Browse a comprehensive resource library of PDFs, videos, guides, and weblinks on all aspects of school mental health programming.



BOBBY JINDAL
GOVERNOR



OFFICE OF THE GOVERNOR

Post Office Box 94004
Baton Rouge, LA 70804-9004

Dear Friends,

Welcome to New Orleans for the University of Maryland's 20th Annual Conference on Advancing School Mental Health. We are pleased to welcome distinguished guests, speakers, and other attendees to the Crescent City.

Please take some time to truly explore some of the sites that make Louisiana one of the most unique places in the world. From the artisans and boutiques of the French Market and the French Quarter, to the historic homes along the Mississippi River, to our world-famous cuisine, Louisiana truly has something to offer everyone.

On behalf of the state of Louisiana, I wish you a productive and enjoyable stay here in New Orleans.

Very Truly Yours,

Governor Bobby Jindal

Welcome to the 20th Annual Conference on Advancing School Mental Health!

On behalf of our team at the national Center for School Mental Health, we are thrilled to celebrate two decades of progress in school mental health research, training, policy and practice!

In 1995, the Maternal and Child Health Bureau of the Health Resources Services Administration recognized the value of schools as a critical venue for promoting the mental health of our nation's youth, awarding grants to several states and two national technical assistance and training centers. Dr. Mark Weist established one of the two centers, the Center for School Mental Health (CSMH) at the University of Maryland School of Medicine. The CSMH success was largely built on the foundation of the School Mental Health Program in Baltimore City, founded by Dr. Lois Flaherty in 1989. Since its inception, the CSMH team has fostered a shared families-schools-communities agenda, emphasizing the imperative of partnership in delivering high quality student mental health supports.

In 2010, we had the privilege of becoming CSMH Co-Directors. We have strategically grown the CSMH portfolio, with significant support from our dedicated and highly-skilled CSMH team and our visionary Advisory Board. We are grateful to all of our stakeholders for tirelessly working with us to advance the CSMH mission *to strengthen the policies and programs in school mental health to improve learning and promote success for America's youth.*

As we enter our third decade of service to the field of school mental health, we ask that you continue to partner with the CSMH as we embark on an ambitious agenda of implementing a National School Mental Health Census and establishing standardized School Mental Health Quality and Sustainability Performance Measures. As champions of school mental health, please join our team in engaging schools and districts across the United States to provide data on their comprehensive school mental health systems at www.theSHAPEsystem.com. As a field, we must document our growth and impact in order to demonstrate the value of our collective efforts to support student mental health!

We are confident that this conference will get you “jazzed” about school mental health, and that the learning and networking will inspire you and enhance your efforts to promote student success.



Sharon Hoover Stephan, Ph.D.



Nancy A. Lever, Ph.D.

Co-Directors, Center for School Mental Health

Keynote and Plenary Speakers



Steven W. Evans, PhD, Professor of Psychology, Co-Director of Center for Intervention Research in Schools, Ohio University

Dr. Steven Evans is a professor of psychology and co-director of the Center for Intervention Research in Schools at Ohio University. He conducts research on intervention development and evaluation in school mental health and has been particularly focused on school-based interventions for adolescents with emotional and behavioral problems. He has published over 100 articles and received grant funding for his research from multiple federal agencies and foundations. Dr. Evans is a former public school teacher and has strived to keep his focus on realistic and feasible approaches to school mental health research. He is editor of the journal “School Mental Health” and recently co-authored a book called, “A Practical Guide to Implementing School-Based Interventions for Adolescents with ADHD.”



Cecile Charleville Guin, PhD, LCSW, Director of the Office of Social Service Research and Development and Professor of Research, LSU School of Social Work

Cecile Guin has served as Director of the Office of Social Service Research and Development (OSSRD) at the Louisiana State University, College of Human Sciences and Education since 1996. In her capacity as Director, Dr. Guin has devoted most of her career to conducting research on the factors related to children’s pathways into criminality. In particular, she develops programs and seeks funding aimed at interrupting the pathway to delinquency and crime. Under her leadership, OSSRD developed the highly effective Truancy Assessment and Service Center (TASC) Program. She was also the lead researcher in developing the Baton Rouge Area Violence Elimination (BRAVE) Project, a community violence prevention program aimed at redirecting the lives of group and gang-involved youth. Dr. Guin is a Licensed Clinical Social Worker (LCSW) and a court-qualified expert in truancy, death penalty mitigation, criminal personality development, juvenile delinquency, and forensic social work. In her role as a forensic social worker, she develops extensive life stories that depict the life chronology of people who are facing capital trials or who are currently on death row. Dr. Guin develops this information into educational charts that clearly demonstrate how children develop criminal lifestyles. She serves as a board member of the Greater Baton Rouge Mental Health Association. Dr. Guin obtained an undergraduate degree in Sociology from LSU in 1974, a Masters of Social Work degree from LSU in 1978, and a Doctor of Philosophy in Social Work from the University of Texas in Arlington in 1991.

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Sandra Williamson, *American Institutes for Research*

Welcome to the 20th Annual Conference on Advancing School Mental Health!

Featuring 12 Specialty Tracks

- 1) Building a Collaborative Culture for Student Mental Health
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- 6) Improving School Mental Health for Youth with Disabilities
- 7) Learning the Language: Promoting Effective Ways for Interdisciplinary Collaboration
- 8) Psychiatry and Schools
- 9) Quality and Evidence-Based Practice
- 10) School Mental Health and Culturally Diverse Youth
- 11) Youth Involvement and Leadership
- 12) Special Topic Strand on Funding and Sustainability in School Mental Health



Conference Tracks/Practice Groups

National Community of Practice on Collaborative School Behavioral Health

- 1. Building a Collaborative Culture for Student Mental Health (CC).** This practice group has as its primary objective to promote the active exchange of ideas and collaboration between school employed and community employed mental health providers, educators, and families. This exchange is to support the social, emotional, and mental health and the academic success of all children and adolescents. Research suggests that the social-emotional health of children and adolescents is linked to their academic and overall success in schools. By working together in a collaborative and creative manner, school, family, and community resources can better serve the educational and social-emotional needs of all students and assist in ensuring good mental health. This practice group is focused on successful strategies and practical examples of how to develop and implement a culture of collaboration across multiple initiatives, programs, and providers working in schools.
- 2. Connecting School Mental Health and Positive Behavior Supports (PBS).** This practice group is a conduit for families, researchers, administrators, and practitioners to find common interests and practices related to school mental health (SMH) and Positive Behavior Supports (PBS). PBS approaches are designed to prevent problem behaviors by proactively altering the environment before problems begin and concurrently teaching appropriate behavior. School-wide positive behavior support systems support all students along a continuum of need based on the three-tiered PBS prevention model. SMH can be thought of as a framework of approaches that promote children's mental health by emphasizing prevention programming, positive youth development and school-wide approaches. These approaches call for collaboration among mental health providers, educators, families, related service providers, and school administrators in order to meet the mental health needs of all students. By working collaboratively, this practice group seeks to clarify the relationship between PBS and SMH in order to promote seamless practice at the local level.
- 3. Connecting School Mental Health with Juvenile Justice and Dropout Prevention (JJD).** This practice group is committed to working across stakeholder groups to advance knowledge and best practice related to effectively linking school mental health with juvenile justice and dropout prevention. For youth to be successful, effective coordination and communication across systems is needed, and resources and best practice guidelines related to this work need to be readily available. Key priority areas include advancing effective strategies for: reducing truancy, unnecessary suspensions and expulsions, dropout, and delinquency; Increasing opportunities for student voice, self-advocacy, self-determination and student-centered planning; building school and community capacity to meet the needs of youth and their families; promoting successful transitions between systems; encouraging relevant professional development for school and juvenile justice staff; advancing school connectedness and family partnership; promoting best practices in diversion and early intervention for youth who are in the juvenile justice system or who are at risk of placement in juvenile detention; identifying and removing systemic practices and barriers to speedy and appropriate school enrollment for youth upon release from detention/incarceration/residential placement.
- 4. Education: An Essential Component of Systems of Care (SOC).** This practice group is focused on the role of schools as significant partners with other child-serving, community agencies/organizations and families in improving outcomes for children and youth with, or at risk of, mental, emotional and behavioral health challenges. The SOC practice group promotes learning as critical to social-emotional health and the adoption of effective services and supports that build and sustain community-based, Systems of Care (SOC). As a proactive, national level practice group, we will support resource sharing, cross agency training, and collaborative professional development. Our practice group is committed to looking at the multiple needs of children and families through a systemic lens. Therefore, it encourages presentations that outline or describe a system approach to service delivery, incorporating various system partners especially families and youth in any presentations.

5. **Family in Partnerships in Mental Health (FP).** This practice group embodies family driven principles and is led by family members. This practice group fosters family participation in family-school-community collaboratives by supporting capacity building efforts for a shared agenda and effective infrastructure development and maintenance. Our Priorities are: 1) Educating and informing families to help them effectively voice their needs to their school districts, in their communities, and on state and national levels; 2) Advocating for and supporting the participation of families across community of practice groups; 3) Educating and informing schools, systems, policy groups and others about the importance of family integration in policy work; 4) Providing a place for family leaders to collaborate on discussion of needs, priorities and opportunities; and 5) Supporting the work of families.
6. **Improving School Mental Health for Youth with Disabilities (YD).** The purpose of this practice group is to promote collaboration between schools and school systems, mental health agencies, service providers, youth, caregivers, and other key stakeholders to facilitate the delivery of quality mental health services to students with disabilities in the school setting. Enhanced collaboration will increase opportunities to deliver coordinated learning and mental health interventions, and facilitate understanding of the challenges and opportunities for youth with disabilities. Through these partnerships, we seek to ensure that students with disabilities receive appropriate programs and services in the least restrictive environment to successfully achieve targeted goals.
7. **Learning the Language: Promoting Effective Ways for Interdisciplinary Collaboration (LL).** This practice group helps to promote a greater understanding of the language used across interactive systems in mental health and education and by all stakeholders. Strong communication is needed between all community members – parents, educators, pupil services personnel, and mental health providers – in order to promote understanding and mutual respect so students can learn, participate, and achieve. In schools, a full complement of services helps to ensure that students receive the necessary supports and tools for both academic and social-emotional learning. We recognize that interdisciplinary collaboration must include jargon-free, culturally sensitive language and resources at an appropriate literacy level that invites full participation. Our key priorities are: 1) To demystify the vocabulary used; 2) To add increased value to state and local educational/family/youth services agencies currently implementing expanded school mental health services/programs; 3) To promote a better understanding of how we communicate (through words and actions) across systems/stakeholders; and 4) To build stronger relationships across systems of care for families, students, and professionals involved in schools.
8. **Psychiatry and Schools (PS).** This group focuses on issues related to psychiatric services in schools. Topics may include, but are not limited to, the roles of psychiatrists who work in schools and interdisciplinary collaboration among psychiatrists and other professionals working in schools, including primary health care professionals. One of the goals will be to consider what kind of training is needed for psychiatrists to be effective school consultants and providers. Other important issues include the development of guidelines for appropriate medication prescribing in schools, and ways to utilize psychiatric services optimally in the face of severe shortages of child and adolescent psychiatrists. This practice group and proposals for our track are open to psychiatrists, educators, school health professionals, and all others with an interest in this topic. We hope this practice group will encourage psychiatrists who work in schools and those who interact with them to share their experiences and challenges. We hope this joint effort will lead to the development of effective recommendations and, ultimately, improved psychiatric support in schools.
9. **Quality and Evidence-Based Practice (QEBP).** The mission of the Quality and Evidence-Based practice group is to: 1) Share information across individuals and groups interested in improving the quality of SMH programs and services; and 2) Discuss, promote, and disseminate evidence-based practices in SMH. The practice group strives to bridge the research-practice and practice-research gaps in the field. In addition, the practice group seeks to understand and identify the best student- and program-level evaluation strategies.

- 10. School Mental Health for Culturally Diverse Youth (DY).** This practice group will focus on the practice, theory, and research specific to culturally diverse youth in schools. The mission of the School Mental Health for Culturally Diverse Youth practice group is to promote a better understanding of the strategies that are designed to enhance the success of culturally diverse youth in the school environment. Specific issues such as stigma, cultural adaptations, health disparities, disproportionality, family engagement, and cultural competence will be addressed. The practice group will identify and disseminate information on effective treatment approaches to better inform the education, family, and youth-serving systems.
- 11. Youth Involvement and Leadership (YIL).** This practice group is focused on advancing youth involvement and leadership in SMH. Priority areas include: 1) Expanding youth leadership, participation, and input at local, state, and national levels; 2) Advancing the development and implementation of strategies and approaches that promote greater youth leadership at all levels of the service systems that support them; 3) Supporting efforts by the national community of practice and its practice groups to promote meaningful youth involvement and leadership; 4) Organizing a dialogue around greater inclusion of youth in meaningful ways in all facets of school mental health; 5) Developing and promoting best practices and innovative approaches for youth involvement and leadership; and 6) Serving as a resource for educators and practitioners to develop strategies and approaches that teach new skills that help advance youth involvement and leadership in schools and communities. This practice group is especially interested in proposals that include youth presenters as part of the presentation.
- 12. Special Topics: Funding and Sustainability (FS).** This strand includes presentations on the topic of funding and policies that promote sustainable school mental health. Presentations include specific examples of feasible funding and/or policy mechanisms that have successfully sustained mental health in schools at local or state levels. These presentations are featured throughout the conference program as part of a “special topic” strand.

Conference Objectives

Participants will be able to:

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

Celebrating 20 Years of Advancing School Mental Health!

Conference Program

Thursday

November 5, 2015

CONFERENCE AGENDA

Thursday, November 5, 2015

Exhibit displays are open all day!

7:00-8:30 AM Registration

7:15-8:15 AM Practice Group Training Sessions: *Open to all participants*

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

1. Building a Collaborative Culture for Student Mental Health (CC)
This practice group has as its primary objective to promote the active exchange of ideas and collaboration between school employed and community employed mental health providers, educators, and families.
2. Connecting School Mental Health and Positive Behavior Supports (PBS)
This practice group is a conduit for families, researchers, administrators, and practitioners to find common interests and practices related to school mental health (SMH) and Positive Behavior Supports (PBS).

Learning the Language: Promoting Effective Ways for Interdisciplinary Collaboration (LL)

This practice group helps to promote greater understanding of the language used across interactive systems in mental health and education. In schools, a full complement of services helps to ensure that students receive the necessary supports and tools for both academic and social-emotional learning.

3. Education: An Essential Component of Systems of Care (SOC)
This practice group is focused on the role of schools as significant partners with other child-serving, community agencies/organizations and families in improving outcomes for children and youth with, or at risk of, mental, emotional, and behavioral health challenges.

4. Family in Partnerships in Mental Health (FP)
This practice group fosters family participation in family-school-community collaboratives by supporting capacity building efforts for a shared agenda and effective infrastructure development and maintenance.
5. Improving School Mental Health for Youth with Disabilities (YD)
The purpose of this practice group is to promote collaboration between schools and school systems, mental health agencies, service providers, youth, caregivers, and other key stakeholders to facilitate the delivery of quality mental health services to students with disabilities in the school setting.

8:30-8:45 AM Welcoming and Greetings

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

Celebrating 20 Years of Advancing School Mental Health

8:45-9:45 AM Keynote Address – The Roux in the Gumbo: The Critical Role of School Mental Health in Preventing the Pathway to Prison

This presentation focuses upon the important function that school-based mental health services provide in keeping troubled students in a healthy, supportive environment. Dr. Guin will demonstrate the linkage between childhood disabilities and adult criminality through actual life histories of children who followed the pathway into crime when a school-based intervention could have intervened in this process. Additionally, she will describe several innovative research projects that have been developed at her office and implemented to interrupt the progression of children into a life of crime and incarceration. Finally, Dr. Guin will use the words and stories of the people with whom she has worked to show that they often reflect upon their past and are very cognizant of the circumstances that could have prevented their progression into a life in prison and death row. The foundation upon which a good gumbo is made provides the analogous comparison to the critical role of school mental health in making healthy, successful students.

Cecile Guin, PhD Director, Office of Social Service Research and Development, Louisiana State University, Baton Rouge, LA

9:45-9:55 AM Break

9:55-10:55 AM Conference Session 1

1.1 Leading From the Middle to Integrate Services and the Role of School Employed Personnel in Prevention and Intervention Services (CC)

There is a needed continuum of school mental health services. To effectively meet the diverse needs of all students, access to school employed mental health professionals is needed to ensure that students have the support they need. Schools form formal partnerships with community agencies and providers who provide services to students at school. In other cases, schools have specific referral processes or ways of connecting students and families with community supports.

Sally A. Baas, EdS, Concordia University St. Paul, St. Paul, MN

Kelly Vaillancourt, PhD, National Association of School Psychologists, Bethesda, MD

1.2 Wellness Works! A Coordinated Wellness Center Model for High Schools (CC)

The Wellness Center model offers coordinated health, mental health, substance abuse, and reproductive health services to students by providing direct services and comprehensive prevention and education to the entire school community. Learn about a three-tiered approach to providing a full continuum of mental and behavioral health services at school and walk away with replicable strategies to utilize youth development, community partnerships, and staff consultation/training to enhance positive mental and behavioral health for all students.

Jessica Colvin, MSW, MPH, PPSC, Wes Cedros, MEd, EdS, Tamalpais Union High School District, Larkspur, CA

1.3 Implementation and Expansion of RENEW Through a State Level Community of Practice (PBS)

This session will include an overview of the evidenced-based intervention for transition age youth with significant emotional and behavioral challenges who are at risk of academic failure, dropping out, or alternative school placement. The presenters will describe the state and local systems that have supported the installation and expansion of RENEW across the state.

Lisa Brunschwyler, MEd, Michael Minor, MA, NCSP, Pennsylvania Training and Technical Assistance Network, Pittsburgh, PA

1.4 Taking PBIS a Step Further: Utilizing Social Skills Curriculum (PBS)

This presentation will outline the Positive Behavior Intervention and Support data collected and the systematic changes implemented by a school district. These changes include reviewing student referrals to a District Behavior Support Team to assist teachers in the classroom with challenging behaviors and the development of district wide social skills curriculum as a tier one intervention. Specifically, the strategies and procedures that the school Positive Behavior Intervention and Supports teams established to utilize the social skills curriculum as a tier one intervention are continuative of the schools PBIS programming. Furthermore, the presenters will review the implementation procedures and the data collected during the use of the social skills curriculum. The effectiveness of the social skills curriculum and reduction of social emotional challenges was investigated by reviewing data collected through grade level behavior referrals, counseling referrals, and discipline data per grade level.

Kathryn Szwed-Thompson, MEd, Richelle Dumas, MSW, Metropolitan School District of Pike Township, Indianapolis, IN

1.5 ASPIRE: Feasibility and Implementation of School Mental Health Early Intervention Program for Students At-Risk for High School Dropout (JJD)

This presentation will discuss a unique school mental health early intervention program, called ASPIRE, that is designed to support ninth grade students at-risk for dropping out of high school. Feasibility data on the program, which incorporates both motivational interviewing and social-emotional skill development, will be shared. In addition, the presentation will discuss the adaptation and impact of a 15-hour motivational interviewing training required of social work graduate trainees prior to implementation

of the ASPIRE program.

Aidyn Iachini, PhD, University of South Carolina, Columbia, SC

Amy Lutz, MSW, Richland County Sheriff's Department, Columbia, SC

Andy Frey, PhD, University of Louisville, Louisville, KY

Sandra Rogelberg, MA, John Terry, MA, University of South Carolina, Columbia, SC

1.6 The Georgia School Based Mental Health Initiative: Utilizing System of Care Approaches, Community-Level Partnerships, and Research to Further School Based Mental Health (SOC)

In the spirit of systems of care, the Georgia Department of Behavioral Health and Developmental Disabilities and Department of Education are collaborating to elevate school based mental health in Georgia. The overarching goal is to extensively incorporate universal, school-wide mental health programs, while also introducing more intensive, individualized mental health services into schools. A state task force, community-level actors, and university research partner all play key roles in working cohesively to achieve this goal.

Ann DiGirolamo, PhD, MPH, Center of Excellence in Child and Adolescent Behavioral Health, Georgia Policy Center, Georgia State University, Atlanta, GA

Matt Yancey, LCSW, MPA, Georgia Department of Behavioral Health and Development, Atlanta, GA

Debbie Gay, EdS, Georgia Department of Education, Atlanta, GA

1.7 Bridging Clinics and Classrooms: Creating Trauma-Informed Educational Communities (SOC)

This presentation details the initial steps in a collaborative effort to build a trauma-informed educational community in a suburban school district in Southeastern Pennsylvania. This pilot project brings together school teachers, administrators, university faculty, community clinicians, and graduate students in occupational therapy and trauma counseling. Key priority areas include increasing awareness of the impact of trauma on children's educational performance and emotional well-being, and providing strategies for implementing trauma-informed educational practices that foster a safe and supportive learning environment.

Jeanne Felter, PhD, LPC, Michelle D. Gorenberg, OTD, OTR/L, Morgan Webb, BA,

Tamara Callahan, MEd, Philadelphia University, Philadelphia, PA

1.8 Building State-Level Capacity to Support Student Mental Health Services (LL)

State policies and procedures that remove barriers and facilitate cross-agency communication are necessary to support a model of integrated school-based mental health promotion at the district level. This conference session will describe one state's process for developing a state management team with stakeholder representation from over 26 organizations. Presenters will describe the systems change strategies used to develop an effective team including, progress monitoring and evaluation, strategic planning, and communication.

Natalie Romer, PhD, Donald Kincaid, EdD, Shannon Suldo, PhD, University of South Florida, Tampa, FL

1.9 The Clinical/Behavioral Spectrum – A Guide to Effective Educational Interventions (PS)

This presentation, by a behavior analyst and a child psychiatrist, describes a conceptual model that can easily be implemented by school professionals, to help them identify whether a student's behavioral difficulties stem from clinical versus behavioral (volitional) factors, or from a combination of the two. By using the Clinical/Behavioral Spectrum concept, they can design more effective interventions, accommodations, and modifications that lead to reduced behavioral difficulties, academic improvements, and cost savings.

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

William Dikel, MD, Minneapolis, MN

1.10 Social Development in Times of Crisis: A Disaster Framework for Communities and Schools (SOC)

Disaster preparedness can improve community resilience and enhance social development in the face of disasters. This presentation will highlight USC's partnership with the Philippine Department of Education in implementing the tiered-approach model for disaster preparedness, derived from the recently announced Grand Challenge for Social Work to Protect the Human Environment. The presentation will share a global perspective on lessons learned with hopes of revisiting and reviewing current local disaster plans.

Vivien Villaverde, MSW, Marleen Wong, PhD, University of Southern California School of Social Work, Los Angeles, CA

1.11 Examining a School-Based Mental Health (SBMH) Pilot: Evaluation Results and Implications for Future Practice (QEBP)

This session will examine an empowerment evaluation conducted with four Title I elementary schools which adopted SBMH in 2013. A mixed method approach demonstrated that SBMH services improved youth's mental health symptomology and contributed to an increase in the number of youth served. Facilitators and barriers to the adoption and implementation of SBMH, as perceived by various SBMH stakeholders, will be shared. Participants will discuss the implications of findings for the broader field of SBMH.

Lauren Paluta, BS, Dawn Anderson-Butcher, PhD, LISW, Ohio State University College of Social Work, Columbus, OH

1.12 Measuring the Impact of Systems Change: Connecting Data on Service Providers to Student Outcomes (DY)

As behavioral health disparities disproportionately impact children in urban settings, there is a need for school-based, comprehensive, and preventive services. This conference session will address strategies for capacity building through partnerships with university training programs. Attendees will learn powerful strategies and benefits of data collection in an urban district undergoing a comprehensive systems change.

Victoria Sheppard, MA, Samantha Broadhead, MEd, EdS, NCSP, Melissa Pearrow, PhD, University of Massachusetts – Boston, Boston, MA

Jill Snyder, PhD, NCSP, Boston Public Schools, Boston, MA

10:55-11:05 AM Break

11:05 AM-12:05 PM Conference Session 2

2.1 School Responsiveness to Adolescent Mental Health through the Typical or Troubled Grant Program (CC)

This conference presentation describes grant team experiences in implementing the American Psychiatric Foundations (APF), Typical or Troubled?? (ToT) mental health education program. Overall grant objectives and lessons learned by the grant team will be presented. Cultural considerations are discussed via work with parents through the Spanish language component, *Típico o Problemático?* Outcome data from the overall ToT program will be presented. Participants will be encouraged to explore mental health responsiveness in their school communities.

Caroline S. Clauss-Ehlers, PhD, Joana Couto, Noel Su, Rutgers University, New Brunswick, NJ

2.2 Pioneering Intensive School-Based Day Treatment in Post Katrina New Orleans Public Schools (CC)

The purpose of this session is to explore the benefits and challenges of providing intensive school-based mental health treatment within an urban public school setting. Specifically, we will utilize a day treatment program that we are piloting in a New Orleans public charter school to illustrate the potential for innovative interventions, as well as challenges inherent in collaborating at the interface of emotional, educational, and social development.

Jennifer Creedon, MD, Akanksha Thakur, MD, Ashley Weiss, DO, MPH, Monica Stevens, PhD, Kimberly Gordon, MD, Tulane University School of Medicine Department of Child and Adolescent Psychiatry, New Orleans, LA

2.3 Building Blocks of Collaboration Between Schools and Community Mental Health Providers: Success and Challenges (PBS)

This session will highlight some of the successes and challenges of developing a county-wide collaborative between the local school system and community mental health providers. We will share the initial planning process as well as the actions that followed. RENEW, a Tier 3 support for students in need of intensive support, was chosen as the common intervention. We will show how braiding resources can maximize the outreach on behalf of youth.

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

2.4 Schools and Early Intervention for Students with Mental Health Problems – How Exactly Does That Work? (PBS)

Students with mental health disorders have better outcomes if they are connected to services early, but schools face multiple challenges in doing this. Learn how Tigard-Tualatin School District and partners have expanded school-wide PBIS systems to identify students with mental health needs and successfully connect them to school and community-based mental health services regardless of income and insurance status, and increased system access and capacity through sustainable School-Based Health Centers providing on-site mental health services.

Susan Salkield, MA, MSW, Tigard-Tualatin School District, Tigard, OR

William B. Thomas, MSW, MS, Washington County Department of Health and Human Services, Hillsboro, OR

2.5 Recommended Instructional Strategies for 21st Century Culturally Diverse Learners (SOC)

This session will highlight recommended culturally-responsive teaching strategies that can facilitate learning in today's classrooms, especially those with students with disabilities. Research from selected education experts will be shared and key resources will be identified. The session will also highlight definitive research on 21st century instruction and available resources.

Darryl Gates, MA, Fred Pinkney, EdD, National Education Association, Shreveport, LA

2.6 Building Parent Leadership Capacity for Serving on Decision-Making Groups (FP)

Family capacity for serving on decision-making groups is key to developing partnerships that address equity, inclusion, and opportunity for ALL students. Still, many schools struggle with developing diverse parents'/families' leadership capacity. Through presentation, interactive activities, and discussion, come ready to explore the guidebook, tools, and resources from *Serving on Groups That Make Decisions: A Guide for Families*. Following the session, participants will be able to identify key strategies for building diverse parents' leadership capacity.

Dianne Malley, MA, Statewide Parent Advocacy Network, Newark, NJ

2.7 Transition from School to Adult Life - There's an App for That! (YD)

The IDEA mandates that a student's wish for life after high school guide their transition plan. There is a great need for students, parents and other supports to have an effective tool to help with transition planning from high school to adult life. This presentation will provide an overview of the DRC free app on transition planning and how it can empower students in the transition planning process.

Catherine E. Johnson, JD, MA, Rocky Nichols, MPA, Disability Rights Center of Kansas, Topeka, KS

2.8 The Changing Role of the School Based Clinician: How to Make it Happen (PBS)

This session will focus on the changing role of School Based Clinicians to support youth through a comprehensive three-tiered system of supports to include clinician functions of coordinating and monitoring as well as facilitating interventions. Guiding questions and a data tracking process to guide action planning will be shared.

Sheri Luecking, MSW, LCSW, Lucille Eber, EdD, Ali Hearn, MSW, LCSW, Midwest PBIS, Lombard, IL

2.9 Louis Armstrong and Billie Holliday Are My Heroes: Research on Today's HEROES' STARS (QEBP)

This presentation addresses the hypothesis that school-based mental health services improve students' academics above and beyond other academic interventions. STAR scores, representing academic achievement, from two comparable elementary schools in Northeast Tennessee were used. One school employed school mental health services,

the other school did not. Academic success at both schools was compared. Results will be shared and discussion with audience participation will include ways to continue fine tuning research and empowering today's stars to be tomorrow's heroes.

Rebecca L. Sapp, PhD, Milligan College/Frontier Health, Johnson City, TN

Angela Hilton Prillhart, PhD, Mikayla Vosler, Mikayla Westgerdes, Milligan College, Johnson City, TN

2.10 The Squeaky Wheel Dilemma: Examining the Disproportionate Focus on Externalizing Problems in Children's Mental Health (QEBP)

Childhood externalizing problems are typically easier to identify than internalizing ones. This session focuses on: 1) the degree to which children referred for services in a statewide school mental health system exhibit externalizing over internalizing problems and their relative rates of improvement; 2) therapists' propensity to focus treatment on externalizing problems even when internalizing problems are identified; and 3) implications of these trends for the management of school-based mental health.

Matthew Milette-Winfree, MA, University of Hawaii at Manoa, Honolulu, HI

Jason Schiffman, PhD, Elizabeth H. Connors, PhD, University of Maryland – Baltimore, Baltimore, MD

Kelly Stern, MA, Hawaii Department of Education, Honolulu, HI

2.11 Creating a Safe Learning Environment for LGBTQ Students: A School Counselor's Role and Responsibility (DY)

Although there seems to be a trend toward more acceptance among peers about sexuality and gender issues, there still exists a serious problem with LGBTQ students being bullied at school, which often results in serious issues such as truancy, drug and alcohol abuse, homelessness, and suicide. During this interactive program, we discuss ways in which school mental health professionals can take the lead in providing a safe environment for LGBTQ students to grow and learn.

Christine Ebrahim, PhD, Loyola University New Orleans, New Orleans, LA

Reshelle Marino, PhD, Southeastern Louisiana University, Hammond, LA

2.12 Transforming the Fabric of Communities through Connections: Improving Life Outcomes for Children and Youth (YIL)

This presentation will provide research and real-life examples of the use of social capital to improve youth outcomes. The audience will have the opportunity to engage in discussion and practical activities that introduce them to a variety of methods to involve youth in their communities in a positive way.

Laura Richard, PhD, University of Southern Mississippi, Hattiesburg, MS

2.13 Medicaid Funding – New Developments (FS)

Medicaid funding and the NEW development that impacts mental health providers in a school setting is the topic of interest. The development of eliminating the Free Care policy that has been used since 1997 limited services from being claimed to Medicaid. The National Alliance for Medicaid in Education (NAME) solicited questions in February met with CMS in April . In order to further assist the federal partner with providing information. This information will assist CMS in producing directions as to what this means for schools and providers confronting hurdles to claiming Medicaid money for mental health services.

Rena Steyaert, BS, Tracy Brunner, BA, MT Department of Public Health and Human Services, Helena, MT

12:05-12:15 PM Lunch

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

12:15-1:15 PM Practice Group Training Sessions: *Open to all participants*

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

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

PG 2. Connecting School Mental Health and Positive Behavior Supports (PBS)*Combined with Learning the Language (LL)*

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

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

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

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

PG 7. Psychiatry and Schools (PS)

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

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

PG 10. Youth Involvement and Leadership (YIL)

1:15-1:30 PM Break

Paper Presentation Sessions

(Attendees will stay in the room to hear two paper session presentations.)

1:30-2:00 PM Paper Session 1

PS1.1 A Comprehensive Approach to School Suicide Prevention (CC)

The American Foundation for Suicide Prevention (AFSP) advocates for schools to take a comprehensive approach to preventing suicide and to address the potential impact of suicide attempts and suicide deaths on a school community.

This presentation will provide an overview of how to develop a comprehensive suicide prevention strategy within a school system and will highlight several tools developed by AFSP to assist in the implementation of such an approach.

Shelby Rowe, BA, American Foundation for Suicide Prevention, New York, NY

PS1.2 Unconditional Education: How the Infusion of Trauma-Informed Practice with PBIS Creates Highly Capable School Communities – Part 1 (PBS)

Come join us to learn about the Unconditional Education model and our collaboration with Dr. Rob Horner to align trauma-informed practice with the implementation of school-wide PBIS. The program's lead clinician will facilitate an interactive session where attendees will gain insight and skills in how to build community-wide capacity to effectively understand the impact of trauma and respond in ways that support the academic, behavioral, and social-emotional outcomes of students.

Robyn Ganeles, MFT, Jenny Ventura, MSW, Seneca Family of Agencies, Oakland, CA

PS1.3 Weaving the Thread: The Integration of Restorative Practice and School Mental Health (JJD)

The presenters will showcase their work with schools, in both urban and rural areas, where staff provided both mental health and restorative practice training and interventions. They will provide an overview of the evidence informed restorative practice elements and how they were applied to schools in Rhode Island. The presenters will discuss the many successes and challenges that occurred in improving student outcomes and overall school climate. Methods and data collected will also be shared.

Marie Palumbo-Hayes, LICSW, Tory B. Kouame, BA, Family Service of Rhode Island, Providence, RI

PS1.4 Fully Engaged: Incorporating Service Provider, Transition Age Youth, and Caregiver Voices into Ongoing Program Development and Evaluation (FP)

This paper session provides attendees with achievable strategies for engaging youth, young adults, and their caregivers as equal partners in the development of intervention programming and evaluation. As evaluators of a large, community-wide initiative, presenters will outline the collaborative process with key stakeholders (i.e., the funder, service providers, youth/young adults, and their caregivers) in terms of addressing barriers and facilitators to developing and maintaining equity among partners.

Luis F. Velez, PhD, MPH, Jason K. Lau, MPH, DePelchin Children's Center, Houston, TX

PS1.5 Challenges and Changes with a Prevention Program for Urban Schools (DY)

Mental health prevention programs can be challenging to implement in schools when there are disparities in cultural fit to the racial/ethnic, developmental, or local community population, which reduce the potential program benefits. Prevention program developers and mental health practitioners may struggle with applying scientific rationale to make appropriate adaptations in diverse settings. Drawing from research and evidence-based practices, this presentation discusses changes that program developers or practitioners can make to adapt programs for different settings.

Brittany Parham, PhD, Kelly Willis, LCSW-C, The University of Maryland – Center for School Mental Health, Baltimore, MD

Carl Robertson, MRE, MDiv, Prevention Manager, Center of Excellence on Problem Gambling, Baltimore, MD

PS1.6 Jazzing up your Crisis Team: A Comprehensive Multi-Tiered Crisis Management and Intervention Model (LL)

With over 1,000 schools across 600 square urban miles, a school crisis is a daily occurrence in the Los Angeles Unified School District (LAUSD). With years of practice and a commitment towards advancing school crisis policy, LAUSD is a national leader in school crisis preparedness, response, assessment, and recovery. Learn how LAUSD has built a common language pertaining to crisis response and has developed a multi-tiered model that involves all levels of a school district.

Joel Cisneros, MSW, Kezia Miller, MSW, Martha Marquez, MSW, Los Angeles Unified School District – School Mental Health, Van Nuys, CA

PS1.7 Telepsychiatry as a Key Component of School Mental Health for Youth Classified with Serious Emotional Disturbance (PS)

The Baltimore School Mental Health Initiative (BSMHI) was developed to support students placed in citywide special education programs (PRIDE) and help them to receive educational services in the least restrictive setting. Telepsychiatry is a key component of The Baltimore School Mental Health Initiative that allows UMB clinicians and school staff to consult with a psychiatrist from their school setting through a video conferencing system. This session will review the planning, implementation, and outcomes of the telepsychiatry program.

Lisa Selby, MA, LCPC, Kristina Bonic, MSW, LCSW-C, University of Maryland BSMHI, Baltimore, MD

PS1.8 School Mental Health In Korea: The Development of a National School Mental Health Resource and Research Center and Response to the Sewel Ship Disaster

In September 2012, related to concerns about high rates of student suicide and internet addiction and increased reports of youth trauma and bullying, the South Korean government invested in efforts to install school-based student mental health supports. The Student Mental Health Resource and Research Center (SMHRC) was established within the Korea Brain Research Institute (KBRI) to, “resolve educational and social issues such as school violations and student suicides and internet addiction, as well as to foster healthy human resources for the future” (KBRI, 2012). First, Dr. Un-Sun Chung, Director of the SMHRC and child and adolescent psychiatrist at Kyungpool National University Hospital in South Korea, will present results from national survey data on the prevalence of student mental illness, including suicide rates, trauma exposure, and reports of bullying, and the efforts of the SMHRC. Next, Dr. Eun-Ji Kim, the first full-time psychiatrist at Danwon High School, which lost over 200 students to the Sewel Ship Disaster in 2014, will describe the school mental health response to this national tragedy. Finally Dr. Su-Jin Yang, a psychiatrist of the regional office of Education in JeJu Island, will describe efforts to coordinate mental health response with the SMHRC, education system, and schools to support the JeJu Island community.

Un-Sun Chung, MD, PhD, Director, School Mental Health Resources and Research Center, Department of Psychiatry, Kyungpook National University Hospital, Daegu, South Korea

Su-Jin Yang, PhD, Student Mental Health Promotion Center, Jeju Special Self-Governing Provincial Office of Education, South Korea

Eun-ji Kim, PhD, Kyungpook Medical Center, Mind Health Center, Danwon High School, South Korea

PS1.9 Social Emotional Learning Programs as a Component of Bullying Prevention (QEBP)

Social emotional learning (SEL) programs have been proposed as part of the solution to bullying.

This presentation will increase participants' understanding of the link between SEL and bullying, and provide participants with information to help them to develop effective school-wide bullying prevention strategies with an SEL component. We will discuss the need for a multicomponent approach to bullying prevention, theories and studies suggesting SEL programs should be one component, and implications for practitioners and researchers.

Jennifer E Gibson, PhD, Sehra Polad, MA, Xavier University, Cincinnati, OH

Paul D Flaspohler, PhD, Vanessa Watts, MA, Miami University, Oxford, OH

PS1.10 Systematic, Explicit, Intentional: Scaling Up Effective Practices in School Mental Health (QEBP)

There is a long history of excellence in school mental health. Unfortunately, in many cases, this excellence is short-lived or localized. Implementation scientists suggest that the spread of high-quality evidence based practices must be nurtured: systematically, explicitly, intentionally, not merely expected to evolve. This session will feature the policy, research, and practice efforts that have set the foundations for scale up of sustainable practices in school mental health in the province of Ontario, Canada.

Kathy Short, PhD, Alexandra Fortier, MSS, RSW, School Mental Health ASSIST, Hamilton, Ontario, Canada

PS1.11 Kofi Services, Culturally Informed School-Based Mental Health: A 23 Year Archive and Perspective on Honoring the Lives of African American Elementary Students and Families in Saint Paul Public Schools

Project Kofi is a culturally-specific, school-based mental health program developed to support the positive functioning of African-American youth in Saint Paul, MN. Our practice model, in which mental health and cultural perspectives are inextricably linked, will offer conference attendees tangible strategies for integrating culturally-affirming interventions into treatment, developing culturally-relevant counter-narratives, and strengthening children's and families' resiliency through the learning and celebrating of African wisdoms. Join us to learn from our program's 23 years of success.

Benita Amedee PsyD, LPCC, Cristina Combs, LISCW, Kofi Services – Amherst H. Wilder Foundation, St. Paul, MN

PS1.12 Early Childhood Care and Education (ECCE) Teachers' Well-Being and Emotional Labor: Links to Interactions with Young Children (LL)

This presentation details an ongoing, longitudinal study on ECCE teachers' well-being and emotional labor as predictors of their classroom interactions with young children. We introduce a heuristic model addressing a comprehensive approach to studying ECCE teacher well-being and emotional labor and discuss salient findings following testing of the model. Strategies for effective interdisciplinary collaboration in addition to the implications for future research, policy, and practice in education, social work, and psychology fields will be highlighted.

Elizabeth Levine-Brown, PhD, Colleen Vesely, PhD, Duhita Mahatmya, PhD, George Mason University, Fairfax, VA

PS1.13 It Takes a Team – A Collaborative Developmental Approach to Creating Positive Behavioral Supports for Students with Autism – *Part 1* (YD)

At Phillips School in Annandale, VA, Positive Behavioral Supports are used in service delivery to special needs children with autism. Professionals from the fields of education, mental health, speech and language, and occupational therapy coordinate efforts with family input to provide a comprehensive program for students who are often bullied and misunderstood in the public setting. During the presentation, the participant will learn about the essential program elements for a child with autism to thrive.

Angela Gannon, LCSW, MSW, Sara Veley, MS, Kristy R. Wright, MEd, Phillips School, Annandale, VA

2:00-2:10 PM Session Break

(The new speaker will set up presentation during this 10 minutes break.)

2:10-2:40 PM Paper Session 2

PS2.1 Enhancing Collaborative Relationships between Schools, Partner Agencies, and Families (CC)

This workshop will provide participants with an opportunity to engage in thoughtful discussion and activities related to the challenges and barriers to effective collaboration between schools, partner agencies, and families. Participants will explore strategies to confront these barriers including effective communication, prioritization of needs, roles, and capacity, and on-going trouble shooting.

Alisa Hunter, MS, Wediko Children's Services Inc., Boston, MA

PS2.2 Some Secrets Should be Shared: Engaging the Entire School Community in Implementing an Evidence-based Suicide Prevention Program in Your School (CC)

Addressing suicide risk is more relevant than ever for school communities serving diverse student groups. We will review published research on the complex interplay of risk factors with a particular focus on special populations such as LGBTQ, low income and minority youth. Participants will understand research on safety, efficacy, and feasibility of suicide prevention program implementation and be prepared to engage youth and adults in an open discussion about depression and suicide.

Judie Shine MSW, MS, LCSW, Sally Carlson, MSW, Screening for Mental Health, Wellesley Hills, MA

PS2.3 Lessons Learned: Implementation of Restorative Practices (JJD)

Relationships are the cornerstone of an effective, healthy, and safe school community. This session will share lessons learned after a school embarked on implementing restorative practices to address school climate, school discipline, and student success. Come learn about the key strategies required to employ a restorative practices framework in your classroom as well as work to build capacity in your school community.
Brandie Oliver, EdD, Butler University, Indianapolis, IN

PS2.4 Collaborating With Families of Youth with Emotional and Behavioral Disorders: Clinician, Caregiver, and Teacher Perspectives (FP)

Although all stakeholders should promote a shared school-family-community agenda to guide the development, implementation, and evaluation of valued outcomes for evidence-based programs and practices for youth, tools for making this collaboration happen in practice are often lacking. The current presentation focuses on the importance of building this collaboration, particularly for supporting families of youth with EBD given the additional parenting stress facing these families, sharing data from parent, teacher, and clinician perspectives.

Abby Albright Bode, MA, Melissa George, PhD, Robert Hock, PhD, Ryan Carlson, PhD, Mark D. Weist, PhD, University of South Carolina, Columbia, SC
Imad Zaheer, MEd, Lehigh University, Bethlehem, PA

PS2.5 It Takes a Team – A Collaborative Developmental Approach to Creating Positive Behavioral Supports for Students with Autism – Part 2 (YD)

At Phillips School in Annandale, VA, Positive Behavioral Supports are used in service delivery to special needs children with autism. Professionals from the fields of education, mental health, speech and language, and occupational therapy coordinate efforts with family input to provide a comprehensive program for students who are often bullied and misunderstood in the public setting. During the presentation, the participant will learn about the essential program elements for a child with autism to thrive.

Angela Gannon, LCSW, MSW, Sara Veley, MS, Kristy R. Wright, MEd, Phillips School, Annandale, VA

PS2.6 The VNSNY Children's Mobile Crisis Team: A Rapid Response to Children's Mental Health in Schools (LL)

This presentation will illustrate the effectiveness of this rapid response team on reduction of 911 calls from NYC schools and decrease in preventable psychiatric hospitalizations. Using the following tools — CANS, school attendance data, and disposition at discharge and Crisis Assessment – we expect to show that the implementation of this team has allowed us to not only better engage families in services, but deliver more effective crisis stabilization and treatment which decreases hospitalizations.

Devon Bandison, MPA, Neil Pessin PhD, Visiting Nurse Service of New York, Bronx, NY

PS2.7 From Research to Practice: CBT Intervention in Elementary School Settings with Students Experiencing Anxiety (PS)

The focus of the session is to inform participants about the use of Cognitive Behavioral Intervention (CBT) strategies in elementary school settings with students experiencing anxiety. A central purpose of the session will be to inform mental health professionals and educators of ways to translate research related to CBT into school-based practices. Participants will gain an understanding of CBT intervention, along with information about the challenges faced in planning and delivering CBT interventions in school-based settings.

Kristen A. Munger, PhD, State University of New York College at Oswego, Oswego, NY

PS2.8 Trauma-Informed Schools: A Universal Approach to Trauma Intervention (QEBP)

The prevalence of traumatic stress in the lives of school-age children is extraordinarily high. Exposure to traumatic stress impacts how a child thinks, feels, and behaves. Trauma-informed care is a universal, Tier 1 strategy that ensures all staff are aware, knowledgeable, and have skills to support trauma survivors. This session will offer concrete steps that educators can take to build trauma-informed schools.

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

Sandra Williamson, MEd, CAGS, American Institutes for Research, Washington, DC

PS2.9 Testing and Explaining a Social Emotional Learning Program and the Intersection of Trauma in Urban, Low-Income Students: A Mixed Methods Study (QEBP)

Despite the overwhelming evidence of cumulative adverse experiences present in urban, low-income students (McKay, Lynn, & Bannon, 2005), social and emotional learning (SEL) programs in impoverished schools have yet to take into consideration students' level of trauma and how this impacts well-being. The presentation will outline a program evaluation that assessed SEL skills and the students' level of trauma at one case study school in the South Bronx with the non-profit Wediko Children's Services.

Johanna Creswell Baez, LCSW, ABD, Kristen Renshaw, LCSW, Hans Bernier, MPA,

MSW, Liora Schwartz, MSW, Wediko Children's Services, New York, NY

PS2.10 Quality Indicators to Monitor Implementation of a Community and School Based Behavioral Health Program (QEBP)

The Community and School Based Behavioral Health (CSBBH) program has demonstrated significant improvements in child and family functioning over time. As the program spreads to new school districts, there has been a need to develop ongoing protocols to monitor the quality of implementation of the program. This session describes the development of several quality indicators and the use of stakeholder feedback to monitor implementation.

Kelly Perales, MSW, Kate Nicholson, MS, David Dan, MSW, Community Care Behavioral Health, Pittsburgh, PA

PS2.11 Faculty In-Service Training to Increase Trauma Sensitivity in Schools (PBS)

Significant numbers of students have been impacted by traumatic experiences that affect their learning and behavioral adjustment. School-wide systems of support must incorporate an understanding of traumatic stress in order to address the needs of the student body.

Participants will learn how traumatic stress affects neurological development, strategies that can be integrated into MTSS, and how the use of faculty in-service training about trauma's impact may change the attitudes and behavior of school staff.

Abby Royston, PhD, Michele Miller, EdS, Windward District School Based Behavioral Health, Kaneohe, HI

PS2.12 Utilizing the COP Model in Changing School Culture in North Hawaii (YIL)

Building off of our success using the Community of Practice model in developing systems of support at Honokaa High School, the North Hawaii COP is extending the process by including Paauilo Elementary and Intermediate School as a next step phase of the vision for creating a system of support across the entire school complex area.

Stakeholders will partner with students in creating a safe and supportive school climate.

Susan Wood, CA, Hilopaa Family to Family Health Information Center, Honokaa, HI

Arthur Souza, MA, Hawaii Department of Education, Kailua-Kona, HI

Rachelle Matsumura, MA, Hawaii Department of Education, Honokaa, HI

PS2.13 Unconditional Education: How the Infusion of Trauma-Informed Practice with PBIS Creates Highly Capable School Communities – Part 2 (PBS)

Come join us to learn about the Unconditional Education model and our collaboration with Dr. Rob Horner to align trauma-informed practice with the implementation of school-wide PBIS. The program's lead clinician will facilitate an interactive session where attendees will gain insight and skills in how to build community-wide capacity to effectively understand the impact of trauma and respond in ways that support the academic, behavioral, and social emotional outcomes of students.

Robyn Ganeles, MFT, Jenny Ventura, MSW, Seneca Family of Agencies, Oakland, CA

2:40-2:50 PM Break

2:50-3:50 PM Conference Session 3

3.1 Removing Barriers: Unique Collaborations Formed to Assist Students in Achieving Mental Wellness (CC)

Learn how three public school districts and a non-profit mental wellness initiative are working together to implement mental health professionals, known as Student Wellness Facilitators, into the schools. The role of Student Wellness Facilitators will be described and their integration into the school systems will be discussed. Outcomes of this new program and strategies that are being used for sustainability will also be part of the conversation.

Amber Neal, MSW, Fargo Public Schools, Fargo, ND

Abby Tow, Goetz Mental Wellness Initiative, Fargo, ND

3.2 Data Sharing and School Mental Health – How County Government Can Effectively Help with Mental Health Resources in Schools (CC)

This presentation describes the process utilized by Allegheny County and Pittsburgh public schools to successfully negotiate a memorandum of understanding allowing for the sharing of student data and human services involvement.

The concept of integrating data was straightforward; finding a way to do so was not. Attitudes toward data disclosure, legal obstacles, and cost to implement presented barriers will be addressed. Overcoming these key challenges and the school-based liaison role will be discussed.

Ruth Ann Koss, MEd, Samantha Murphy, MEd, Allegheny County Department of Human Services, Pittsburgh, PA

Heidi Sasson, BSEd, Allegheny County Office of Behavioral Health, Pittsburgh, PA

3.3 It Takes a Village: Substance Abuse Screening for Adolescents (Specialty Track)

Increasing access to adolescent behavioral health services is a high profile public health issue. For many schools and other access points, behavioral health providers are stretched thin or absent altogether. The School-Based Health Alliance provides training for health care providers and professionals on best practice instrument and techniques around screening, assessment, intervention, management, and referrals. Participants will review the most recent national Screening, Brief Intervention, Referral to Treatment (SBIRT) pilot project data for school-based health centers (SBHCs) and recommendations for implementation will be addressed. Additionally, models of training and capacity building for the delivery of substance use and abuse services will be examined. Participants will analyze models that can be replicated, and engage in discussion around the culture of collaboration that can be created from strong linkages of care with school administration and personnel.

Letitia Winston, MEd, Seleena Moore, MPH, School-Based Health Alliance, Washington, DC

3.4 Accessing Services for Youth with Emotional Disturbances in and After High School: Family Efforts and Perspectives (YD)

The presentation uses data from NLTS2 to examine service receipt rates for youth with emotional disturbances during and up to 8 years after high school. Parents' efforts to obtain services, information sources accessed, problems encountered, and service sufficiency are described. Findings show a decline in service receipt and an increase in the effort to obtain them. Implications for transition planning to build a better bridge from high school to the adult service systems are discussed.

Mary Wagner, PhD, SRI International, Menlo Park, CA

3.5 Interconnected System Framework (ISF) Tools to Help with Implementation (PBS)

This session will explore the ISF with the focus on implementation at the district/community level as well as the school building level. Developing tools to support the integration of mental health through a multi-tiered system of behavioral support with schools will be shared.

Lucille Eber, EdD, Sheri Luecking, MSW, LCSW, Midwest PBIS, Lombard, IL

Susan Barrett, MS, PBIS Regional Training and Technical Assistance Center, Richmond, IL

3.6 Behavioral Health Matters: Policy, Program, and Practice-Level Changes Supporting College and Career Readiness in Kentucky (SOC)

Kentucky is significantly reforming its behavioral health service delivery system for children, youth, and young adults. These changes serve as a foundation upon which renewed state and local-level partnerships between education and behavioral health are forming. Presenters will discuss lessons learned from a variety of policy, program, and practice-level initiatives aimed at creating a comprehensive continuum of school-based behavioral health supports, including prevention/promotion, early intervention, and intensive approaches to support college and career readiness.

Heather Dearing, MA, Kentucky Cabinet for Health and Family Services, Frankfort, KY
Melissa Goins, MSW, CSW, Kentucky Division of Family Resource and Youth Services Centers, Frankfort, KY

Gretta Hylton, MA, Kentucky Department of Education, Frankfort, KY

Vestena Robbins, PhD, Kentucky Department for Behavioral Health, Developmental and Intellectual Disabilities, Frankfort, KY

3.7 Strategies for Integration and Engagement of Families in Philadelphia School Based Programs (FP)

Input from family and community members influenced change to Philadelphia's school based mental health programming. The presenters will offer examples of success and challenges faced by families, school partners, mental health providers, and other stakeholders for this treatment modality. This presentation will share considerations for future transformation of school based mental health supports and consideration of how to measure outcomes of evolving programs.

Abigail Concino, MA, Anne Deaner, PhD, Anne Zembroski, MEd, Lauren DellaCava, LCSW
Community Behavioral Health, Philadelphia, PA

3.8 United States and Canada Teacher Accreditation Standards and Preparation Curricula on Student Mental Health: A Comparative Case Study (LL)

Historically, teacher education programs focus on curriculum and instruction rather than preparation of teacher candidates to address students' mental health needs. This leads to teachers feeling unprepared to handle mental health concerns of their students.

This presentation documents a comparative analysis case study reviewing K-12 state and province teacher certification policies and teacher preparation curricula to understand how United States and Canadian policies support teachers' preparation in school mental health comprehension.

Karen Weston, PhD, Columbia College, Columbia, MO

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

Kate Phillippo, PhD, Loyola University of Chicago, Chicago, IL

Susan Rodger, PhD, CPsych, Western University, London, Ontario, Canada

3.9 Evidence-Based School Mental Health for All: Promising Strategies for Helping Real-World Providers in Real-World Schools (QEBP)

This symposium will describe two brief, evidence-based mental health interventions intended for use by a range of school providers, including school nurses, counselors, social workers, and mental health providers: 1) the Mental Health Training Intervention for Health Providers in Schools (MH-TIPS), a training and implementation support system for school health providers; and 2) the Brief Intervention for School Clinicians (BRISC), a flexible, four-session, engagement, intervention, and triage strategy.

Evaluation results to date and implications for policy and programming will be discussed.
Eric J. Bruns PhD, Aaron R. Lyon, PhD, Elizabeth McCauley, PhD, University of Washington School of Medicine, Seattle, WA
Sharon H. Stephan, PhD, Jill Haak Bohnenkamp, PhD, Center for School Mental Health, Baltimore, MD
Mark D. Weist, PhD, University of South Carolina, Columbia, SC

3.10 School-Based Screening for Trauma in Early Adolescence: Findings from a Diverse School District (DY)

Estimates of the prevalence of trauma among youth vary widely in the current literature by many factors, including study location and youth sociodemographic characteristics (e.g., age, gender, race/ethnicity, urbanicity of residence). This presentation will describe the results of a screening of over 4,000 6th grade students in an urban school district over 4 years. Findings underscore the need for routine, universal screening for trauma and an integration of appropriate trauma-informed clinical interventions in middle schools.
Carl Sumi, PhD, Michelle Woodbridge, PhD, Kristen Rouspil, MPH, SRI International, Menlo Park, CA

3.11 Striking the Right Balance for Sustainability (FS)

This presentation will explore evaluation and new funding sources as instruments of sustainability of mental health programs in schools. Participants will learn about desired school system outcomes and will explore the landscape of affordable health care which will result in fewer students without insurance but more managed care programs with capitation of services: an exciting time in mental health.

Louise L. Fink, PhD, Baltimore City Schools, Baltimore, MD
Denise Wheatley-Rowe, RN, MSW, Rita Mattison, DM, MHS, LCADC, Behavioral Health System Baltimore, Baltimore, MD

3.12 Increasing Student and Family Success through Integrated Multi-Tiered Systems of Support – The Boys Town Approach (PBS)

Since 2005, more than 775 schools and school districts in 44 states have chosen the Boys Town Education Model, and more than 33,775 staff members and administrators have received training. These educators report outstanding improvements in their students' behavior and in the overall atmosphere of their schools. This session will review the findings from two large projects, one from the Calcasieu Parish in Lake Charles, LA and also data from Riverside County SELPA in Riverside, CA. By offering an integrated model of prevention, assessment, social skills training, and parenting support, these programs were able to improve services and outcomes for students and their families.

Seth Bernstein, PsyD, Boys Town South Florida, West Palm Beach, FL
Stephanie Jensen, MS, Boys Town, Boys Town, NE

3.13 Strategies in Addressing Program Evaluation Challenges for a District-Wide Comprehensive Behavioral Health Model (QEBP)

This presentation will discuss experiences in evaluating a large urban school district's comprehensive behavioral health model, currently being implemented in 30 public schools. Challenges in evaluating a district-wide model of integrated behavioral health supports will be discussed. Practical strategies and tools for identifying key indicators, managing multiple complex data sources, and regularly monitoring and reporting data will be presented.

There will also be a focus on utilizing community partnerships to support these efforts.
Amy Kaye, PhD, Boston Children's Hospital Neighborhood Partnerships, Boston, MA
Jill Snyder, PhD, NCSP, Boston Public Schools, Boston, MA

3:50-4:00 PM Break

4:00-5:30 PM Advanced Practice Skills

AP1 From Policy to Treatment and Beyond: A Systematic School-Based Approach to Meeting the Needs of Substance Using Youth (CC)

Kids get high for many reasons – often shared as wanting to feel good or stop feeling bad. Looking at the functional significance of drug/alcohol misuse, the issue becomes clearer. Substance use may be: social/recreational; symptomatic; problematic; or, resulting from chemical dependency. VYTEP provides a functional model offering great results that address student drug/alcohol use through systematic and comprehensive approaches, integrating best and evidence-based practices and collaborative strategies that access existing community and school-based resources.

Mitchell Barron, LICSW, LADC, MSW, Centerpoint Adolescent Treatment Services, South Burlington, VT

Bert Klavens, LADC, MA, Washington County Youth Service Bureau/Boys and Girls Club, Montpelier, VT

AP2 The Urban Teaching Cohort: Promoting Successful Teachers in Urban Settings (SOC)

This presentation will feature description of an innovative preservice program designed to address teacher retention in urban settings. The Urban Teaching Cohort at Miami University is an innovative, community based approach to workforce preparation in urban education. This presentation will offer an overview of research on urban teacher retention along with a comprehensive description of the UTC program, strategies, innovations, and evidence of outcomes along with exploration of workforce preparation in other disciplines.

Tammy Schwartz, EdD, Paul Flaspohler, PhD, Neelum Amin, Jamie Viars, Sonseeahran Ross, University of Miami, Miami, FL

AP3 Lifelong Learning for the 21st Century School Mental Health Workforce: The Loyola Chicago SMH Training Example (PBS)

This presentation describes the Family and School Partnerships Program (FSPP), a program that has provided post-service training to over 600 SMHPs since 1998 via monthly consultation groups and intensive summer trainings, as well as the recent addition of a 15-credit post-master's Advanced School Mental Health Practice Program (ASMHP) for SMHPs. Case examples and outcomes from the FSPP and ASMHP will be shared, along with ideas for how attendees can build their own post-master's training infrastructure.

Michael S. Kelly, PhD, LCSW, Loyola University Chicago School of Social Work, Chicago, IL

AP4 Restorative Trauma-Informed Practices: Integrating Restorative Justice Practices into Evidence-Based Trauma Treatment and School Reform (JJD)

Restorative trauma-informed practices offer a powerful methodology that school-based mental health providers can use in their work with urban youth with complex trauma. The skills that will be taught and practiced in this workshop can support rapid and deep client engagement and trauma treatment delivery. Participants will also explore how restorative practices can be used to advocate for a trauma-informed response to student behavior in schools. Presenters will share new community violence and complex trauma resources.

Peg Morris, LMFT, Catherine Willett, MSW, Catholic Charities of the East Bay, Richmond, CA

AP5 Understanding your Role in Early Intervention: Effective Community-Based Mental Health Awareness Programs (FP)

Mental health impacts academic achievement, school climate, and the overall health and wellbeing of students. Early intervention can lessen the severity and long-term impact of mental health conditions. Collaboration between school personnel and parents/families is critical to recognizing early warning signs and intervening early to achieve the best long-term prognosis for students. This session will provide an overview of common early warning signs, strategies to promote student success, and techniques to effectively communicate with families.

Teri S. Brister, PhD, LPC, National Alliance on Mental Illness, Brandon, MS

AP6 Why Does the Process of Group Matter? (YD)

A brief group program will be presented that resulted in positive treatment outcomes with at-risk students in grades 5 and 7. Qualitative and quantitative sources of data indicated significant positive changes in regard to students' levels of anger, depression, school attitude, and peer skill confidence. Students enjoyed the group so much they referred their friends. Further implications of this group approach will be discussed with guidelines for replication in other school settings.

Susan Dennison, MSW, The University of North Carolina at Greensboro, Greensboro, NC

AP7 Treating Depression, Anxiety, and ADHD in a School Setting (PS)

This presentation seeks to inform participants about psychopharmacological interventions used to treat depression, anxiety, and ADHD. Participants will learn pharmacological approaches to treat these conditions, how to assess responses and side effects, and how to address common obstacles to treatment. They will learn skills and techniques that can be used in a school setting to assist in the remediation of these symptoms. Participants will learn how to effectively collaborate across multiple disciplines.

Kristie Ladegard, MD, Monica Morris, LCSW, Denver Health and Hospital Authority, Denver, CO

AP8 Fostering Complete Mental Health: Evidence-Based Practices to Improve Students' Subjective Well-Being (QEBP)

Optimal mental health consists not merely of the absence of psychopathology, but also the presence of positive indicators such as subjective well-being (SWB: the scientific term for happiness).

Presenters will summarize advances in positive psychological research and provide resources for school mental health providers to use in everyday practice. Participants will learn effective positive psychological measurement and intervention mechanisms that can be utilized with universal wellness program efforts and targeted interventions with children and adolescents.

Shannon Suldo, PhD, Brittany Hearon, MA, Rachel Roth, MA, Justine Connolly, MS, University of South Florida, Tampa, FL

AP9 Using the NSSI Assessment Tool to Guide Treatment and Monitor Progress (QEBP)

Using a didactic process and case conceptualization, the NSSI Assessment Tool (VanDivner & Teske, 2014) and a newly developed feature, the Supplemental Aspects Scale, will be introduced. These tools will help clinicians target their interventions to the unique needs of each client. Discussion will be had around the use of a treatment agreement in lieu of a No-Harm Contract. Progress monitoring, as facilitated by repeated administrations of the NSSI Assessment Tool, will be reviewed.

Diane Teske, MS, Bob R. Van Divner, PsyD, Milton Hershey School, Hershey, PA

AP10 Navigating the Challenges and Rewards of School Based Mental Health Interventions for Latino/Hispanic Children, Adolescents, and Their Families (DY)

Participants will develop an understanding of the scope of mental health disparities of Latino/Hispanic youth in school based programs. We will discuss both national and regional disparities, with special emphasis on Greater New Orleans Area Post Katrina. We will discuss the body of evidence-based interventions and strategies for addressing language discrepancies in school mental health due to lack of interpreters and bilingual professionals. Participants will be provided skills to conduct a cultural formulation interview.

Kimberly Gordon, MD, Ana San Martin, MD, Vivian Aponte-Rivera, MD, Tulane University School of Medicine, New Orleans, LA

AP11 Training and Supervising Early Career Therapists to Provide Trauma-Informed School-Based Best Practice Therapy to a Multistressed Urban Population (DY)

This presentation will outline the development of Wediko's trauma-informed training program for school-based therapists, identify commonly encountered obstacles, and provide recommendations for how to improve the delivery of school-based mental health services via training of early-career therapists.

Kurt Nelson, MSW, BS, Wediko Children's Services, Boston, MA

AP12 Youth Participatory Action Research: Engaging Young People in Exploring Mental Health in their Communities (YIL)

Authentically engaging youth in planning and decision-making can be incredibly beneficial to the young person themselves as he/she matures to adulthood, and to the community at large. This workshop will outline Oregon's experience using two intertwined methods of positive youth engagement – Youth Advisory Councils (YACs) and Youth Participatory Action Research (YPAR) to support mental health promotion.

Participants will learn from our YPAR curriculum and the successes and challenges of our YAC projects.

Stefanie Murray, MPH, Oregon Health Authority, Portland, OR

AP13 Building Systems That Support School Mental Health Includes Everyone: Collaborating with State and Local Leaders to Build Policy, Infrastructure and Systems (FS)

This advanced skills workshop will provide administrators, policy makers, and state and community leaders with strategies to fund SMH programs through building capacity at the state and local community levels. Participants will learn the importance of developing strategic partnerships, policies, procedures/protocols, and funding infrastructures.

Participants will learn how to effectively collaborate with state leaders, build state capacity to support an infrastructure that affords SMH programs financial stability, and scale up SMH throughout your state.

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

Mary R. Thorngen, MS/CHES, American Institutes for Research, Washington, DC

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

Celebrating 20 Years of Advancing School Mental Health!

Conference Program

Friday

November 6, 2015

Friday, November 6, 2015

7:00-8:30 AM Registration

7:15-8:15 AM Practice Group Training Sessions: *Open to all participants*

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

1. Connecting School Mental Health with Juvenile Justice and Dropout Prevention (JJD)
This practice group is committed to working across stakeholder groups to advance knowledge and best practice related to effectively linking school mental health with juvenile justice and dropout prevention.
2. Psychiatry and Schools (PS)
This practice group focuses on psychiatry in schools, including: 1) identifying the roles of psychiatrists who work in schools; 2) interdisciplinary collaboration; 3) training; 4) the development of guidelines for appropriate medication prescribing in schools; and 5) ways to utilize psychiatric services in schools.
3. Quality and Evidence-Based Practice (QEBP)
The mission of this practice group is to: 1) share information across individuals and groups interested in improving the quality of school mental health (SMH) programs and services; and 2) discuss, promote, and disseminate evidence-based practices in SMH.
4. School Mental Health for Culturally Diverse Youth (DY)
The mission of this practice group is to promote a better understanding of the strategies that are designed to enhance the success of culturally diverse youth in the school environment.
5. Youth Involvement and Leadership (YIL)
This practice group is focused on advancing youth involvement and leadership in school mental health.

8:20-8:30 AM Welcome and Greetings

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

8:30-9:30 AM Keynote Address: Bringing Research and Practice Together to Improve Student Outcomes

Both research and practice in school mental health have grown exponentially in the last 20 years, but their growth has been somewhat independent of each other.

Specific approaches to enhancing services for students by integrating lessons learned from both research and practice will be described as part of a comprehensive model of school mental health services.

Steven W. Evans, PhD, Clinical Psychologist and Professor of Psychology at Ohio University, Athens, OH

9:30-9:40 AM Break

9:40-10:40 AM Conference Session 4

4.1 Developing Tiered Supports for High School Academic Achievement Through Collaboration (CC)

This conference session will focus on the role of the School-Based Mental Health (SBMH) professional in collaborating with families, educators, and community agencies in order to provide appropriate services to adolescents with emotional, behavioral, and social concerns. The impact of mental health conditions on academic achievement, as well as obstacles to treatment, will be considered. A tiered system of collaborative support services will be discussed.

Alisa Daniel, EdD, LCSW, Loudon County Public Schools, Round Hill, VA

4.2 Community Partners Collaborate on an Annual Children's Mental Health Conference (CC)

It is essential to find ways of bringing members of the community together for the sake of our children. Holding an annual day-long conference on the topic of Children's Mental Health has been successful for our community. This session will share how the event got started and how it has grown and been maintained over the past five years. All questions regarding the planning and implementation will be addressed and answered for the participants.

Diane Kratt, MA, Florida Gulf Coast University, Fort Myers, FL

4.3 Integrating Mental Health Supports for All Students in a PBIS Framework (PBS)

This workshop will describe how our supervisory union partners with our local mental health agency to create staffing supports at all tiers. Participants will learn how the SU/MH team provides supports for all students, the structures needed to support clear continuous communication, and how capacity can be enhanced to provide year-round supports. We will share lessons learned such as the need for a strong proactive universal foundation and the benefits of a SU approach.

Susette L. Bollard, MEd, BM, Michaela Martin, MEd, Timothy Francke, MEd, Orange North Supervisory Union, Williamstown, VT

4.4 School Counselors Can Jazz Up their School Through Evidence-Informed PBS Practices (PBS)

The content of this conference session will focus on connecting school mental health and positive behavioral supports. The method of teaching will be didactic and group discussions.

Three learning objectives for this session include: 1) Understand the importance and connection between school mental health and positive behavioral supports; 2) Understand the school counselor's role in connecting school mental health and positive behavioral supports; and 3) Identify a concrete strategy for implementing a PBS approach.

Reshelle Marino, PhD, Southeastern Louisiana University, Hammond, LA

Christine Ebrahim, PhD, Loyola University of New Orleans, New Orleans, LA

4.5 Improving School Performance: An Important Goal of System of Care Involvement (SOC)

In addition to providing wraparound supports for students with emotional and behavioral challenges and their families, well-functioning systems of care also coordinate resources both external and internal to schools. We argue that a primary goal of these efforts should be improved school performance. Findings from a study of school functioning trajectories for students participating in a rural system of care suggest that improvement occurs when associated with targeted efforts by child and family teams.

Jeffrey A. Anderson, PhD, Heidi Renee Cornell, MS, Indiana University, Bloomington, IN

4.6 Every Moment Counts: Promoting Mental Health Throughout the Day Using Embedded Strategies (YD)

Every Moment Counts is a mental health promotion initiative funded by the Ohio Department of Education to build capacity of school personnel to promote positive mental health by creating inclusive environments that foster successful participation and enjoyment throughout the day for students with and without disabilities and mental health challenges. This session will describe embedded strategies and programs designed to promote mental health during academic (classroom) and non-academic (lunch, recess, after-school) times of the day.

Susan Bazyk, PhD, MS, BS, Cleveland State University, Cleveland, OH

4.7 Psychiatric Aspects of Student Violence – Identification, Treatment, Prevention, and Crisis Intervention (PS)

There is a subset of students who have mental health disorders who are at significant risk for perpetrating violence in the school environment. This presentation provides practical evidence-based information about identifying these at-risk students, preventive and treatment interventions, and de-escalation methods when violence appears imminent.

It provides examples of crisis protocols that outline the roles of district, county, law enforcement, and community mental health providers in situations of potential and actual school violence.

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

4.8 Cross County Collaborative for Examining Adolescent Risk Factors to Inform Mental Health Prevention and Intervention Efforts (QEBP)

The purpose of this session is to describe a collaborative adolescent risk assessment and quality improvement initiative across school-based health centers in three different counties representing rural, semi-rural, and suburban communities. Strategies will be discussed for how the data collected using this shared, evidence-based assessment battery will be used to inform mental health prevention and intervention program development targeting common risk factors across the three different counties.

Stephanie Daniel, PhD, Andrew Mayfield, LMFT, Caroline Davis, CYFCP/UNCG, Greensboro, NC

Cathy DeMason, BSN, Rockingham County Student Health Centers, Eden, NC

Phyllis Hill, BA, RN, WISH, Goldsboro, NC

Danielle C. Swick, PhD, MSW, Tina Yang, BA, University of South Carolina at Greensboro, Greensboro, NC

4.9 Students' Mental Health Needs Beyond High School: How School Mental Health Supports Extend to College Settings (DY)

Existing school mental health (SMH) research and practice focused on K-12 settings may inform mental health service delivery in post-secondary education settings. This presentation will highlight the mental health needs of low-income and first-generation (LIFG) college students to emphasize the need for collaboration between high school and college support services. Implications for practice and policy will be discussed regarding K-12 SMH programs and mental health service delivery in post-secondary educational settings.

Annahita Ball, PhD, LMSW, University of Buffalo, Buffalo, NY

Samantha Bates, LMSW, Louisiana State University, Baton Rouge, LA

4.10 Using an Online App to Engage High School Students in Talking to Virtual Peers about Real Mental Health Concerns – California Case Study (YIL)

Learn how the California Department of Education and Placer County Office of Education deployed an online application for high school students where they practice talking with a friend in distress and learn about mental health.

Michael Lombardo, MA, Placer County Office of Education, Auburn, CA

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

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

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

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

4.12 Daily Report Cards: An Evidence-Based Intervention for Youth with Behavior Challenges (QEBP)

This presentation will provide an overview of the daily report card intervention. This will include a historical overview of the intervention, components of a well-constructed daily report card, procedures for establishing behavioral goals, setting clear behavioral criteria, and working with parents to ensure appropriate daily consequences are tied to performance on the daily report card. Attendees will have hands-on practice in the development and implementation of a daily report card using case examples.

Gregory Fabiano, PhD, University of Buffalo, SUNY, Buffalo, NY

Robert Volpe, PhD, Northeastern University, Boston, MA

10:40-10:50 AM Break

10:50-11:50 AM Conference Session 5

5.1 A Three-Tiered Approach to Family Engagement in School-Based Behavioral Health (CC)

It has been established that involving families in behavioral health services leads to more effective interventions; however, eliciting family engagement continues to be a challenge for clinicians. This presentation will provide a multi-tiered framework that school-based clinicians can use for engaging families of students at varying levels of need. We will present clinician-reported strategies for engaging families at each level, as well as the strengths and challenges that come with these strategies.

Kristine Marbell, PhD, Amy Kaye, PhD, Children's Hospital Neighborhood Partnerships, Boston, MA

5.2 Fairfax County – How a County-District Partnership Successfully Trained Most of Its Teachers to Support Student Mental Health (CC)

Learn how Fairfax County Public Schools partnered with other state and local agencies to implement a just-in-time, research-proven, high fidelity program to train educators, administrators, staff, and community members to identify, approach, and refer students who are struggling with psychological distress or thoughts of suicide.

Mary Ann Panarelli, PhD, Fairfax County Public Schools, Falls Church, VA
Daryl Washington, MSW, LCSW, Fairfax/Falls Church BCS, Fairfax, VA

5.3 Distance Delivery Technologies and Protocols for Providing Assessment, Consultation and Training Services in Alaska's Rural and Remote Settings (PBS)

The Alaska Distance Delivery Protocol Project (AK-DDPP) is a grant awarded to SESA (www.sesa.org) from the Alaska Mental Health Trust Authority. The project has deployed a variety of e-technologies to meet project goals, including use of: 1) Remote IP audio/video camera technologies; 2) Survey Monkey for assessments, intervention, and progress monitoring activities; 3) SWIVL robotic camera platforms and SWIVL Cloud service; and 4) Google Apps for Education. Participants will be provided an overview of how these technologies and protocols can improve services for students, the relevant data privacy laws, and how distance delivery protocols have the potential to enhance access to services for schools in an effective, timely, and cost-efficient manner. The microsite for the project can be accessed at the following link: <https://sites.google.com/a/mesh-alaska.org/ak-mhta-proposal/home>.

Lyon C. Johnson, MA, NCSP, BCBA, Special Education Service Agency, Eagle River, AR

5.4 A Pound of Prevention: Schools and Health Centers Joining Forces Toward Elementary School-Wide Social Emotional Learning (PBS)

Presenters will discuss: 1) How health center and school staff joined forces in two school-wide social-emotional learning (SEL) endeavors (CLEAR & RULER); 2) Actual and potential benefits, barriers, and solutions to collaborative implementation of school-wide SEL programs; 3) How to best utilize SEL endeavors at both the prevention and intervention level to maximize students' academic, social, and emotional health; and 4) Potential roles of both mental health and health coordinator staff in SEL endeavors.

Lisa Thocher, BA, MS, LMFT, Nick Canavas, MPH, Neighborcare Health, Seattle, WA
Helen Walsh, BA, Seattle Public Schools, Seattle, WA

Sarah Wihelm, MPH, Public Health – Seattle & King County, Seattle, WA

5.5 Collaborative Reform: Respectfully Engaging Families and Communities in School Discipline Advocacy (JJD)

Students of color and students with disabilities across the nation are disproportionately pushed, kicked, and counseled out of schools and onto the streets creating what has been coined the school-to-prison-pipeline. National reform initiatives, however, have recently highlighted the importance of school mental health and multiparty collaboration for addressing inequalities such as the school-to-prison pipeline. This presentation aims to support school mental health professionals committed to respectfully engaging families and communities in school discipline advocacy.

Elizabeth Mellin, PhD, Binghamton University, Binghamton, NY

Elise Belknap, MEd, The Pennsylvania State University, University Park, PA

Ruth Cusick, JD, Public Counsel, Los Angeles, CA

5.6 Systems CAN Change! Transforming School Mental Health in Houston (SOC)

Houston, we have a problem. These famous words from decades ago relating to a troubled space mission, are unfortunately still relevant in 2015 when it comes to school behavioral health in Texas. Through exploring the successes and challenges of a community collaborative and a determined school district, participants in this interactive session will see what Houston is doing to dramatically improve system-wide, school-based prevention, early identification/intervention, and treatment of mental health issues in students.

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

Sofia Petrou, MS, Natalia Fernandez, MA, Spring Branch Independent School District, Houston, TX

5.7 Integrating Mental Health Supports Within General Education Through a System of Effective Collaboration Between Mental Health Professionals and General Education Teachers (YD)

Changes to California state law require schools to develop mental health-based programs to serve students with emotional and behavioral needs within their neighborhood schools. This session will demonstrate a model of a collaborative system between general education teachers and school-based mental health providers to embed social-emotional learning in the daily curriculum. The goal of this system is to provide direct teaching for targeted students to apply skills as problems arise in their daily environment.

Natalie Jovic-Limm, MS, LEP, Tara Zombres, MEd, California Department of Education—Diagnostic Center, Fremont, CA

5.9 Sanctuary In Schools: Implementing Trauma-Informed Practice in Schools (PS)

The Sanctuary Model is a blueprint for clinical and organizational change which, at its core, promotes safety and recovery from adversity through the active creation of a trauma-informed community. We will introduce the Sanctuary model and how the Mental Health Division of ANDRUS integrated it into the local public school systems. We will also provide concrete strategies and tools, and discuss challenges we encounter in the ongoing implementation.

Danni Lapin, LCSW, ANDRUS, Yonkers, NY

Leani Spinner, LCSW-R, ANDRUS, Peekskill, NY

5.10 Teaching Depression Awareness and Increasing Help-Seeking for High School Youth: The Real Teens Talking about Depression Program (QEBP)

This presentation will describe the development and evaluation of a school-based depression awareness intervention, Real Teenagers Talking About Depression (RTTAD), and the impacts of the intervention on depression knowledge and help-seeking behavior on a sample of first-year high school students in two Chicago suburban high schools. This workshop will share the history of the program, the specific components of RTTAD, the research evidence for its effectiveness, and additional strategies that the RTTAD team employs to increase depression awareness in schools.

Michael S. Kelly, PhD, LCSW, Loyola University – Chicago School of Social Work, Chicago, IL

Heather Steward Freed, MSW, LSW, Peggy Kubert, MA, LCSW, Erika's Lighthouse, Winnetka, IL

5.11 Assessment in Action: Screening Considerations in School Mental Health (QEBP)

Systematic screening for social, emotional, and behavioral concerns has received increased attention in recent years. However, a number of questions remain regarding how to effectively implement screening procedures. This presentation will explore questions related to selecting appropriate screening measures, how often screenings should occur, and using screening data to inform data-based decision-making.

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

Sandra M. Chafouleas, PhD, University of Connecticut, Storrs, CT

5.11 Jazzin' Up Programs to Create Trauma Sensitive Schools by Using a Safe and Supportive Schools Framework

This session shares the whys and hows of an Alternative School's partnership with referring districts that has led to a trauma-informed approach to education of students with emotional disabilities. This session shares key universal components needed to foster and support the growth of a trauma sensitive learning community.

Gale M. Naquin, PhD, The Foundation Schools, Rockville, MD

Lisa Austin, MSW, The Foundation Schools – Largo, Upper Marlboro, MD

5.12 Partner Build Grow: A 4-Pronged Strategy for Sustaining Child Development and Prevention Approaches in Schools (FS)

This session will provide a live demonstration of Partner Build Grow, a new website created by the GWU Center for Health and Health Care in Schools to help school and community partnerships sustain their mental health promotion programs. It will give participants the opportunity to try out the tools, ask questions, and learn how to use the website for their own work.

Olga Acosta Price, PhD, GWU Center for Health and Health Care in Schools, Washington, DC

Evelyn Frankford, MSW, Frankford Consulting, Brookline, MA

11:50 AM-12:40 PM Luncheon and Awards Recognition

School Health Services National Quality Initiative: Be Counted

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

Juanita Cunningham Evans Memorial Award for Contributions in School Mental Health

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

Youth and Family Partnership Award

This award will be given to one exemplar school district, organization, or school mental health program that effectively partners with youth and families in delivering quality school mental health programming.

12:40-12:45 PM Break

12:45-1:45 PM Conference Session 6

6.1 Psychiatric Hospitalization to School Transitions: Examining Professional Perceptions of Effectiveness and Fidelity (CC)

Do school and hospital mental health professionals think differently about ideal processes for transitioning adolescents back to school following psychiatric hospitalization?

The presenter will provide results of a study comparing professional practices of school and hospital clinicians upon adolescents' return to school following discharge, including barriers that impede successful collaboration. Practitioners will learn about the fundamental elements of successful transition plans, and be provided with tools to create specific transition policies in their schools.

Jacqueline Tisdale, PhD, Paige Ramsdell, PhD, University of Rhode Island, Kingston, RI

6.2 Youth Mental Health First Aid: A Strategy For Scaling-Up Supports for Adolescents Experiencing Mental Health or Addictions Challenges (CC)

This presentation will feature the efforts of the Pennsylvania Community of Practice on School Based Behavioral Health to establish a voluntary, affiliated network of Youth Mental Health First Aid (YMHFA) Instructors as part of a comprehensive, state-wide scale-up strategy to address the needs of adolescents struggling with mental health issues. YMHFA is an evidence-based program designed to teach adults how to help adolescents (age 12-18 years) experiencing mental health or addictions challenges.

James Palmiero, EdD, Dona Alvino, MEd, Pennsylvania Training and Technical Assistance Network, Pittsburgh, PA

6.3 NH SS/HS State Project Connecting School Mental Within an MTSS Framework (PBS)

NH received funding from Substance Abuse Mental Health Services Administration (SAMHSA) to implement Safe Schools/Healthy Students State Program (SS/HS) to increase the number of NH children and youth who have access to behavioral health services.

NH is accomplishing this by developing and sustaining a collaborative infrastructure via Interconnected Systems Framework to blend school based mental health (SMH) services with the Positive Behavioral Interventions and Supports (PBIS) framework.

Mary Steady, MEd, NH DOE, Concord, NH

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

Lucy Putnam, MS, Community Partners, Rochester, NH

Michele Harlan, MA, NH DDHS Bureau of Behavioral Health, Laconia, NH

6.4 Implementing the Incredible Years in a Title I Elementary School (PBS)

The implementation of the Incredible Years teacher and child components in a Title I elementary school outcomes, barriers and challenges will be presented. There is considerable evidence to support that training teachers in the use of positive classroom management strategies can foster the development of improved social and emotional skills in children. There is also supporting evidence to indicate that students can be taught social emotional skills in the classroom to reduce aggression.

Dianna Inman, DNP, University of Kentucky, Lexington, KY

6.5 Healthy Environments and Response to Trauma in Schools (HEARTS): A Trauma-Informed Approach Aimed at Ending the School-to-Prison Pipeline (JJD)

Aurora Mental Health's HEARTS program works with Aurora Public Schools in Colorado to promote school success by decreasing trauma-related difficulties like suspensions and expulsions and increasing trauma-informed strategies. APS serves a diverse community impacted by trauma. HEARTS trained schools learn how trauma impacts learning and behavior. Trauma-sensitive strategies are implemented to reduce referrals, especially for students of color who are disproportionately exposed to trauma and are overrepresented in referrals, aka the "school to prison pipeline".

Laura McArthur, PhD, Jessica O'Muireadhaigh, MA, BCBA, Mara Kailin, PsyD, Aurora Mental Health Center, Aurora, CO

6.6 Jazzing Up Safe Schools/Healthy Students: Scaling Up the New State Program to Communities Across the Country (SOC)

Using lessons learned and strategies from the Safe Schools/Healthy Students (SS/HS) initiative, this presentation will walk participants through the SS/HS Framework and how they can use this tool to collaborate with organizations in developing programs to promote mental health and prevent youth violence. Other tools and resources (e.g., developing logic models, evaluation plans, and comprehensive plans) will be provided, as well as practical examples on how these can be used with any state or community.

Kelly Wells, MPA, Tim Dunn, MEd, American Institutes for Research, Washington, DC

6.7 Families Jazz it Up! (FP)

During this presentation, the partners (parents and community and mental health staff) will share how families move from "Discovering the Family Beat" (assessing the family needs), "Creating a New Family Rhythm" (through engaging after-school Arts Club activities), "Family Creative Dance" (involving family-based activities, family meals and more, all of which research supports will reduce the risk of later mental health problems in adolescents), to finally "Celebrating their Dance by Sharing it with Others" (establishing a parent support network and peer support leaders for the after-school program). Attendees will leave with some toe-tapping, practical ways to jazz up school-based mental health services in their own schools and communities.

Jennifer Vernon, MS, BSW, Rebecca L. Sapp, PhD, Frontier Health, Johnson City, TN
Jocelyn Smith, BA, Mt. View Elementary School PTA, Johnson City, TN
Joel Smith, BA, Frontier Health, Johnson City, TN

6.8 Challenging School Behaviors: Data Collection Informing Policy (JJD)

This presentation shares results from a 2013 survey by NEA's Health Information Network which highlights the need for services and training. The information from the survey was used to create a set of recommended tips for educators, support professionals, and administrators who are responsible for educating students with challenging behaviors. These recommendations highlight a model of Multi-Tiered Systems of Support (MTSS), a multi-disciplinary team of specialized instructional support personnel (SISP) to better meet the needs of all students, and coordinated community engagement strategies. This interactive session will allow participants to ask questions in group settings and to get responses from the presenter. Participants will be challenged to create an Action Plan that will list tips to be used at his/her work site in an effort to meet the services and training needs of staff, assist school staff in better addressing students' behavior, and increasing positive outcomes for all students.

Daryl Gates, MA, Fredrick Pinkey, EdD, National Education Association, Shreveport, LA

6.9 Chicago Public Schools Boldly Brings SEL to Scale District-Wide (LL)

This workshop will focus on Chicago Public Schools' recent and bold effort to bring high-quality SEL programming to scale. Participants will learn how components of the school district's infrastructure, including the new role of Network SEL Specialist, are leveraged to implement, disseminate, and support SEL strategies in every school across the district. Participants will also learn assessment and evaluation strategies at the school, network, and district level for ensuring high quality and effective programming.

Laura Hurwitz, LCSW, Mashana Smith, LCSW, Chicago Public Schools, Office of Social and Emotional Learning, Chicago, IL

6.11 Overcoming Obstacles to Implementing Student Advisory Programs: Effective Leadership Practices (QEBP)

Dr. Brady will share a summary of recent research studies, as well as results of her own study outlining best practices that can enhance school wide, student centered advisory implementation to enhance the well-being and success of all students. Using a best practice assessment, participants will discuss best practices and set goals to enhance advisory in their schools.

Barbara Brady, PhD, West Virginia Department of Education, Hurricane, WV

6.12 Promoting Mental Well-Being among First Nations Students through Culturally Relevant Mentoring Programs (DY)

First Nations students experience poorer well-being than their non-Aboriginal counterparts. To help address this within the education system, culturally-relevant programming, such as the Fourth R Uniting Our Nations initiative, can be embedded into schools.

This presentation will describe a partnership process for adaptation of evidence-based programs in an Indigenous context, present the results of a longitudinal mixed-methods evaluation that demonstrates positive impacts of culturally-relevant programming, and identify specific mechanisms through which these programs are effective.

Claire Crooks, PhD, Western University, London, Ontario, Canada

Deinera Exner-Cortens, PhD, MPH, University of Calgary, Calgary, Alberta, Canada

6.13 Connecting Families, Youth Voice, and Schools (YIL)

We all know how critical a strong relationship between families, students, and schools is. The challenge is identifying effective strategies that do not feel overwhelming for schools. This session will explore nine practical strategies for connecting families, youth voice, and schools. The audience will share additional projects and ideas for the benefit of others in attendance. All participants will participate in one of the strategies to underscore the power of being given a voice.

Jenah Cason, MSW, Federation of Families SC, Columbia, SC

Mike Paget, MEd, Overland Park, KS

1:45-1:55 PM Break

1:55-2:55 PM Conference Session 7

7.1 Behavioral Health Partnerships in an Urban District: Schools, State Agencies and Hospitals Working Together (CC)

Schools are asked to do more to support the behavioral health needs of their students. Are schools today equipped to meet the need? Schools have the potential to better meet the behavioral health needs of students through the creation of behavioral health services and partnerships. However, creating school-based partnerships can be challenging. This symposium will provide strategies, actions, and suggestions for those who are interested in enhancing community partnerships and behavioral health services in schools.

Andria Amador, MS, CAGS, Boston Public Schools, Dorchester, MA

Shella Dennery, PhD, LICSW, Boston Children's Hospital, Boston, MA

Charlene Zuffante, LICSW, Department of Mental Health, Boston, MA

7.2 The TeenHope Project: Exploring a Collaborative Effort Between Mental Health Providers and the School (CC)

In this session we will discuss the collaboration by mental health providers and the school and the implementation of TeenHope, a depression and suicide risk screening for middle and high school students, and how agency to agency collaboration contributes to successful implementation and follow up treatment.

Amy Ward, RN, MPH, Community Service Group, Lancaster, PA

Meredith Burnett

7.3 From the Clinic to the Classroom: Adapting Cognitive-Behavioral Therapy for Class-Wide Implementation for Children with Emotional/Behavioral Disorders and Autism and Integrating Technology (PBS)

Research on cognitive-behavioral therapy (CBT) indicates it is an effective treatment approach for children's mental health issues.

As a result, there has been an increasing emphasis on CBT in schools, where educators have the potential to provide these services to a large number of students. This presentation will provide an overview of a CBT adapted to fit in a classroom setting, including teaching techniques and materials and data collected as part of the intervention. *Imad Zaheer, MEd, Kirra Guard, MEd, Viviana Gonzalez, MA, Lehigh University, Bethlehem, PA*

7.4 Advancing the Interconnected Systems Framework: A Mixed Methods Study of Readiness, Implementation, and Fidelity (PBS)

The Interconnected Systems Framework seeks to join together two existing frameworks, School Mental Health and Positive Behavioral Interventions and Supports, in order to advance a more organized delivery system with greater depth, quality, and range of services. This session will present findings of the ISF Readiness, Implementation, and Fidelity Study, a mixed methods analysis of ISF in 25 South Carolina schools with case examples highlighted to provide recommendations for further study and practice.

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

7.5 School Linked Services: A Collaborative Approach to Student Mental Health (SOC)

Presentation will highlight the development and implementation of School Linked Services as a policy-to-practice initiative that utilizes a collaborative approach to address student mental health. This initiative represents a joining of the public missions of diverse stakeholders that include school districts, county government, community-based organizations, families, and their communities. The core service model rests on the coordination of services within schools and the engagement of families in their children's educational experience.

Maretta Juarez, LCSW, Sherri Terao, EdD, Santa Clara County Behavioral Health Services, San Jose, CA

7.6 Identification and Building on Youth Strengths to Support Success: Research in Progress (FP)

Strength based practice is an essential tool in enabling child and youth success! For school-based practitioners, it is a tool to engage families. For families, use of strengths builds resilience and supports youth development. For children and youth who struggle in school, strengths enable the experience of competence and positive identity! This session outlines current research in the use of strengths to support successful student performance. Assessment strategies, process, and outcomes will be presented.

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

7.7 School- and Teacher-Level Factors Associated with Teachers' Acceptability and Implementation of Tier 2 Classroom Interventions (YD)

Teachers are often tasked with implementing interventions, thus their perceptions of an intervention's acceptability and willingness to implement the intervention is critical. School- and teacher-level factors can affect intervention acceptability and implementation, but little is known about the teachers who do not participate in research.

Presenters will discuss school- and teacher-level factors associated with acceptability and willingness to implement an intervention, as well how these factors differ between teachers who do and do not participate.

Verenea J. Serrano, MS, Theresa E. Egan, MS, Clifton S. Mixon, MA, Alex S. Holdaway, MS, Julie Sarno Owens, PhD, Steve Evans, PhD, Ohio University, Athens, OH
Erika K. Coles, PhD, Florida International University, Miami, FL

7.8 TST in Schools: An Adaptation of Trauma Systems Therapy in a Public School Setting (LL)

Connecting With Care (CWC) is a school-based counseling program of the Alliance for Inclusion and Prevention in Boston. CWC partners with local provider agencies to place mental health professionals into Boston public schools on a full-time basis. To establish a necessary working alliance with providers, schools, and students, TST emphasizes the importance of developing shared goals and language to understand and prioritize problems while watching for potential barriers across systems that can interfere with treatment.

Lisa J. Baron, EdD, Alliance for Inclusion and Prevention, Dorchester, MA
Adam D. Brown, PsyD, NYU Child Study Center, Department of Child & Adolescent Psychiatry, New York, NY

7.9 WACSEP/USC Collaboration: An Innovative Response to a Policy Change (CC)

The WACSEP/USC collaboration demonstrates how a state-wide policy change promoted a partnership to create multilevel comprehensive support services in schools. It focused on infrastructure building for support service delivery to schools supported by an MSW internship training program. It aimed to fill gaps in services and increase capacity.

Amber Ramirez, MSW, LCSW, University of California – School of Social Work, Irvine, CA
Vivien Villaverde, MSW, LCSW, PPSC, University of Southern California, Los Angeles, CA

7.10 Where the Data is Leading Us: Understanding Our Students Before Setting Outcomes (QEBP)

Evaluations of school mental health programs frequently focus on group-level or school-level outcomes and neglect to examine progress at the student level. This presentation utilizes Latent Class Analysis as a statistical method aligned with best practice approaches to inform real world evaluation of ESMH programs. Our study approaches evaluation of ESMH by asking first what are the needs of the students receiving services and then generating what the expected outcomes are from that data.

Mark Sander, PsyD, Hennepin County/Minneapolis Public Schools, Minneapolis, MN
Brian Daly, PhD, Drexel University, Philadelphia, PA
Jill Haak Bohnenkamp, PhD, University of Maryland School of Medicine, Baltimore, MD

7.11 YOUTH Move the World: Lessons Learned from Youth Leadership (YIL)

To make lasting change in the culture and climate of schools, youth must lead the charge. For the past 6 years, NH has sponsored youth leadership training as part of the annual Conference on Positive School Culture and Climate and recruited youth across all tiers to participate. The Youth Leadership Training is co-facilitated by an adult ally and youth leader, and uses best practices for fostering Youth Leadership.

Heidi Cloutier, MSW, University of New Hampshire Institute on Disability, Concord, NH
Justin Tilbe, AS, RENEW Graduate

7.12 Sustainability for School Mental Health (SMH) Services Utilizing University-School-Community Partnerships: Maintaining Momentum After the Grant (FS)

The current presentation will be reviewing the many successes and challenges associated with sustaining SMH services after receiving a federal infrastructure grant (2010-2012). Presentation will highlight an example of “braided” funding supporting ongoing school mental health initiatives, highlighting the collaborative culture required to achieve stakeholder buy-in. We will be discussing ways that stakeholder partnerships, including special education, student services, university resources, and community MH resources, are able to come together supporting a centralized SMH program.

Michael C. Wolff, PhD, Penn State University, University Park, PA

Jeanne Knouse, MS, Patrick Moore, MS, Paul Brigman, MEd, State College Area School District, State College, PA

7.13 Collaborative Strategies for Building School Mental Health (SOC)

Communities of practice offer an opportunity for mental health providers and other key stakeholders to collaborate and ultimately expand services to children with and at-risk for mental health concerns. This session will provide attendees with the knowledge that they need to develop their own community of practice for the purpose of expanding or improving their school-based mental health services.

Sandy Schefkind, MS, OTR/L, American Occupational Therapy Association

Susan M. Cahill, PhD, OTR/L, Midwestern University, Downers Grove, IL

2:55-3:05 PM Break

3:05-4:05 PM Conference Session 8

8.1 The Evolution of a Successful School-Based Mental Health Model (CC)

This presentation will overview the evolution of the school-based mental health model that currently exists in Orange County Public Schools which heavily relies upon a strong partnership with community mental health agencies and allows them to provide mental health counseling services to students at no additional cost to the school district. Other school districts interested in duplicating all or part of our model can gain from our lessons learned and wisdom garnered along the way.

JoDee Buis, MA, SEDNET – Network for Students with Emotional/Behavioral Disabilities, Orlando, FL

Lisa Diamond, MA, Marcia Gillman, MA, Orange County Public Schools, Orlando, FL

8.2 Better Together: Youth First Social Work and Our Region, Building a Comprehensive and Sustainable Service to Support Mental Health Needs of Our Youth (CC)

Participants will learn strategies to build impactful school and community relationships while creating high quality clinical service emphasizing successful outcomes. Placing Master’s level social workers in schools, the Youth First School social work three-tiered model provides the presence of comprehensive and sustainable service that is free to

students. The presenters have experience launching a program model through grassroots efforts that has become recognized as a strategic method to support mental health needs of young people.

Davi Stein-Kiley, LCSW, LCAC, LMFT, RPT-S, Parrio Black, MS, Youth First Inc., Evansville, IN

8.3 Enhancing Systems Framework (ISF): Using Evaluation Tools to Guide (PBS)

This session will provide participants with an overview of the key elements of the Interconnected Systems Framework (ISF), that is, the integration of school-wide positive behavior support and school mental health services. The session will provide an overview of several new tools, including the Benchmarks of Interconnected Systems Framework (BISF) and the Consumer Guide to Selecting Evidenced Based Mental Health Services within a SWPBS Model. Both of these tools have been shown to be helpful in effectively implementing ISF.

Robert Putnam, PhD, BCBA-D, May Institute, Randolph, MA

JoAnne Malloy, PhD, University of New Hampshire, Durham, NH

8.4 Mentoring RENEWed: Using Peer to Peer Supports to Engage Youth Who Are at Risk for Disengagement From and Dropping Out of School (PBS)

This presentation will exhibit how the RENEW team at the University of New Hampshire Institute on Disability has collaborated with Youth Move NH to incorporate and pilot a peer to peer support model called Intentional Peer Supports into the RENEW intervention for youth who exhibit mental health needs and are the most at risk for dropping out of high school.

Jonathon Drake, MSW, Institute of Disability University of New Hampshire, Concord, NH

Julian Abate, Your Move NH, Manchester, NH

8.5 Conducting Functional Behavior Assessments and Behavior Intervention Plans with Mental Health in Mind (PBS)

This workshop will provide participants with tools to conduct high-quality FBAs and BIPs for students with anxiety, depression, and symptoms of trauma exposure. Participants will learn how to organize a multi-informant, multi-method FBA that seeks insights from parents, teachers, and the student to better understand behaviors related to mental health concerns. Participants will leave with tools to facilitate FBAs and BIPs that meet the needs of the child on universal, targeted, and indicated levels.

Molly Cevalasco, MEd, BCBA, University of Washington, Bothell, WA

8.6 A Dramatic Approach to Teaching Social and Emotional Skills in the Classroom (JJD)

This experiential and didactic presentation will demonstrate the ENACT method's approach to assessment through a developmental application of theater games and a signature role play and facilitation technique and share out its successful Drop- Out Prevention model. Challenges to the program implementation along with strategies to overcome them will be discussed. Lastly, indicators of collaboration, classroom practice, and student outcomes that were generated during the Ford Foundation funded evaluation will be reviewed.

Emilie Ward, MA, Diana Feldman, MA, Cristina Hernandez, BA, ENACT Inc., New York City, NY

8.7 SBIRT: It's Not Just for Substance Use Any More: Working Collaboratively to Implement School-Based Screening (SOC)

Many young people experiencing behavioral health challenges are not identified until the challenges have become unmanageable, making treatment more difficult and costly with fewer positive outcomes. Early screening and intervention are key to improving outcomes for youth with behavioral health challenges. Kentucky's behavioral health and education systems are working to implement SBIRT (Screening, Brief Intervention, and Referral to Treatment) in a collaborative attempt to intervene early and improve outcomes.

Diane Gruen-Kidd, MSW, LCSW, Michelle Kilgore, MA, Kentucky Department of Behavioral Health, Developmental and Intellectual Disabilities, Frankfort, KY

Cristiana Rush-Walker, MSW, LCSW, Perry County School District, Hazard, KY

8.8 The School Based Family Navigator Partnerships: Families Helping Families Inspire Positive Change at Home, in School, and the Community (FP)

The Family Navigator Partnership, a cross-system strategy to increase collaboration with families of children with social and emotional challenges that impact school success, was developed with families for families. From the inception, family members were involved in all aspects of program development, including branding, program evaluation, and presentations at statewide conferences. This innovative model supports both families and school staff and enhances family voice in positive system change.

Jaydn McCune, LCSW, Bonita Davis, MS, BS, Sally Manning, MFT, Tina Hallock, BA, Franziska Racker Centers, Ithaca, NY

8.9 Balancing Physical and Psychological Safety in Schools (LL)

This session will describe how school mental health professionals, school administrators, and school resource officers can work collaboratively to improve school safety and school climate outcomes. Participants will learn strategies for balancing physical and psychology safety efforts in the school environment. Participants will also learn how to advocate for effective school safety policies that consider the unique needs of students and educators in the school environment.

Katie Eklund, PhD, University of Arizona, Tucson, AZ

Steve Brock, PhD, California State University Sacramento, Sacramento, CA

8.10 Getting Jazzed About Creating Safe, Supportive, and Healthy Schools for LGBTQ Students: A Blueprint for Action (DY)

This session will provide information and a blueprint for creating safer, more supportive, and healthier schools for lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students. Participants will learn about 1) key LGBTQ concepts; 2) challenges LGBTQ students experience and how this affects their school experiences; and 3) standards, strategies, and tips to enhance policy and practice along with family-school-community partnership. The session will integrate PowerPoint presentations, short video clips, discussion, and a strategic planning tool.

Jeffrey M. Poirier, PhD, American Institutes for Research, Washington, DC

8.11 Advances in School Violence Prevention: Collaborative Strategies to Keep Students Safe (CC)

For more than a decade, two seminal documents: Early Warning, Timely Response and Safeguarding Our Children: An Action Guide have served as key resources in building a foundation for preventing school violence. This session will provide essential updates on resources and school-based programs that focus on school violence prevention, positive school climate, effective learning environments, and improving academic and social-emotional outcomes for all students.

Sandra Keenan Williamson, MEd, CAGS, American Institutes for Research, Washington, DC

8.12 The Politics of Partnership: Building a Comprehensive Mental Health-Centered School-Based Health System (SOC)

The session will present the process of designing a comprehensive school-based mental health system coordinated among three primary community institutions and several subcontracted providers to students in America's fourth largest school district. Topics include cross-sector coordination, financing for growth, links between school health services and community-based practices, a behavioral screening and referral system serving infants through high school seniors, an electronic real-time database linking health and education, research agenda, and professional education and training.

Peter A. Gorski, MD, MPA, The Children's Trust of Miami-Dade County, Miami, FL
Maria Alonso, MBA, CHCQM, Citrus Health Network Inc., Hialeah, FL

8.13 Canyons School District's Community Schools Initiative: Linking School Improvement and PBIS (PBS)

Four Title I elementary schools in Utah adopted the Community Collaboration Model for School Improvement in 2010 in their effort to become Community Schools. All adopted strategies were organized across the Positive Behavioral Intervention Supports continuum of services. Facilitators and barriers in this process were identified through interviews and focus groups with principals and other key community partners and will be the focus of this session.

Dawn Anderson-Butcher, PhD, LISW-S, Lauren Paluta, BA, Ohio State University College of Social Work, Columbus, OH

Karen Sterling, MEd, Canyons School District, Midvale, UT

Carol Anderson, BA, Utah Office of Education, Salt Lake City, UT

Susan Pizitz, LCSW, Valley Behavioral Health, Midvale, UT

4:05-4:15 PM Break

4:15-5:45 PM Symposia Sessions

S1 Collaborative Planning and Implementation of School-Based Mental Health Services Within an Urban School's Multi-Tiered System of Support (CC)

This symposium will present Madison Wisconsin's school community vision for an integrated model of children's mental health services.

An overview of the planning process will allow participants to fully benefit from engaged learning about three

programs evolving from this collaborative planning process: a pilot for integrating mental health professionals in schools, a multi-district service for crisis response and stabilization of children with intense behavioral needs, and revision of a long-term university partnership for child psychiatry consultation into a more collaborative and responsive model. Program design, implementation, and evaluation data, and projections for expanding the collaboration to county-wide work in a complex health care and political environment, will be shared.

Sara Parrell, BS, MS, Madison Metropolitan School District and UW-Madison School of Nursing, Madison, WI

Jeannette Deloya, BS, MS, Meg Nelson, BS, MS, Madison Metropolitan School District, Madison, WI

Lynn Witte, BS, MA, Catholic Charities, Madison, WI

Peggy Scallon, MD, UW-Madison School of Medicine and Public Health, Madison, WI

S2 Applications of Participatory Action Research to Promote Evidence-Based Practice and Change in School (CC)

This symposium will illustrate applications of culture-specific models for research, school consultation, and intervention based upon participatory action research, Participatory Culture-Specific Consultation (PCSC: Nastasi, Varjas, Bernstein, & Jayasena, 2000), and the Participatory Culture-Specific Intervention Model (PCSM; Nastasi, Moore, & Varjas, 2004). Presentations will highlight participatory research conducted in diverse school settings in the United States and internationally.

Jorge Verlenden, MEd, MS, Emiliya Adelson, MS, Amanda Borja, MS, Heather Henderson, MEd, MS, Meredith Summerville, MEd, MS, Laura Cornell, MEd, Tulane University, New Orleans, LA

S4 Child and Youth Mental Health and Substance Use (CYMHSU) Collaborative: Breaking Barriers, Building Bridges (SOC)

For children and their families who are experiencing mental health and/or substance use issues, navigating the system of care is often fragmented, confusing, and uncoordinated. The Child and Youth Mental Health and Substance Use Collaborative model brings local action teams together, who commit to break down barriers and build bridges to increase the number of children, youth, and their families receiving timely access to integrated mental health and substance use services and supports.

Dave McKenzie, BEd, MA, School District #22, Vernon, British Columbia, Canada

Glenn Fedor, BS, MD, Interior Health Authority, Williams Lake, British Columbia, Canada

Rana Grace, BEd, School District #23, Kelowna, British Columbia, Canada

S5 Medications in School Mental Health – When All You Have is a Hammer, Does Everything Look like a Nail? (PS)

This session will address a controversial topic in school mental health: whether consulting psychiatrists should prescribe medications. Two child psychiatrists and a psychiatric nurse practitioner will bring perspective to this question by providing an overview of the practical and ethical issues regarding prescribing in schools and by describing 2 models of care that fall on opposite ends of the spectrum of care.

Participants will be invited to discuss the pros and cons of psychotropics in schools.
Margaret Benningfield, MD, MSCI, Vanderbilt University School of Medicine, Nashville, TN
Leah Bowen, PMHNP, Vanderbilt School Based Psychiatry, Nashville, TN

S6 Yoga Off the Mat: Quality and Evidence-Informed Yoga-Based Self-Regulation in Schools (QEBP)

Growing evidence suggests that yoga-based interventions improve emotional and behavioral challenges faced by students. This symposium will introduce two yoga based self-regulation (YBSR) interventions for students from diverse socio-cultural backgrounds. Participants will learn how yoga affects neurobiological pathways to self-regulation and will be familiarized with literature documenting the effectiveness of YBSR. Challenges and corresponding solutions for implementing YBSR programs will be discussed, and participants will have an opportunity to experience specific YBSR techniques.

Abena Brown-Elhillali, PhD, Family Center at the Kennedy Krieger Institute, Baltimore, MD
Elizabeth Reese, PhD, E-RYT, RCYT, Yogiyos: Yoga for Youth, Houston, TX

S7 Advances in Assessment: The Use of Change-Sensitive Measures in Comprehensive School-Based Models of Support (QEBP)

The purpose of this symposium is to provide information for practitioners interested in screening and measuring student response to a range of school based interventions. The following presentations will highlight the use of a “change sensitive” measure – the BIMAS – across three comprehensive student support models including 1) School-Wide Positive Behavior Interventions and Supports (SWPBIS); 2) a school based Response-to-Intervention model (RtI); and 3) a Comprehensive Behavioral Health Model (CBHM).

James McDougal, PsyD, Michael LeBlanc, PhD, Jennifer VanArsdale, SUNY Oswego, Central Square, NY

Andria Amador, NCSP, Boston Public Schools, Dorchester, MA

S8 Universal Data Collection and Use: Problems and Innovations in Building Evaluation Capacity Within Multi-Tiered Systems of Support (QEBP)

In this symposium, we will present challenges, innovations, and lessons learned through promoting effective data use in collaboration with teachers and other school serving professionals. Each paper will feature a central problem (e.g., issues of rater non-independence in universal screening of early childhood behavior) or innovation (use of planned missingness to enhance the scope of data collection in high school needs assessments). Lessons learned and future directions will be discussed.

Paul Flaspohler, PhD, Marissa Smith-Millman, MA, Vanessa Watts, MA, Miami University, Oxford, OH

Melissa Maras, PhD, Kristy Warmbold, MA, University of Missouri, Columbia, MO

S9 Practice-to-Research Partnerships to Support the Use of Evidence-Based Assessment in Schools (QEBP)

The implementation of Evidence-Based Assessment tools and procedures is currently underutilized in the field of school mental health. This session will highlight the importance of EBA activities by providing important considerations for selection and implementation and by discussing goals, objectives, and products of current initiatives

to improve practice and further research in the area of EBA in schools. Additionally, presenters will facilitate the exchange of ideas among SMH programs for advancing their own EBA policies.

Elizabeth H. Connors, PhD, Prerna Arora, PhD, Center for School Mental Health – University of Maryland School of Medicine – Division of Child and Adolescent Psychiatry, Baltimore, MD

Mark Sander, PsyD, LP, Hennepin County/Minneapolis Public Schools Student Support Services, Minneapolis, MN

Kristen L. Schmidt, PhD, FSU Multidisciplinary Center, Tallahassee, FL

Melissa George, PhD, CFLE, University of South Carolina, Columbia, SC

Denise Wheatley-Rowe, Behavioral Health System Baltimore, Baltimore, MD

S10 Factors That Impact the Mental Health and Wellness of K12 and College/University Students in California: The Critical Role of School Culture (QEBP)

This symposium will describe the more than \$50 million California Mental Health Services Authority (CalMHSA) Student Mental Health Initiative, a historic statewide effort to improve student mental health, and the extent to which CalMHSA's SMH statewide initiative is changing school environments to support student mental health needs.

Bradley, D. Stein, MD, PhD, Julia H. Kaufman, PhD, Lisa Sontag-Padilla, PhD, Michelle Woodbridge, PhD, RAND Corporation, Pittsburgh, PA

Ann M. Collentine, MPPA, California Mental Health Services Authority, Rancho Cordova, CA

S11 Implementing and Evaluating an Evidence-Based Approach for Early Childhood Mental Health Interventions in Schools (QEBP)

This presentation highlights the successful collaboration between local and state governments, child development centers, university research partners, and the public and public charter school systems in implementing and evaluating an integrated system of early childhood mental health interventions. Partnerships involved in sustaining and growing three evidence based programs of preventative early childhood mental health across two large urban districts in the District of Columbia and the State of Louisiana will be discussed. Positive evaluation results emphasizing improvements in social emotional outcomes, caregiver-child interactions, teacher-child relationships, and classroom environments across public, public charter school, and center settings will be highlighted.

Barbara J. Parks, MSSA, Shana Bellow, PhD, JyWan S. Griffin, MSW, DC Government Department of Behavioral Health, Washington, DC

Sherryl Scott Heller, PhD, Tulane University, New Orleans, LA

Allison B. Boothe, PhD, Tulane University School of Medicine, New Orleans, LA

S12 Mental Health Crises and Opportunities: Matching Cultural Need with Responsive School-Based Services

Recognizing and applying cultural competency, responsiveness and cultural humility in teaching and working effectively with students has become imperative in educational settings. This is often easily said but harder to do. Culture is often an important resource for students but may also be a source of challenge when it comes to seeking help for mental wellness.

While psychological stressors impact all communities, some, such as Asian Americans and Pacific Islanders (AAPI), underutilize community mental health services.

AAPI success on school campuses extends beyond academics to social, emotional, psychological, physical, and family health. With academic achievement often prized among AAPI families, school-based services may be primary avenues for forming counseling and consultation working relationships. The multiple, complex needs of diverse cultural students, in this case AAPIs, must first be further recognized.

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

Helen H. Hsu, PsyD, Asian American Psychological Association, Fremont, CA

S13 Sharing a Journey West Virginia Expanded School Mental Health: Vision, Tools, and Outcomes (SOC)

Join us to learn more about West Virginia's journey in establishing an Expanded School Mental Health framework to improve student outcomes. This symposium will present the perspective of education, mental health, and local staff on implementing ESMH. The presentations will address the history, partnership development, program design, school-level outcomes, and the impact of the ESMH initiative on state-level policy and practice.

Barbara Brady, PhD, West Virginia Department of Education, Charleston, WV

Jackie Payne, MA, Director of West Virginia Project Aware, West Virginia Department and Human Resources, Charleston, WV

Jessica Iaslo, MEd, Ohio County Schools, Wheeling, WV

Margy Burns, MSN, Youth Health Services Inc., Elkins, WV

Tiffany Pittman, MA, LPC, AADC, Marshall University Research Corporation, Huntington, WV

S14 Be Counted! An Informational Session on the School Health Services National Quality Initiative

Join this informational session, lead by Center for School Mental Health faculty, to learn more information about the School Health Services National Quality Initiative (NQi) and its work related to comprehensive school mental health systems. This session will allow participants to increase their knowledge related to: 1) the goals and objectives of the National Quality initiative (NQi), 2) national school mental health census 3) the development of performance measures for comprehensive school mental health systems quality and sustainability, 4) School Health Assessment and Performance Evaluation (SHAPE) system: an interactive system designed to improve school mental health accountability, excellence, and quality. (* CEUs are not available for this session.)

Sharon Hoover Stephan, PhD, Nancy Lever, PhD, Jill Bohnenkamp, PhD, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

5:45-7:00 PM Poster Board Session and Complimentary Networking Reception (Come... enjoy the entertainment and a taste of New Orleans City food!)

A Framework for Documenting and Evaluating School-Based Behavioral Health Consultation

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

Shella Dennery, PhD, LICSW, Boston Children's Hospital, Boston, MA

A School Based Health Center's Role in Impacting Systems: Collaboration Successes and Outcomes

Adam Miller, MS, LPC, Pressley Ridge, Pittsburgh, PA

A Yoga and Mindfulness-Based School Curriculum to Promote Student Health and Resilience

Travis Bradley, MPP, Ryan Matlow, PhD, Victor Carrion, MD, Stanford University, Early Life Stress and Pediatric Anxiety Program, Lucile Packard Children's Hospital, Palo Alto, CA

An Evidence Practice Model Promoting Children's Mental Health in a Positive Learning School Environment Through Early Intervention and Prevention

Deborah Winters, MSW, Suh Chen Hsiao, MSW, USC School of Social Work, Los Angeles, CA

Assessing Preschool Mental Health Wellness: The Preschool Affective Wellness Scale and the Ages and Stages Questionnaires: Social-Emotional

Kayla J. Singleton, EdS, Achilles N. Bardos, PhD, University of Northern Colorado, Greeley, CO

Sarah A. Novickis, Doctoral Candidate, USD School Psychology Program, Vermillion, SD

Attention-Deficit/Hyperactivity Disorder and Academic Performance: Student Engagement in the Classroom

Emily B. Mancil, MA, Melissa W. George, PhD, Steven W. Evans, PhD, Mark D. Weist, PhD, University of South Carolina School Mental Health Team, Columbia, SC

Beyond the Counseling Session: Ways to Maintain a Successful School Based Program

Erica Boughfman, PhD, Erin Goodwin, MS, Katie Neal, MSW, Ozark Guidance, Fayetteville, AR

Casting a Wide Net: Getting Ready to Screen for Behavioral and Emotional Concerns

Katie Eklund, PhD, University of Arizona, Tucson, AZ

Stephen Kilgus, PhD, University of Missouri, Columbia, MO

Coaxing Crises Toward Proactive Prevention Via Student-Family-School-Health Team Collaboration

Melanie Kristoferson, BA, BS, Seattle University, Seattle, WA

Collaboration Between Students and School To Decrease Mental Health Stigma

Nicole Lanzarone, MSW, The Children's Aid Society, Staten Island, NY

Maria Astudillo, MSW, The Children's Aid Society, New York, NY

Community-Partnered School Behavioral Health: State of the Field in Maryland

Melissa C. Heatly, PhD, University of Rochester Medical Center, Department of Psychiatry, Rochester, NY

Comparing Teachers' and Mental Health Providers' Knowledge of Mental Health Strategies

Kaitlyn Ahlers, BS, University of Montana, Missoula, MT

District-University Collaborative Partnership: A Capacity-Building and Enhanced Service Delivery and Teaching Model

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

Enhancing School Counseling Outcomes: National Resources

Delila Owens, PhD, The University of Akron, Akron, OH

Judy Justice, PhD, Indiana Wesleyan University, Marion, IN

Examining the Impact of Policy Changes on a Medicaid Funded School-Based Mental Health Program

Angie Mann-Williams, PhD, LCSW, Eastern Michigan University, Ypsilanti, MI

D. Crystal Coles, PhD, LSCSW, Virginia Commonwealth University, Richmond, VA

Expanded School Mental Health and the Outcome Measurement System: Evaluating Change in Internalizing and Externalizing Behaviors Over Time

Melissa C. Heatly, PhD, University of Rochester Medical Center, Department of Psychiatry, Rochester, NY

Exploring the Job-Related Activities and Services Provided by School-Based Mental Health Professionals

Clifton Mixon, MA, Ohio University, Athens, OH

Feasibility Testing of Positive Family Support in a Public Middle School Setting

Heather Halko, BA, Cameo Stanick, PhD, University of Montana, Missoula, MT

Implementation of Check and Connect for Youth with Emotional and Behavioral Disorders Across Context (School and Home)

Imad Zaheer, MEd, Lehigh University, Bethlehem, PA

Melissa George, PhD, Abby Albright Bode, MA, Emily Mancil, MA, University of South Carolina, Columbia, SC

Judith Harrison, PhD, Rutgers University, New Brunswick, NJ

Marginalized Youth Finding their Voice in Student Government

Sara Schnaitter, MSW, MA, BA, Seneca Center, Concord, CA

Mental Health and Academic Outcomes Among Youth with Incarcerated Parents in Minnesota

Tyler Reedy, MA, MSW, University of Minnesota, St. Paul, MN

Minding The Discipline Gap: A Critical Look at Disparities in School Discipline Policy

Nicole M. Togno, MS, George Mason University, Fairfax, VA

Obesity, Bullying, and Their Impact on Learning Occupational Therapy Interventions

Kerrie Ramsdell, MS, LSUHSC Department of Occupational Therapy, New Orleans, LA
Susan Orloff, BSEd, OTR/L, FAOTA, OT, Children's Special Services LLC, Atlanta, GA

Occupational Therapists' Role in Schools to Address the Unique Mental Health Needs of Children in Low-Income Communities

Kelsey Helgesen, MA, OTR/L, NYC Department of Education, New York, NY
Alex Nishi, MA, OTR/L, Rachel Marshall, MA, OTR/L, USC University Center for Excellence in Developmental Disabilities, Los Angeles, CA

Occupational Therapy's Unique Contribution to K-2 Teacher Professional Development as a Tier 1 and 2 Approach to RtI

Kerrie Ramsdell, MS, Alysia Cummings, BS, Leigh Guidry, BA, Laura Kelly, BS, Caitlyn Witherspoon, BS, LSUHSC-New Orleans, New Orleans, LA

On the Road Again: Evaluating the Mental Health Strategic Plan

Melanie Ferdinand, MSW, Gail Lalonde, MSW, Karen Edgar, MEd, Thames Valley District School Board, London, Ontario, Canada

Preliminary Effects of Experiential Classroom Management Training for Preservice General Educators

Alex S. Holdaway, MS, Julie S. Owens, PhD, Clifton S. Mixon, MS, Ohio University, Athens, OH

Program Development and Evaluation in Alternative Education: Overcoming Common Barriers

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

Rates of Mental Health Difficulties in Grade School Children Receiving School Behavioral Health Supports

Megan McCormick-King, PhD, InSite Solutions, Washington, DC

Redefining College Readiness: Enhancing Leadership Skills Among Low-Income Youth

Samantha Bates, MSW, John Provenzano, MSW, Lauren Paluta, MSW, Luke O'Quinn, BSW, Dawn-Anderson Butcher, PhD, The Ohio State University, College of Social Work, Columbus, OH

RENEW: A School-to-Career Intervention for Youth with Emotional and Behavior Challenges

Kathryn Francoer, MA, Institute on Disability at the University of New Hampshire, Concord, NH

Resiliency Skills Building for At Risk Middle School Female Students

Yvette Morelon, MSW, Clayton County Public Schools, Jonesboro, GA

Sanctuary & PBS: How Positive Behavioral Interventions Support the Sanctuary Model

Glen Chernack, PhD, ANDRUS/Orchard School, Yonkers, NY

School-Based Provider Knowledge and Practice of Trauma Informed Care for Youth

Krystal Lewis, PhD, University of Illinois at Chicago, Chicago, IL

School-Wide PBIS: Bridging Multiple Systems

Eleanor Castillo Sumi, PhD, EMQ Families First, Campbell, CA

Findings from Initial Implementation of Online, Avatar Educator/Staff Training to Support a Statewide Youth Suicide Prevention Effort

Larraine Bernstein, MS, Nil Horoz, BA, Ashley Mayworm, MEd, Tom Sloane, LCPC, Nancy Lever, PhD, Sharon Stephan, PhD, University of Maryland School of Medicine, Division of Child and Adolescent Psychiatry, Baltimore, MD
Brandon Johnson, MHS, Behavioral Health Administration, Catonsville, MD

Teacher and Student Engagement in SEL Programs

Sehra Polad, MA, Sara Vice, BS, Michael Poggioli, MA, Jennifer Gibson PhD, Xavier University, Cincinnati, OH

Teacher Practice and School Mental Health: State Policy and Implications for Collaboration

Annahita Ball, PhD, University of Buffalo, Amherst, NY
Nicole M. Togno, MS, Elizabeth Levine-Brown, PhD, George Mason University, Fairfax, VA
Aidyn Iachini, PhD, Melissa George, PhD, University of South Carolina, Columbia, SC
Jill Haak Bohnenkamp, PhD, University of Maryland, Baltimore, MD
Jill Hoffman, MS, Ohio State University, Columbus, OH

Teachers' Experiences with Expanded School Mental Health Collaboration: Implications for Policy, Practice, and Research

Elizabeth Mellin, PhD, Binghamton University, Binghamton, NY
Annahita Ball, PhD, University of Buffalo, Amherst, NY
Aidyn Iachini, PhD, University of South Carolina, Columbia, SC

Teen Dating Violence in a Connected World: Understanding and Exploring Cyber Dating Abuse

Rebecca Passarelli, BA, Paul Flaspohler, PhD, Marissa Smith-Millman, MS, Kaity Lapham, Aimee Miley, Miami University, Oxford, OH

The Children's MOSAIC Project: A System of Care Joining Schools and Community Mental Health

Cynthia Knight, Springfield Public Schools, District 186, Springfield, Illinois

Cynthia Mester, LCPC, Mental Health Centers of Central Illinois, Springfield, IL

The Impact of Parent Engagement in Children's Mental Health Services on Parenting Stress

Abby Albright, MA, Melissa George, PhD, Heather McDaniel, BA, Mark Weist, PhD, University of South Carolina, Columbia, SC

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

The Relationship Between Adult and Childhood Bullying in Schools

Deidra A. Sorrell, EdD, NCC, LPC, Utopia Health Services, Waldorf, MD

The Role of Occupational Therapy in School-Based Mental Health

Alex Nishi, MA, OTD, Rachel Marshall, OTR/L, MA, OTD, USC University Center for Excellence in Developmental Disabilities, Los Angeles, CA

Kelsey Helgesen, OTR/L, MA, NYC Department of Education, New York, NY

Using Occupational Therapists as Partners in School-Based Mental Health Services for Children with Disabilities

Rachel Marshall, OTR/L, MA, Alex Nishi, OTR/L, MA, USC University Center for Excellence in Developmental Disabilities, Los Angeles, CA

Kelsey Helgesen, OTR/L, MA, NYC Department of Education, New York, NY

Enhancing the Training and Implementation for an Evidence-Based Trauma Intervention for Schools Through Use of a Web-based Platform: Lessons from the CBITS website

Pamela Vona, MA, USC School of Social Work, Los Angeles, CA

Celebrating 20 Years of Advancing School Mental Health!

Conference Program

Saturday

November 7, 2015

Saturday, November 7, 2015

7:30-8:30 AM Registration

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

IT1 Aligning Behavioral Data with Evidence Based Interventions: Engaging Families, Educators, Mental Health Providers, Students.

(CC) This workshop focuses on Boston Public School's Comprehensive Behavioral Health Model (CBHM), which integrates behavioral health services to create safe and supportive learning environments that optimize academic outcomes for all students. It is a data-driven approach that organizes universal screening, multi-tiered support services, progress monitoring, and referral mechanisms for those with the greatest needs. This workshop presents the critical components of CBHM and will allow participants to learn how to implement it in school practice.

Mary Zortman Cohen, PhD, Jennifer Corish-White, EdS, Boston Public Schools, Boston MA

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

IT2 Physiological Tools Which Transform Mental Outlook and Re-Invigorate Human Values (CC)

An interactive and physical exploration of breath work and deep relaxation techniques, empowerment processes, and physically engaging games and processes which illustrate how YES! for Schools works for students, teachers, and parents. We will explore 3 directions: 1) An experiential immersion in breath techniques and how to share these techniques with students; 2) Empowerment processes of creativity, teamwork, leadership, responsibility, commitment and respect; and 3) The science behind the breathing practices and why they work.

William Herman, MFA, BFA, Elan Gepner, BA, International Association for Human Values, Philadelphia, PA

IT3 The Tip of the Tier: Data-Based Individualization to Support Students with the Most Intensive Needs in School Settings (PBS)

In school settings, students with mental health issues often struggle academically and behaviorally. As a result, school personnel must carefully select and implement academic and behavioral interventions that take into consideration function, context, and feasibility. This interactive session, for participants with an intermediate understanding of behavioral principles and function-based support planning, will introduce and model data-based individualization (DBI), a systematic approach to individualizing and intensifying intervention for students with challenging academic and behavioral needs.

Teri Marx, PhD, Gail Chan, PhD, National Center on Intensive Intervention at AIR, Washington, DC

IT4 RENEW: A School-to-Career Intervention for Youth with Emotional and Behavior Challenges (JJD)

The RENEW model is an evidence informed and youth-driven secondary transition practice designed to address the needs of youth with emotional and behavioral disorders. This skill building session will provide an overview of the RENEW model, experience with futures planning and team facilitation, describe where and how RENEW is implemented, and share outcomes from a dropout prevention project where RENEW was implemented as a Tertiary intervention in 7 New Hampshire high schools.

JoAnne M. Malloy, PhD, Jonathon Drake, MSW, Kathryn Francoer, MA, Institute on Disability at the University of New Hampshire, Concord, NH

IT5 Leadership Development: How to Develop Family Leaders (FP)

Discover how your values and vision of leadership will shape, motivate, and guide your actions. Identify appropriate strategies for creating a shared vision. Discuss the leader's responsibility for engaging in and supporting collaborative decision-making to foster collaboration and alignment of perspectives. This opportunity will focus on both strategic and hands-on tools that you as a leader can bring home to enhance your ability to facilitate change in your community, state, and beyond.

Ellen B. Kagen, MSW, Teresa King, BA, Georgetown University Center for Child and Human Development

IT6 21st Century School Social Work: Using a New National SEL Framework to Align Interventions with Common Core (LL)

Using the School Social Work National Standards for Social Emotional Learning, practitioners will discover how their evidence-informed interventions with students contribute to greater SEL competency, improve desired behavior in the classroom, and help meet Common Core expectations. This workshop will introduce the SEL standards framework, cross-walk between the SEL and Common Core standards, identify ways to connect interventions with these frameworks, and allow practitioners time to develop strategies for their own practice in schools.

Tory Cox, MSW, BA, University of Southern California School of Social Work, Los Angeles, CA

Pat Childs, MSW, BA, Baltimore City Public Schools, Baltimore, MD

Maureen James, MSW, Granite School District, Salt Lake City, UT

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

Rebecca Kunkel, LMSW, School of Social Work Association of America, London, KY

IT7 Break Free from Depression: A 4-Module Curriculum to Address Adolescent Depression (PS)

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

Molly Jordan, LICSW, Karen Capraro, LICSW, Boston Children's Hospital, Boston, MA

IT8 How to Develop and Implement Interventions that Promote Mental Health Literacy and Foster Academic and Social Achievement in Urban Elementary Schools (DY)

Turn 2 Us is an effective elementary school mental health promotion program (SBMH-PP). The trainers will provide strategies to successfully implement and evaluate a similar model. You will learn how to: 1) form partnerships with school administrators, parents, community stakeholders, and get buy-in from classroom teachers; 2) implement policy/procedures to efficiently implement programing; 3) improve at-risk students' classroom compliance, attendance, and standardized test scores; 4) heighten school personnel/caregivers' mental health literacy; and 5) evaluate the program.

Evelyn Montanez, PhD, New York Presbyterian Hospital's Ambulatory Care Network, New York, NY

Blanca Battino, MA, New York State Department of Education, Hoboken, NJ



School Health Services NATIONAL QUALITY INITIATIVE

Accountability • Excellence • Sustainability

an initiative of the School-Based Health Alliance and the Center for School Mental Health

The National Quality Initiative (NQI) is an effort to advance accountability, excellence, and sustainability for school health services nationwide. The NQI is designed to:

- Launch a national census for Comprehensive School Mental Health Systems (CSMHS) to establish baseline numbers of CSMHSs and document growth by 30% by 2018
- Create a culture of accountability and quality improvement through the development of a National Performance Measurement System (**The SHAPE System** will be used to document Comprehensive School Mental Health System performance)
- Advance high-quality school mental health practice for all services and supports provided nationwide
- Promote the growth of school mental health programs via dissemination of sustainable business models and strategies
- Test and refine innovative improvements to school mental health quality and sustainability using a **Collaborative Improvement and Innovation Network**

For more information, contact Elizabeth Connors, Center for School Mental Health, econnors@psych.umaryland.edu.

This project is/was supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number: U45MC27804 and title: State Adolescent and Young Adult Health Capacity Building Program for \$2.8 million. This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government.

The Community-Partnered School Behavioral Health modules

Free Training Series and CEUs Offered at

www.mdbehavioralhealth.com

What is available in this training series:

- 15 multimedia training modules (*may be completed individually or as a series*)
- Informative resource materials
- Role play demonstrations
- Video tips from experts

Who should take this training series:

- School behavioral health clinicians
- Educators
- Student support staff
- Evaluators
- Administrators
- Program leaders at local, district, and statewide levels

What you will receive:

Free web-based training, support, and a range of strategies, resources, and tools necessary to establish, maintain, and expand effective student behavioral health programs

Free CEUs for all provider types after completion of each module



The development of the Community-Partnered School Behavioral Health platform and modules was funded by the Health Resources and Service Administration via two mechanisms, the Center for School Mental Health (U45MC00174) and Graduate Psychology Education Program (D40HP25720), and by the Center for Medicare and Medicaid Services and Maryland Behavioral Health Administration via the 1915(c) Home and Community- Based Waiver Program Management, Workforce Development and Evaluation (OPASS# 13-10954G/M00B3400369).

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