The 25th Annual Conference on Advancing School Mental Health
Pre-Recorded Conference Sessions List

SCHOOL CLIMATE AND MENTAL HEALTH PREVENTION

S6 A Hero's Journey to a Healthier Community **Eric Tadehara, MPA MSW LCSW, Susannah Burt, BS.** We are all on a journey with our youth. Join us for an adventure through evidence-based strategies, policies, and collaborative stories that lead students and communities working together to get to a healthy destination. Climbing through the data and research, participants will walk away with ideas to implement strategies to improve the social and emotional well-being of youth in our communities.

S10 A School-Community Model for Trauma Responsive Schools **Mashana Smith, PhD, Hellen Antonopoulos, LCSW, Pamela Vona, MPH MA.** The Chicago Public Schools (CPS) is pursuing the adoption of a "Healing Centered" approach. In the project's early stages, CPS has begun to gather input and experiences of critical stakeholders. In this session, participants will learn about the development and use of an assessment tool that is informing this project within CPS. Also, participants will learn about the use of this tool in a community-school trauma-responsive school model that has been successfully implemented within CPS.

S17 Actualizing a DC Public Schools Trauma Responsive Schools Model **Douglas Gotel, MSW, Kenya Coleman, PsyD, Deitra Bryant-Mallory, PhD.** District of Columbia Public Schools has developed a Trauma Responsive School Model. In this session, participants will learn about the DCPS "Core 4" components of the model and how the school system is using multi-level needs assessments to actualize the model to advance wellness and resilience in education.

S19 Adapting Solution Focused Brief Therapy for schools: A scoping review **Erica Magier, MSW, Raven Lynch, MSW.** This presentation highlights the efficacy of Solution-Focused Brief Therapy (SFBT) implementation in schools. As a modality that can be used to address a wide scope of student and staff needs, SFBT has demonstrated the adaptability needed for successful implementation in schools. Several specific SFBT interventions are identified. Additionally, school staff involved in the implementation will discuss specific SFBT strategies to help improve future school-based SFBT implementation.

S29 Before You Fill Others' Cups, You Must Fill Your Own **Julia Hebenstreit, JD.** We know it is important to discuss and strengthen the mental health needs of the youth we serve, but it is equally as important to discuss the mental health needs that each and every teacher and school personnel have. It is crucial that teachers learn the most effective practices for taking care of their students and themselves, and we will provide you the tools to do this! You will also be able to build an adult calm kit and take it with you!

S35 Biracial Adolescent Identity Development – Implications for Schools **Raven Lynch, MSW, Erica Magier, MSW.**The literature on biracial adolescents highlights struggles associated with identity development often resulting in anxiety and depression. Schools are often the only place that adolescents have access to a professional to help them with their mental health struggles. Results of a scoping review on qualitative literature on biracial adolescent racial identity development from 2007 to 2017 are discussed in relation to the role of school social workers in addressing identity development needs.

S36 Blending PAX and PBIS Provides Students AND Educators Trauma-Informed Care **Laura Kamp, BA.** Student anger and rejection can indicate trauma. Many grants dollars hope educators will save our students from trauma. But when teachers exhibit anger and rejection? Trauma is not considered, just more mandates, creating more anger and rejection. Discover how to provide your educators and students trauma-informed care through a process blending the strategies of PAX GBG and the framework of PBIS. Grants dollars need healthy educators to help students recover from trauma. For all grade levels.

S45 Building Social Emotional Learning Skills to Support Student Mental Health **Kim Wieland, MPH, Glenn Albright, PhD.** This presentation overviews the learning model and longitudinal outcome data assessing the impact of a

virtual role-play simulation called Friend-2-Friend that builds student's social-emotional learning skills related to identifying fellow students in psychological distress, using evidenced-based communication strategies such as motivational interviewing to address concerns and if necessary, make a referral to support services or trusted adult. This innovative simulation will be demonstrated.

S48 Busting Stigma: Teen Empowerment Clubs to Positively Impact School Climate Ilana Sherman, MPH, Peggy Kubert, LCSW. Student-powered awareness can be an effective way to empower, educate, and eliminate stigma. This session will introduce participants to the free and flexible depression and suicide awareness programs from Erika's Lighthouse, focusing on Teen Empowerment Clubs for middle & high schools. Clubs are designed to create a more positive, inclusive, and empathetic school climate surrounding mental health. The programs are tier-one, prevention-based, and take a proactive approach to educate students.

S53 Child Adult Relationship Enhancement (CARE) Program in Rural Preschools Fithi Embaye, MSW. The Child Adult Relationship Enhancement (CARE) is a trauma-informed training model, adapted from Parent-Child Interactive Therapy (PCIT); implemented in a rural, non-clinical setting to address preschool children's social-emotional development and classroom behavior problems. Evidence is presented that suggests CARE as a sustainable program focused intervention for low resource communities.

S54 Classroom Consultation: Fostering Nurturing Environments for Children Faith Crittenden, LCSW, Whitney Downie, LCSW, Faith Critenden, LCSW. Classroom consultation is an evidenced-based practice model for 0-5 that has been adapted by Family and Children's Services for utilization in classrooms across grade levels. Participants will learn the consultation model, evaluation methods, and implementation strategies for effective consultation. The purpose of consultation is to assist teachers and other school staff with creating a trauma-informed and nurturing environment in the classroom for children who are having behavioral struggles.

S61 Compassionate Schools Practices: Fostering Children's Mental Health and Wellness Christine Mason, PhD, Dana Asby, MA MEd, Martha Staeheli, PhD. This presentation will focus on a community-based, compassionate approach to addressing issues related to children's mental health and trauma with 7 features essential to providing valuable, cost-effective services to children and youth with serious behavioral and emotional challenges. We will include suggestions for implementing a mental health support services team in a way that serves youth's needs without stigmatization or additional funding, with concrete examples of our methods.

S66 Creating a House that Smiles Lauren DePinto, MSW, Basil Pizzuto, MA. School staff across the general milieu have countless opportunities to maximize connections with students and personally promote their individual wellbeing, especially in the context of risk. At Ridgewood High School, our philosophy for practice is centered around promoting meaningful relationships between all members of the school community. This session will introduce and discuss the protective factors found within a school and explore the use of attachment and relationship-based practices.

S69 Creating sustainable Tier I and Tier II mental health supports Alexis Sanchez, MA, Joseph Latimer, MA, Nate von der Embse, PhD, Shannon Suldo, PhD. This conference session will describe experiences with facilitating mental health universal screening as well as Tier I and Tier II intervention implementation in middle schools. The presenters will provide examples and materials to promote school-and community-based mental health services and to inform the application of best practices in universal social-emotional screening and intervention implementation. Participants will have opportunities to discuss implications for research and practice.

S71 Curriculum Approach to Addressing Mental Health & Stigma on College Campus Amy Garlington, BA in Psychology Candidate for a MA in Clinical Psychology, Amanda Hennessy, BS Family and Human Services, Erin Girio Herrera, PhD, Karen Eskow, PhD, Jonathan Mattanah, PhD. Learn how an interdisciplinary team at Towson University worked to execute an innovative curriculum approach to address mental health needs among college students. Having served over 1,000 students in three years, members of the team will discuss the project's implementation, adaptations needed for different student populations, and outcomes. This session will discuss the curriculum's key concepts through an interactive portion, allowing the audience to participate in the curriculum's activities.

[S72 Dark Side of Perfectionism: High Achieving Students Suffering in Silence](#) **Kara Vojcsik, MA, Stephanie DePalmer, MEd.** Mental health does not discriminate, and often times our intervention efforts in schools target students considered "at risk." However, academically high caliber students that seem to "have it all together" are often the ones over functioning with anxiety and perfectionism. Their internal dialogue keeps them silent, and these students are not as accustomed to asking for help, thereby lacking the skills to do so. This session will focus on prevention, identification, and intervention efforts.

[S74 De-escalation for All: Elevating from Relational & Behavior Perspectives](#) **Alysha Schuler, BCBA, Teresa Zegarelli, LICSW.** This session aims to elevate practices related to de-escalation. We will examine themes across frequently used Tier 1 de-escalation protocols. We will introduce relational trust as a foundational, research-based strategy to supplement these protocols. Finally, we will introduce individualized antecedent and response interventions to strengthen supports for students in Tier 2 and Tier 3 of MTSS. Participants will leave with several considerations that can be easily incorporated into programming.

[S80 District-wide Mental Health Screening: Five Years of Implementation](#) **John Crocker, MEd.** Presenters will provide a 5-year overview of how mental health screening was piloted, tested, and scaled-up across Methuen Public Schools. Practical strategies that have yielded successful implementation of mental health screening will be offered to attendees, including the use of web-based screening and the adoption of a passive consent policy. The use of data to 1) identify students who may require services, 2) aid in progress monitoring, and 3) evaluate program efficacy will also be discussed.

[S87 Embedding Gender-Transformative Practices in Healthy Relationships Programs](#) **Deinera Exner-Cortens, PhD MPH, Debb Hurlock, PhD, Elizabeth Baker, PhD**   Gender-transformative Tier 1 healthy relationships programs are an emerging best practice; however, the effective facilitation of these programs can be daunting. This session provides an overview of the WiseGuyz Training Institute, designed to support the facilitation of a gender-transformative program for adolescent boys. So that attendees can embed gender-transformative practices into their own work, this session will be an interactive exploration of strategies from the Training Institute.

[S96 Examining Reciprocal Relations between Teacher Burnout and Classroom Manage](#) **Jennifer Murphy, MS MSW, Kristen Granger, PhD, Toshna Pandey, Nicole Peterson, Kevin Sutherland, PhD.** This study examines teacher burnout and self-efficacy among teachers with students with emotional and behavioral disorders. Teachers' perceptions of emotional exhaustion at the beginning of the year increase classroom management efficacy at the end of the year and beginning of the year classroom management efficacy increases personal accomplishment at the end of the year. Findings highlight the importance of supporting teachers who experience symptoms of burnout.

[S100 Exploring Malleable Predictors of Math Anxiety to Improve Mental Health](#) **Rachel Davis, BS in Psychology, Zewelanji Serpell, PhD.** Math achievement gaps continue to persist for African American students. Commonly implicated in math underperformance is math anxiety. This study examines predictors of math anxiety among first-year African American students. Results indicate female students experience more academic stress and engage in similar levels of self-handicapping but enjoy math less than their male counterparts. Regression analyses show these variables significantly predict math anxiety and may be targets for intervention.

[S112 Frozen Emotions: The Inside Life of an Eating Disorder](#) **Sue Bowles, MS.** Emotional stress leads to emotional imbalance, showing itself in any number of mental health struggles. Eating disorders are the most lethal of all mental health issues, yet what do we really know about them? Can you really help someone without being an expert? Sharing her story of living with an eating disorder, Sue gets past the facts and stereotypes and gets real in this down to earth conversation. This is the place to ask your questions and get to know eating disorders in a different light.

[S116 Happy Teacher Revolution: Supporting Mental Health & Wellness of Educators](#) **Danna Thomas, Nicole Tschopp, LCSW C.** Happy Teacher Revolution is a Baltimore-born, international movement with the mission to organize and conduct support groups for teachers in the field of mental health and wellness to increase teacher happiness, retention, and professional sustainability. This experiential learning session explores burnout, vicarious trauma, and self-care as a professional development movement.

[S117 Slides](#) Health Justice: New Framework and Findings to Promote School Mental Health. Alexis Etow, JD, Thalia González, JD, Cesar De La Vega, JD. While there are many points of intervention to promote school mental health, this presentation (1) introduces a new, multi-sector approach for addressing children's mental health; (2) discusses new research findings from a study – co-designed and informed by young girls and women of color – on the efficacy of school-based restorative justice, and (3) offers specific law and policy recommendations for scaling multi-tiered systems of support and improving school health.

[S123 How to Build a Solution Focused Climate in a School District, K-12](#) Linda Metcalf, MEd PhD, Jennifer Roberts, EdD. This workshop takes a solution-focused approach to building a respectful, engaging school climate based on a counseling theory that originated in the 1980's. The main presenter has presented hundreds of workshops internationally about creating a solution-focused approach in schools for twenty-five years. The other presenter is an executive director of counseling, who will present the process that her school district is taking to implement the solution focused school climate district wide.

[S128 Implementing PAX Good Behavior Game to Advance School Mental Health](#) Mike Muempfer, MA. The PAX Good Behavior Game is a classroom-based, evidence-based preventive intervention applied by teachers in their daily management of their classroom. PAX GBG has proven over decades to improve behavior, academic performance, and a number of lifetime outcomes including reducing the risk probability of psychiatric disorders and reducing alcohol, opioid, and other drug misuse. PAX GBG also specifically aligns each strategy with schoolwide PBIS, SEL, MTSS, and Trauma-informed Care initiatives.

[S146 Leading Trauma-Sensitive Schools: A Roadmap for Implementation](#) Kathleen Guarino, LMHC, Sandra Williamson, MEd CAGS. Growing awareness of the prevalence and impact of childhood trauma has galvanized a movement to create trauma-sensitive schools in which all aspects of the educational environment — from workforce training to procedures and policies adopted — are grounded in an understanding of trauma and its impact and designed to promote resilience for all. This session offers school and district leaders and champions a framework and process for adopting a universal, trauma-sensitive approach.

[S149 Listen: Black Girls' Experiences with School Based Mental Health Supports](#) Tawanna Jones Morrison, EdD. Black girls face significant stressors in their lives including negative stereotypes, disparities in school discipline, and adultification. These issues impact their school experiences and long-term life outcomes. This session will build participant knowledge about the issue's Black girls face, share the impact social-emotional learning and restorative practices have on Black girls, and expand on promising practices for mental health promotion and social and emotional learning in schools.

[S151 Mapping Promising Alternative Approaches to Exclusionary Discipline](#) Sandra Chafouleas, PhD, Amy M, Briesch. Exclusionary disciplinary practices have been called out as pervasive and problematic. The purpose of this presentation is to provide a crosswalk of promising alternative disciplinary practices, summarized along four themes. Participants will gain an understanding of the consequences of exclusionary disciplinary practices for all students and particularly for various sub-groups and will increase knowledge about promising alternative practices with attention to fit within their setting.

[S156 Mental Health Promotion Training Workshop](#) Barbara Frechette, DNP, Peter Frechette, EdD, Peter Frechette, EdD. This mental health promotion training workshop will cover fundamental mental health concepts and provide the skills that can help bring about a positive mental health perspective. In addition, self-care strategies are identified and explored. As an introduction to routine mental health upkeep, this training workshop includes ready-to-use activities suitable for teacher-facilitated lessons and student-directed learning.

[S167 NC Project AWARE's Approach to Evidence-Based School Threat Assessment](#) Presenter(s): Heidi Austin, EdD, Stephanie Ellis, EdD, Renee Boyd, MSA, Teri Putnam, MA, Ryan Etheridge, MSA. Public schools have responsibilities not only for the academic growth of students, but they are also responsible for the "whole child," considering social, emotional, and mental health development. Schools are places where identifying students who pose risk for

violence are the responsibility of teachers, students themselves, counselors, and other caring school personnel. This session highlights NC Project AWARE/ACTIVATE's Approach to Evidence-Based School Threat Assessment.

S179 Pre-Service Teacher Perceptions of Preparedness in Teaching with Trauma **M. Paige McClain, MEd.** Findings from a qualitative research study seeking to understand early childhood pre-service teachers' understanding of trauma, perspectives on the relevance of trauma in the classroom, preparedness, and concerns to teach trauma-impacted students will be discussed. The presenter will use active discussion to engage the audience in implications of promoting an equitable mental health climate in schools through these findings within audience members' disciplines and within teacher preparation programs.

S183 Project Cal-Well: Expanding Mental Health Awareness and Services in Schools Samira Soleimanpour, PhD, Hilva Chan, MSW, Kendall Fujioka, ACSW PPSC. The California Department of Education's Project Cal-Well initiative aims to improve student mental health and wellness through a three-component approach: 1) school-wide interventions; 2) school-based service expansion; and 3) community collaborations. This workshop will describe lessons learned and resources for replication from the state and local perspectives, as well as how to use evaluation data to track progress toward improving students' mental health.

S184 Project SECURE: A multi-tiered framework to support students Carl Sumi, PhD, Michelle Woodbridge, PhD, Yunsoo Park, PhD, Jennifer Donahue, MSW, Terra Gauthier, MA, Theresa Gundran-Rosales, MSW.The purpose of Project SECURE is to evaluate the impact of a multi-tiered evidence-based framework to strengthen the resilience of students who are most vulnerable to disciplinary exclusion, gang involvement, and trauma. This symposium will describe the implementation of a primary prevention SEL program (Second Step), a trauma screening in elementary schools, and a trauma-informed intervention (Bounce Back) being implemented in urban elementary schools. Outcomes from an RCT will be discussed.

S186 Promoting Resilience and Pro-social Behaviors in the Classroom Allison Dubinski, MSW, Angela Moyer, MS CAS, Grace Berman, MSW The Child Mind Institute Student Success Program resilience-building interactive workshop series is designed to teach cognitive behavioral coping skills to classrooms of students ages 8-16. This session will provide an overview of the curriculum, which includes lessons on understanding feelings, relaxation skills, understanding thoughts, social problem solving, managing intense emotions, and mindfulness. Participants will also learn how to support teachers in reinforcing application of skills.

S187 Promoting Social-Emotional Learning in an Urban Latinx Afterschool Program **Shannon Litke, BA, Lili Domenick, BA, Brian Daly, PhD.**This presentation discusses a partnership model for sustainably implementing an empirically-supported, social-emotional learning curriculum in an afterschool setting within an urban school district. Through the university–nonprofit–school partnership model, trained graduate student interventionists provide supervision to volunteers from a local nonprofit organization, equipping them with skills to implement effective afterschool programming targeting social-emotional learning.

S192 Resilience Can Be Taught: 10 Strategies Proven to Motivate Any Student Christian Moore, MSW. Want to engage every student in your classroom? This session will demonstrate 10 strategies proven to strengthen relationships, grab attention, inspire, and build resilience in students of all ages and learning types. Participants will receive valuable insights into teaching social and emotional life skills in ways that students can understand, relate to, and remember. These strategies have helped over 2 million youth in 18,000 K-12 schools, mental health, and correctional organizations.

S193 Resilience in Schools and Educators: Building Trauma-Responsive Schools **Monica Fitzgerald, PhD, Kate Blake Ellesworth, PhD, Allison Dymnicki, PhD.** In a highly interactive session, we present foundational areas of the RISE (Resilience in Schools & Educators) program: educator social emotional skills and wellbeing, skillful interactions with students, and intentional environments (e.g., routines, rituals, and rhythm) that can promote student mental health and academic achievement. We will practice RISE skills that build educator social emotional skills and well-being, trauma responsivity, and resilience. Pilot results will be presented.

S194 Resilient Leadership Toolkit **Lauren McCabe, MS Educational Admin.** 2 out of 3 teachers leaving the classroom are doing so because of their dissatisfaction with the profession. By empowering educational leaders with the science of resilience and distributed leadership practices to create a healthy school environment for both staff and students, districts and schools will become a place where teachers, students, and families are able to thrive therefore enhancing overall school climate. This session will share tools for creating a sustainable culture of wellbeing.

S202 School Based Wellness Centers: The Coordination and Delivery of Mental Heal **Cristina Dobon-Claveau, LCSW, Craig Gibbs, LCSW, Cristina Dobon-Claveau, LCSW.** Wellness Centers are not a new concept in schools. The fast start up of Wellness in Roseville Joint High School District came with challenges, learnings, and successes. Presenters will discuss the implementation of a comprehensive student centered and trauma informed Wellness program couched in a MTSS framework. Participants will learn the process of going from a data identified need, to a reaction and then an idea that led to a district initiative that now lives as a district goal.

S203 School Bullying in the US and China **Amy Kerr, MEd, Jie Ni, BA, Paul Flaspohler, PhD**. This presentation will include an exploration of similarities and differences between the approach to studying school bullying in the English and Chinese literature, as well as comparison of school bulling occurrence across cultures.

S204 School Crisis Response Team-Integrating Psychological and Physical Safety **Terri Miller, PhD, Brooke Lawson, LCSW.** This session provides an overview of best practices in school-related crisis prevention, response, and recovery. The National Association of School Psychologists (NASP) PREPaRE School Crisis Prevention and Intervention curriculum has a focus on balancing physical and psychological safety. Practical applications will be discussed based on first-hand experiences. Come to hear how districts and regions are being physically and psychologically PREPaRED for school-related crises of varying levels.

S205 School is in Session: How Two New Documents are Impacting
Suicide Prevention **Keygan Miller, MAEd and MEdHD, Mitch Samet, PhD.** Model School District Policy on Suicide Prevention and A Guide for Suicide Prevention in New York Schools, published and promoted together in New York State, are having an impact of suicide prevention efforts. Learn about these no-cost guides that can help frame suicide prevention efforts and assist school leaders find evidence-based practices and model policies in suicide prevention.

S213 Shaping the Wave of Emotional Wellness in a Pressure-Cooker K-12 District **Michael Keller, EdD, Jason Allemann, EdD**. This session focuses on lessons learned in school reform through a coaching partnership with Stanford's Challenge Success program. Attendees will: 1) Learn an actionable process for identifying root causes of student distress and disengagement; 2) Explore successes and pitfalls in school culture and climate system reform; and 3) Learn multiple methods to capture baseline and outcome data to inform continuous improvement and shape equitable and optimal learning environments for all students.

S220 Strengthening school communities: skill building for students & teachers **Noel Hiers, MSS School Climate and Universal Mental Health Promotion (Tier 1).** Learn three interactive lessons to utilize in the classroom to promote mental wellness and teach cognitive and social skills to students since these skills directly translate into concrete skills for employment. Strategies will cover how to build relationships with students, parents, teachers, and other school personnel to promote social-emotional learning. Examples will demonstrate how critical it is that services are universal and as opposed to simply for those needing clinical services.

S224 Suicide Prevention from the Classroom to the Clinician's Office **Meghan Diamon, LCSW, Joanna Bridger, LICSW.** This session will discuss best practices for delivering evidence-based suicide prevention education as a tier-one strategy using SOS Signs of Suicide for middle and high school students. In addition to program resources for students, faculty, staff, and parents, the session will highlight strategies for embedding mental health education in existing curricula. Finally, the session will touch on effective skills for assessing risk and coordinating care for students at risk.

S232 Teacher exposure to students' trauma and correlates of secondary stress **Chelsea Stack Jew, MS, Sarah Cohn, MS, Erum Nadeem, PhD.** There is little to no research on the effects of teachers being exposed to their students' trauma.

This study further looked at the relationship between indirect exposure to student trauma and secondary traumatic stress and what individual, interpersonal, and organizational-level factors that may moderate this relationship. Finally, the study will look at the relationship between levels of secondary traumatic stress and educators' attitudes towards trauma-informed care in schools.

S248 The Reality of Trauma-Informed Schooling: Lessons from a National Survey Denice Cronin, MA, Paul Block, PhD, Alice Connors-Kellegren, PhD. Participants will be introduced to the reality of trauma-informed practice (TIP) in schools and the effectiveness of TIPs in supporting a school's academic mission. Findings from a national survey will be used to provide an overview of the TIPs being implemented, emphasizing those that impact school outcomes. Lessons learned about the importance of an organizational and systemic focus on TIP will allow participants to consider the successful implementation of TIP in different school settings.

S250 The SEEDS: a novel tool to assess students' use of social-emotional skills **Marina Matsui, Psychology BS, Matthew Milette-Winfree, PhD, Brad Nakamura, PhD.** The Social-Emotional, Evidence-based Developmental Strengths (SEEDS) assessment is an innovative measure of school-aged youths' self-reported social-emotional skill use. The assessment's attributes, including its strong empirical foundations, its equitable focus on student strengths and deficits, and its psychometric properties, will be noted. Presenters will then discuss the SEEDS's potential as a screening, intervention selection, and progress monitoring tool across tiers of service.

S252 Time management, coping, and stress in the first year of post-secondary **Meadow Schroeder, PhD, Meadow Schroeder, PhD.** The transition to post-secondary can be a time of stress and decreased well-being. This study examined the effect of coping strategies and time management on first-year students' stress. Data was analyzed using a large data set. The findings of this study have the potential to inform educators and parents about factors that help prepare students for the post-secondary transition.

S255 Trauma Responsive: How to Prepare the Next Generation of School Social Work **Kerry Doyle, MSSW, Lisa Wobbe-Veit, MSW**. An overwhelming number of children experience trauma. Disturbingly, 72% of US children have experienced some type of traumatic event by the time they are 18. School social workers are seeing more students with mental health concerns and have fewer resources to combat needs. This session will provide an overview of a school social work trauma-focused training program developed from the eco-biological-developmental framework to prepare graduate social work students for a profession in schools.

S259 Trauma-Informed Restorative Discipline **Emily Lehman Miller, EdD, Antonio Carter, BA.** Restorative Justice (RJ) philosophy and practices are an evidence-based, cost and time-effective approach to building positive, supportive climates in schools that minimize exclusionary disciplinary practices. Participants will explore trauma-informed restorative discipline, and how to help students move through the stress response curve to come to a restorative space where they can calm their nervous systems, recover, and grow from struggles, deepen relationships, and re-engage in learning.

S262 Universal Mental Health Promotion Efforts to Promote Youth Mental Health **Cixin Wang, PhD, Kristen Marsico, MA, Ana Sophia Ross, MA, Joni Splett, PhD, David Riddle, MA, Cynthia Schulmeyer, PhD.** School is the most likely place for students to receive needed mental health services. In this symposium, we will present three papers to discuss different universal mental health promotion efforts that can help increase help-seeking and access to mental health services. We will present papers on universal screening, teacher/parent mental health awareness training (using Youth Mental Health First Aid curriculum), and school-community collaboration to meet the mental health needs of students.

S264 Universal Mental Health Screening within a Multi-Tiered System of Support **Caitlyn Mytelka, LMSW, Lindamarie Olson, LMSW.** This session will cover the importance of evidence-based, universal mental health screening and the role of screening in enhancing the effectiveness of multi-tiered systems of support. A variety of mental health screening tools will be discussed, with an emphasis on balancing strengths-based and deficit-focused measures. Additionally, the benefits and challenges of implementing universal mental health screening within the school setting will be discussed.

S268 Using Educational Neuroscience to Increase Student Engagement **Caryl Oris, MD.** Only 50% of our high school students feel engaged in their education. School connectedness and engagement are considered protective factors for the development of mental illness. I shall highlight how findings in neuroscience can be used in educational settings to better inform teaching practices that increase student engagement. I shall discuss what these findings are, and how they were presented to all teachers in a large Long Island school district.

S273 Using technology to support assessment and intervention in schools **Allison Bruhn, PhD, Catherine Bradshaw, PhD, Amanda Nguyen, PhD, Joseph Wehby, PhD, Alyssa Van Camp, MEd, Elise Pas, PhD.**This symposium highlights efforts to leverage technology for assessment and intervention within multi-tiered systems of support. Presenters will discuss specific technology that facilitates the implementation of universal screening, classroom practices, and targeted intervention to improve outcomes for students with social, emotional, and behavioral needs.

S275 Using Unique Differences to Meet the Social/Emotional Needs of Students **Louis Laffitte, EdD, Andrea Arellano, MEd, Jody Gallimore, MEd, Sienna Shively, MA.** Explore a true Multi-Tiered System of Support model that provides a clear understanding of a continuum of support and services for students and families. Find out how a Collaborative Care Team is utilized to support a positive connection between staff, students, and families so that students are empowered to report safety and well-being concerns such as self-harm behaviors. Learn how staff are utilized to increase mental health awareness and literacy of those who interact with school-aged youth.

S279 Walking Classroom: Improving Students' Physical, Academic & Mental Health **Laura Fenn, MS Ed.** Walk, Listen, and Learn! The Walking Classroom is a research-proven, nonprofit program that enables students to get fresh air and exercise while building core content knowledge. Listening to kid-friendly educational podcasts while walking increases physical, academic, and mental health, but kids just think it's fun! Students with divergent educational needs who often struggle in a traditional classroom setting benefit most. Podcasts also feature health messages and SEL instruction.

S283 Why Building Community Resilience Is Critical to Trauma-Informed Approaches **Michael Kelly, PhD, JoAnne Malloy, Ed D, Lisa Johnson Haire, MSW.** For this Symposium, we will present several papers based on our project work in schools to explore how a concept of building "community resilience" can be harnessed to improve school outcomes for all youth, particularly those dealing with complex trauma. Papers and projects referenced in this presentation will offer both conceptual framing of these problems as well as the current best evidence available for how to build ecological and community resilience in and around students and schools.

S284 Working in Education During Times of Personal Tragedy **Kelly Zinn, MSW and DSW expected this May**   No one is immune to experiencing personal tragedy. The presenter will share her own experiences with grief and loss and suggest useful tools for working your way through your own challenging times as you continue to work in the emotionally taxing field of education. This presentation is for teachers, support staff, mental health professionals, and anyone who has experienced difficulty in their personal life while working in a helping profession.

S290 Supporting SEL in Culturally Diverse Kdg. Students using Kimochis **Michelle Scales, ME.d, Debbie Perez-Zurita, MS, Fredrick King, EdS.** This session will review use of the Kimochis Curriculum to support SEL with kindergarten students in three culturally diverse elementary schools. 10-15 min. lessons were delivered three times per week over a 25-week period during the 2019-20 SY. Results indicate decreased office discipline referrals, improved emotional literacy, social interactions, behavioral regulation, and social problem-solving skills as well as improved classroom climate and generalization to the home environment.

S294 Why SEL is Not Enough: Understanding the Simple Brain Science of Resilience **Donna Volpitta, EdD.** Want to be intentional about raising resilient, emotionally healthy students? Join us for this interactive session to learn a very simple model that explains the brain science of mental health. This session will provide the tools to empower participants to proactively foster mental health in their community. Even your youngest students can learn to understand their brains in order to make more mindful, resilience choices.

PREVENTION AND EARLY INTERVENTION

S14 A Tier 2 Intervention for Children At-Risk for Internalizing Problems **Jessica Willenbrink, PhD, Katie Eklund, PhD, Stephen Kilgus, PhD, Andy Garbacz, PhD, Alexandra Barber, BA, Kortni Dubose, BA.** The Resilience Education Program (REP) is a Tier 2 intervention for children at-risk for internalizing problems that blends components of cognitive-behavioral instruction, Check In/Check Out, and parent skills training. In our presentation, we will highlight gaps in research and practice within Tier 2, provide attendees with access to the REP curriculum, and provide an overview of focus group feedback.

S15 A Virtual Role-Play Simulation on Secondary Educator Support of LGBTQ Youth **Glenn Albright, PhD.** Educators have a powerful role to play in setting a tone of respect for all students. According to the CDC, more than 10% of high school students identify as lesbian, gay, bisexual, or questioning. These students face much higher rates of suicidal thoughts and attempts, bullying, feelings of hopelessness, and absence from school due to feeling unsafe. This presentation overviews the impact of Step In Speak Up, a role-play simulation that promotes anti-bullying and a culture of inclusiveness.

S23 Addressing Human Trafficking in America's Schools **Greta Colombi, MA.** After a brief overview of what we know about trafficking, this session will walk through concrete steps schools can take to address human trafficking in schools, including universal supports to prevent trafficking, how to identify and address trafficking when it happens, and the kinds of interventions that can help reintegrate survivors. It will also speak to populations of students who are at higher risk of being targeted for trafficking.

S25 ADHD Symptoms, the Student-Teacher Relationship, & Academic Outcomes **Amy Kerr, MEd, Hannah Dinnen, MA MEd, Katelyn Wargel, MPA, Paul Flaspohler, PhD.** Using multi-year data collected on fourth- and fifth-grade students, this project explores the student-teacher relationship as a potential moderator between ADHD symptoms and academic outcomes.

S28 Assessment for Intervention at Tier 2: Training Teachers to Assess Behavior **Miranda Zahn, MS, Stephen Kilgus, PhD, Katie Eklund, PhD, Nathaniel von der Embse, PhD.** The current research represents the evaluation of teacher training protocols that were developed to enhance educators' accuracy to collect and use data to select Tier 2 behavior interventions for elementary students. A randomized controlled trial was employed to assess the functional relationship between the training approach and the accuracy of collected data and identified the most effective training strategy, with considerations for differential effects based on educator characteristics.

S30 Benefits and Limitations of Social-Emotional Screening Methods in Schools **Megan Kirk, PhD, Brandon Wood, PhD.** This session will offer the results of a comprehensive literature review focused on identifying the benefits and limitations of commonly employed universal mental health screening methods in schools. Best practice guidance, including information about multi-method and multi-informant approaches to mental health screening in schools, will be shared. Participants will be invited to ask questions about and share perspectives on the topic.

S39 Bring Universal Screening (SBIRT) To Your School For a Thriving Population **Sandy Whitehouse, MD MALS FRCPC, Sandy Whitehouse, BCIT, Margaret Soukup, MFT.** Self-administered mental health screening is becoming popular. Although these tools collect important information, they are not specifically designed for children and youth and are limited in the breadth of data collected. Check Yourself (www.teenchealthcheck.org) is a child and youth-friendly, evidence-based digital screening tool co-created with young people. This workshop will share the King County School District experience of an SBIRT program using Web-Based Check-Yourself.

S79 Developmental Trauma and School: What is it and How Can Educators Can Make **Charlene Grecsek, EdD LMHC.** The impact of Adverse Childhood Experiences (ACE's) is not left at home. Students bring their experiences into the classrooms. They also bring their ability to be resilient with the right supports. In this session, attendees will be able to identify ACE's, toxic stress, developmental trauma, dissociation/hyperarousal responses, and ways to support student's growth. Specific attention will be given to emotional behavioral disability and trauma response knowledge to help students achieve.

S129 Improving social skill and reducing problem behavior in preschool students Jason Small, MPP, Andy Frey, PhD, Jon Lee, PhD, Ed Feil, PhD. This presentation is designed for practitioners or researchers who are interested in early intervention programs and their effectiveness. We will begin by providing an overview of the First Step Next intervention. Next, we will discuss the design, methodology, and outcomes of a 4-year efficacy study.

S140 Instructional Supports for Students with ADHD/EBD: A Survey Study Talida State, PhD, Judith Harrison, PhD, Muzzammil Syed, EdM. This presentation will discuss the results of a survey in which we explored the parents and teachers' perspectives of instructional strategies for students with ADHD and EBD. Parents (n= 103) and teachers (n=142) reported on expectations for students with ADHD and EBD, perceived student ability to meet those expectations, and acceptability and feasibility of frequently recommended accommodations and evidence-based interventions. Practical and research implications will be discussed.

S142 Internalizing and Externalizing Outcomes of the Resilience Builder Program® Sheina Godovich, MA, Christopher Senior, MA, Nina Shiffrin, PhD, Mary Alvord, PhD, Brendan Rich, PhD. The current investigation explores the effectiveness of the Resilience Builder Program® (RBP; Alvord, Zucker, & Grados, 2011), a transdiagnostic, resilience-based group intervention for children experiencing socio-emotional difficulties, across school settings. RBP participation led to a significant decrease in parent-rated externalizing problems. There were no significant differences between treatment groups for other tested variables.

S147 Let it Be: Understanding and Fostering Emotion Regulation Skills in Schools Katy Tresco, PhD, Bettina Bernstein, DO. Emotion dysregulation is a predictor of psychopathology that frequently presents as verbal aggression & disruptive behavior. Integrative practices to support emotion regulation are necessary to prevent/reduce student aggression in a context of cultural humility. This presentation provides overviews of emotion regulation, mental health, and school-based strategies to foster adaptive emotion regulation skills for students at risk. Active learning will promote practical utilization of strategies.

S155 Mental Health or "Just Behavior?" Assessment and intervention strategies Kristin Moore, PsyD, Tara Zomouse, Med BCBA. As school personnel are not always trained to identify or intervene with students who present with complex behavior and mental health profiles, it is becoming increasingly necessary to provide appropriate supports. This training will focus on the intersection of mental health and behavior and describe how to accurately identify and implement effective strategies within the academic setting. The trainers will highlight the importance of a collaborative, transdisciplinary approach.

S158 Mental Health vs. Physical Health (Innovative/Gamified Body Banking) Nate Melson, BS. Body Banking is a whole school, whole child, whole community approach to combating standard American mental and physical health bankruptcy. See how this innovative/gamified tool has been implemented in Colorado to help motivate the young and advanced in age to track and improve their body economics!

S162 Mindfulness- Current evidence, best practice, and directions for research Leah Riggs, MEd, Tim Landrum, PhD. To summarize, in this presentation, we (a) review professionally recommended practice, (b) summarize findings from existing reviews and meta-analyses, and (c) describe the results of our own evidence-based review of mindfulness-based interventions in K-12 school settings. We conclude with recommendations for current practice, as well as suggestions for further research that will enhance our understanding of mindfulness practices in ways that best support trauma-impacted students in school.

S174 Peer Support: An Additional Layer of Support to Onsite School Services Keisha Martinez, MA, Stacy Spencer, MA. Ever wondered if Peer Support could be another layer of support for your School Mental Health Center? We tried the process out to see if it is effective! We will provide our program outline, where it fit into the services package for our district, success stories, and lessons learned. Peer Support has been proven to assist with mental health, but how did it translate as an added layer of our School Mental Health services?

S182 Preventing Youth Suicide: Implementing Suicide Prevention and Crisis Triage Samantha Plevney, MA, Melody Palmer-Arizola, M ED. Suicide has been identified as a significant public health concern for both youth and adults living

in the United States. This presentation looks at the increasing need for both prevention and early intervention in the school setting and provides examples of how Integral Care, the local mental health authority in Austin, Texas, partnered with a local school district to provide ongoing therapy services, suicide prevention training, and crisis intervention services.

S190 Reducing Disruptive Behavior through Teacher Collaboration and Coaching Angela Moyer, MS CAS, Allison Dubinski, MSW, Grace Berman, MSW. This workshop provides an overview of an effective, multi-component intervention for students with externalizing behaviors, with a focus on teacher consultation and coaching. Attendees will learn and practice the application of classroom management strategies, development of Daily Report Cards, and working through barriers to implementation. The workshop will also cover building rapport with parents and teachers and optimizing the collaboration between mental health providers and school staff.

S195 Resilient Together: A Role-Play Simulation for Coping with Loss at School Glenn Albright, PhD, Nikita Khalid, BA. This presentation will address how a virtual human role-play simulation can prepare school communities to respond to a death. By educating school personnel about crisis response planning, postvention plans, and incorporating the use of motivational interviewing (MI) techniques in their conversations within school communities after the occurrence of a tragedy, educators and school personnel can help to restore school morale and assist students and colleagues in recovering from a tragic loss.

S221 STRONG: Impact of Parental Involvement on Intervention Implementation Lina Saadeddin, MA Counselling Psychology. Newcomer children who were exposed to trauma prior to migration have a higher chance of developing a mental health illness. Supporting Transition Resilience in Newcomer Groups (STRONG) is an intervention program developed to address mental health needs of newcomer children. It promotes resiliency and reduces distress. This study investigates the impact of STRONG on children's resiliency. As well, it explores effects of parental involvement on STRONG's implementation process in London, Ontario.

S222 Students' presenting problems: What are they? Is race a factor? Michael Pullmann, PhD, Larissa Gaias, PhD. For what types of problems do students seek mental health services? Do students get better faster when problem identification is intentional? Does race play a role in types of problems, and in whether they get better over time? We answer these questions using data from a study of a brief evidence-informed school mental health (SMH) approach called BRISC. We will also provide suggestions on how SMH clinicians can structure problem identification and monitoring.

S239 The Complemental Model: Equipping Schools to Promote Behavioral Health Marilyn Jacob, PhD LCSW, Andrew Belcher, LMSW, Anna Borkina, MS. The Jewish Board's innovative Complemental model, a customizable approach focused on prevention and early identification of mental health, substance abuse, and trauma, has been implemented in over 100 NYC middle and high schools and 4 community colleges. Our presentation will focus on program implementation over the past 4 years, services offered, quantitative and qualitative outcomes, as well as lessons learned. We hope to demonstrate the tremendous benefit of preventive models in schools.

S241 The Effects of a School-based Mentoring Program on Adolescent's Well-being Jacqueline Anderson, PhD. The purpose of the proposed study is to evaluate the effects of the AMPED program, a school-based mentoring program, on self-reported mental health outcomes using a Dual Factor Model of Mental Health framework. When using a DFM classification, the percentage of students in the four DFM groups was similar to that of previous studies, but DFM category status was non-significant. Exploratory analysis was promising. These results warrant further investigation.

S249 The relationship between ADHD sub-types and functional communication Joshua Metcalf, BA, Tram Nguyen, BS. This study identified differential impacts of core ADHD traits on functional communication. The study included 189 children (age range 7-15 years) with Attention-Deficit Hyperactivity Disorder (ADHD) and analyzed parent and teacher ratings to determine relationships between ADHD sub-types of hyperactivity and inattention and children's functional communication. Findings will be presented and the implications for educators and mental health providers will be discussed.

[S263 Universal Mental Health Screening Practices Across Midwest States](#) **Brandon Wood, PhD, Kellie Cooper-Secrest, MA.** This session will offer results of a research study that investigated the status of universal mental health screening practices in schools across Midwestern states. Information about universal mental health screening, common implementation barriers, and screening tools will be provided. Participants will be encouraged to share their perspectives on and experiences with mental health screening in schools.

[S286 WV TIME 4K: A Collaborative Effort to Address Children's Mental Health](#) **Conrae Lucas-Adkins, PsyD, Peggy Proudfoot-Harman, PhD, Robin Looney, MA, Andrea Roy, MA, Lanai Jennings, PhD, Sandra Stroebel, PhD.** WV TIME 4 K is a multidisciplinary project, funded through a Department of Justice grant, aimed at addressing the rise in children's mental health concerns. It is a collaborative effort between university departments of social work and school psychology, local elementary schools, and community agencies to promote a multitiered system of emotional and behavioral supports in schools. Data from the responses of children receiving Tier 2 supports will assist in planning future school and community programs.

MENTAL HEALTH INTERVENTION AND TREATMENT

[S11 A School-Police-University Partnership to Address Mental Health Crises](#) **Jennifer Green, PhD, Melissa Morabito, PhD, Jenna Savage, PhD, Andria Amador, MS, Jill Battal, PhD.** This talk will present findings from a partnership between the police department, public school district, and university researchers in an urban city. The partnership was established to address questions about the role of police in responding to mental health crises in schools, as well as to identify potential points of intervention. We will present 911 call record data describing police response in schools and discuss how results can inform intervention and advocacy efforts.

[S18 Adapting BRYT to the Elementary School Level: Emerging Learnings](#) **Mariel Collins, MEd, Sarah Rigney, LICSW, Paul Hyry-Dermith, EdD.** Originally developed to support high school students returning from extended mental health-related absences, the BRYT model (now replicated in 140+ schools in MA and beyond) is increasingly being adapted for elementary students who present behavioral challenges associated with a mental health condition and/or trauma response. The session includes an overview of BRYT and a dive into our evolving model for addressing the clinical, academic, and care coordination needs of children and families.

[S37 Bounce Back and Support for Students Exposed to Trauma: A replication study](#) **Yourdanos Bekele, BA, Cindy Schaeffer, PhD, Kris Scardamalia, PhD, Sharon Hoover, PhD.** This study presents an independent replication of two promising but under-researched school-based interventions – Bounce Back and Support for Students Exposed to Trauma – designed to meet the needs of primary and secondary school students who have experienced traumatic life events. The study evaluates the effectiveness of Bounce Back and SSET in reducing trauma symptoms of traumatized students.

[S64 Creating a Clinical Mental Health Program Within A School System](#) **Reagan Courliss, MEd, Nejla deLambert, MEd, Anna Whalen, EdS.** This presentation outlines the steps to creating a school-based clinical mental health program. Presenters will share how limited access to community resources inspired the development of this integrative model. Further, presenters will delve into the design, infrastructure, and delivery of the school-based mental health program including staffing, funding, the referral process, treatment, and staff and community collaboration.

[S77 Development and Implementation of a Suicidal Ideation Response Protocol for Schools](#) **Chris Pawluk, MEd, Deinera Exner-Cortens, PhD.** We present a suicidal ideation (SI) response protocol implemented in over 100 schools in Alberta, Canada. Our multi-sector team developed the SI Protocol to increase effective response to SI in schools. Initial data indicate that implementation of the protocol has increased both the sensitivity and specificity of school-based responses. In this presentation, we will 1) describe protocol development; 2) review the protocol and related training; and 3) summarize initial evaluation data.

[S101 Extending the Reach and Depth of Mental Health Treatment through Technology](#) **Ron Prator, PhD, Nikki Baker, MA.** Providing evidence-based mental health treatment to vulnerable youth in schools can be a daunting task. Student needs exceed the time allotted for traditional therapeutic methods, especially given the current lack of highly trained mental health professionals. This presentation will allow participants the opportunity to participate in the use of

Ripple Effects Behavioral Training Software to enhance treatment and customize individual plans with youth agency in the design of their own treatment.

S107 First Step Next: A School- and Home-based intervention study **Jon Lee, PhD, Andy Frey, PhD, Jason Small, MPP, Edward Feil, PhD.** This presentation is designed for practitioners or researchers who are interested in early intervention programs and their effectiveness. We will begin by providing an overview of the First Step Next and homeBase interventions. Next, we will discuss the design, methodology, results, and implications of this 5-year comparative efficacy trial.

S118 Helping Students Get Back on Track: The Power of Reintegration Meetings **Adriane Van Zwoll, MSW, Jeanine Rainey, MA.** This presentation will explore the importance of reintegration meetings for students who are returning to school following inpatient or partial psychiatric hospitalization programs. This presentation will explain how one school transformed their reintegration process in order to better support students through the successful collaboration between the lead academic interventionist, school social worker, school counselor, school-based health center staff, teachers, parents, and the student.

S127 Implementing Evidenced-based Treatment into School-based Mental Health **Anne Deaner, PhD, Abigail Concino, MA, Suzanne Heise, MSW, Joel Stewart, MS.** CBH is a behavioral health managed care organization that contracts with an array of behavioral health service agencies to provide a continuum of diagnostic and treatment services for Medical Assistance enrolled Philadelphia residents. Treatment services have long been provided within schools and each iteration of those services has improved access and quality. This discussion will present the process by which further enhancements to the therapeutic services delivery model were implemented.

S135 Individualized Evidence-Informed Treatment to Better Support Our Students **Teri Bourdeau, PhD, Eleanor Castillo-Sumi, PhD.** This presentation will describe the integration of an evidence-informed model, Managing and Adapting Practice (MAP), and its tools seamlessly across an agency's programs, including school-based services. The presentation will demonstrate the key features of MAP and how it can serve as a treatment-building toolkit providing a common language for all members of the team, including not only direct service providers and their supervisors, but also paraprofessionals, youth, and families.

S160 MHAT Framework: Improving identification, access & outcomes for students **Jared Taylor, PhD, Alyssa Symmes, EdM.** The Mental Health Assistance Team (MHAT) is a research-based implementation framework for increasing identification and access to mental health services in school settings while encouraging the use of mental health Evidence-Based Practices to increase outcomes for students. A two-year pilot shows encouraging results related to these goals. This presentation provides evidence supporting the framework, along with practical knowledge and procedures to help implement the framework elsewhere.

S181 Prevent. Heal. Thrive: A Rural Indiana Town's Journey to Heal Child Trauma **Kristine Nunn, MA, Darcey Meridith, MSW, Ashleigh Yockey, MSW.** Children's trauma was at epidemic proportions in two rural Indiana counties. As a result, partnerships were formed between SIX local school corporations, a local community mental health center, local businesses and foundations, and the local health care system to enable the delivery of trauma treatment into the school setting where children spend most of their time. This presentation will give voice to this amazing journey, about a community coming together, to help heal traumatized children.

S199 School Attendance, Truancy & Chronic Absenteeism: The Mental Health Factor **Lucie Ingram, BS, Sky Solomon, BGS.** With a focus on equitable and effective school mental health, one Community Mental Health Center has partnered with 22 school corporations in an effort to reduce truancy through collaboration with community partners, intensive mental health services, and life skills training. In this workshop, participants will learn how to help reduce truancy in schools by recognizing the importance of relationship-building with community partners and understanding how absenteeism affects student outcomes.

S211 Screenagers NEXT CHAPTER: Uncovering Skills for Stress Resilience **Delaney Ruston, MD.** In "Screenagers NEXT CHAPTER: Uncovering Skills for Stress Resilience", filmmaker/physician Dr. Delaney Ruston examines the science behind

teen's emotional challenges, the interplay of social media, and what can be done in schools and homes to help them build skills to navigate stress, anxiety, and depression in our digital age.

S214 Silent Suffering: What to Know and What to Do for Internalizing Disorders **Kristin Moore, PsyD.** The most common internalizing disorders are anxiety and depression; however, self-harm behavior and suicide are also important to consider. This training will highlight symptoms consistent with anxiety and depression and provide information on how to recognize and treat such disorders. Strategies and recommendations for treatment will include evidence-based and best practice interventions for a school-based setting.

S217 Strategies for Building Community-School Partnerships for Student Support **Crystal Brandow, PhD.** This session will engage attendees in an interactive introduction to and discussion of school responder models (SRMs). An SRM is an approach to school safety that, when applied correctly, creates opportunities for addressing the behavioral health needs of students, being explicit about trauma and its impact, and addressing disproportionality in schools. The core components and guiding principles of an SRM will be presented. Implementation data will be discussed, in addition to lessons learned.

S229 Supporting Students Living in Out-of-Home Placements **Kelly Zinn, MSW.** Students living in out-of-home placements, such as foster or kinship care, are at-risk for academic challenges. This session will provide the participant with an overview of this growing issue, describe the impact that living in out-of-home placements may have on the social, emotional, behavioral, and academic growth of this population, and offer a trauma-informed approach to supporting students in care. Ready-to-implement strategies will be suggested.

S237 The Attuned School Clinician: Attachment-Based Clinical Practice in Schools **Lauren DePinto, MSW.** Attachment theory is the cornerstone of clinical practice in schools. This fundamental theory of human development extends a rational and applied way of thinking, observing, examining, and interpreting behaviors from a relational perspective. As attuned school clinicians, when we prioritize a child's relational matrix and are attuned to the impact and effects of their early relational experiences, we will enrich our overall effectiveness as interventionists and secondary attachment figures.

S243 The Making of HEROES: Equitable & Effective Mental Wellness Services **Rebecca Sapp, PhD, Greg Wallace, EdD.** A practical presentation for those wanting to implement strong mental health services in their schools. Presenters will describe basic principles that make mental health and school partnerships work well. They will describe information that can help secure funding. In addition, they will discuss safety and crisis assessments done in the schools.

S244 The One Big Thing No One is Talking About: Interoception, The 8th Sense **Kelly Mahler, OTD.** Interoception is an important sensory system that helps us to notice and interpret internal body signals like tense muscles or a racing heart, and in doing so, enables us to accurately identify and manage how we feel. Research indicates that interoception challenges are highly prevalent and are found to significantly impact mental health. This presentation will provide participants with an overview of this research as well as evidence-based strategies to assess and improve interoception.

S247 The Real Deal with Bounce Back: Making Bounce Groups work in Schools **Kelly Lennon-Martucci, LCSW, Jaclyn Vasaturo, LMSW, Nathalie Sarju, LMSW, Stephanie Rojas, LMHC, Jaquala Montalvo, LMSW.** The purpose of this presentation is to provide an overview of Bounce Back, an elementary school-based 10-week group model for children who have experienced trauma and stressful events. During this presentation, clinicians doing the direct work will share the real deal of implementing this evidence-based group in their diverse school settings. Adaptations, clinical considerations, and lessons learned will be highlighted by a team of clinicians doing this work.

S256 Trauma Systems Therapy for Schools (TST-S) **Lisa Baron, EdD, Adam Brown, PsyD.** TST-S is an adaptation of Trauma Systems Therapy designed for use in schools. School staff are trained to understand patterns of student reactivity to reduce incidents of traumatic reminders so that emotional and behavioral dysregulation can be lessened, and class disruptions can be minimized. School-based mental health clinicians work closely with teachers to identify trauma triggers and plan data-informed interventions while teaching students to identify and manage their traumatic reactivity.

S278 Utilizing Telemental Health in School settings: One Provider's Journey Christine Clark, Master of Arts in Marriage and Family Therapy, Kerri Ann Sanford, Master of Science in Clinical Mental Health. A private community mental health provider in Georgia with 50+ school-based sites will discuss the implementation of telemental health services in the school-based continuum of service provision. Discussion will include best practices, benefits, drawbacks, and how to utilize this service to increase consistency of services, clinician morale, productivity, and increased family participation.

S280 & **S281 Weathering the Storm: Emotional Wellbeing's Impact on School Climate** Ashley Fried, MS, Carrie Greene, MS, Katherine Steffens, MS, Lakendra Schwendig, Clinical Psychology. Students come to school with a range of emotions from stressors in and outside of the classroom. Teachers are influential in determining the climate of the classroom and creating an ideal learning environment. They are invested in shaping their students' lives and success; yet, all too often, put their own mental health needs on the back burner, in turn directly impacting the climate in the classroom. CareFirst developed a holistic approach to the mental health needs of school-based staff.

S285 Working Together for Success! Creating a Tier 3 Behavioral Intervention Pro Frank Palermo, MeD Administration and Counseling. Elementary schools are experiencing an increasing number of primary-aged students whose disruptive behaviors are interfering with their ability to learn and the teacher's ability to teach others. Administrators are enforcing the student code of conduct instead of providing a therapeutic solution because they have no other alternative. We have many tools in our schools including behavior assistants, counselors, PD, and MTSS.

IMPLEMENTATION SCIENCE AND PRACTICE

S4 A District's Journey to Meeting the Needs of the Whole Child Jocelyn Brown, EdD, Sonia Songui, MA, Melissa Tooles, MA, Caroline Green, MA, Brandy Walker, MA, Susan Scott, MA. A district's journey to implementing the MTSS framework in order to meet the needs of the whole child. A multidisciplinary team reviews strategies they have used to support school problem-solving teams in using data to inform decision making and practices in order to select appropriate interventions. Presenters will share evidence-based strategies at each tier and will discuss the importance of district support and leadership, as well as community partnerships throughout the process.

S5 A Framework for Trauma Responsive Multi-Tiered Systems of Support Tawanna Jones Morrison, EdD. This session is designed to support participants in learning approaches and strategies for teaching children who may have been impacted by trauma. They will leave with the tools for identifying symptoms of trauma and understanding the impact of trauma on teaching and learning. This session will culminate in the creation of a plan for using the developmental trauma triangle as a framework for supporting their schools in creating a trauma-responsive multi-tiered system of support.

S7 A Multiagency Strategy for Mental Health and Suicide Prevention in Schools Tiffany Erspamer, PsyD, Christine Harms, MS, Sarah Younggren, LCSW. Representatives from Partners from Children's Mental Health, Mental Health Colorado, and the Colorado School Safety Resource Center will be presenting on strategic systems approaches to support youth mental health wellbeing within the academic environment. They will review the creation and implementation of the Colorado Suicide Risk Assessment Toolkit and evidence-supported best practices to improve school impact on the mental health of children and adolescents.

S8 A New Clinicians Group Supervision Model to School Mental Health Services (SI (Slides Only) Raymond Blanchard, MSEd, Emily Casa, MSW. This interactive conference session shares a unique perspective from current administrative staff (i.e., program director, clinical supervisor) who provide clinical supervision within a school-based behavioral health training program. Our session will introduce participants to our three-tiered supervision format provided to clinicians who are new to the school mental health field. Small group discussion and identifying strategies for school mental health supervision will be provided.

S40 Building a Multi-Tiered SEL System in a Rural District Susan Lindblad, PhD. Building an MTSS process to support student social-emotional-behavioral learning needs is a complex process that requires significant amounts of communication and collaboration. This process can be made both easier and more complex when conducted in a rural

community. This presentation will highlight one district's successes and challenges when building a SEL infrastructure in rural Nebraska.

S51 Campus Readiness Assessment for Integrating SEL and Mental Health Supports **Prianka Legesse-Sinha, MPH CPH, Elizabeth Torres, MPH, Cherie Spencer, MEd, Julie Purser, PhD, Beth Auslander, PhD, Shannon Guillot-Wright, PhD.** Causeway Galveston is an integrated partnership pilot model aimed at promoting social and emotional learning (SEL) and mental health supports in schools. In this presentation, we describe how we assessed campus readiness for the integration of SEL and mental health supports and how we are using that information to inform our expansion efforts. With this innovative partnership and model in place, we are creating a supportive culture that empowers our youth to thrive.

S57 Coaching: Key Features, Skills, and Tools for Fidelity and Sustainability **JoAnne Malloy, PhD, Kathryn Francoeur, MEd, Heidi Cloutier, MSW.** This session will focus on the elements of high-quality coaching practice based on the experiences of a team in New Hampshire. Participants will work with case studies and coaching tools specific to team facilitation, working with mentees, and quality improvement cycles.

S62 Comprehensive Sexual Assault Prevention on College Campuses: Slides, Audio. Jack Baker, MA, Paul Flaspohler, PhD. This poster focuses on the characteristics of comprehensive sexual assault prevention on college campuses and the institutional infrastructure needed to carry out and sustain such an approach. The poster compares current universities' prevention strategies to identified best practices. The poster also highlights the results of interviews with university prevention staff regarding elements of organizational capacity needed to provide comprehensive prevention.

S67 Creating a Restorative School Community in Baltimore County Public Schools **Lisa Selby, MA, Susie Swindell, MS Ed.** Baltimore County Public Schools has been implementing Restorative Practices for several years and is moving towards a district-wide approach to implementation. Some of these strategies include the development of an Implementation Guide, a district-wide training plan, fidelity tools, and identification of staff to support this work in schools and at the district level. This presentation will share the steps taken to provide support and training to schools as well as preliminary data findings.

S76 Developing Motivational Interviewing Training Infrastructure **Andy Frey, PhD, Jon Lee, PhD, Jason Small, MPP, Aidyn Iachini, PhD.** This presentation is designed for practitioners who have been trained to use MI skillfully and are interested in developing the beginning capacity to train school-based practitioners to practice MI competently. Participants will receive an overview of several MI training resources available for school-based practitioners. Multiple measures that can be utilized to supervise school-based practitioners or evaluate MI competency and/or proficiency will be provided and discussed.

S84 Educating the Whole Child: Implementation of SEL Tiered Interventions **Gina Hurley, EdD, Elizabeth Forbes, CAGS, Gina Hurley, MS, Angela Pidala, MA.** This presentation will focus on the Barnstable Public Schools' vision of educating the Whole Child through the successful implementation of evidence-based SEL interventions especially as they relate to a multi-tiered system of student mental health supports (MTSS). Given the changing needs and demographics in our district, one elementary school has made cultural adaptations of evidence-based practices to address their growing culturally diverse population.

S91 Engaging teachers, caregivers, and students in evidence-based interventions **Heather McDaniel, PhD, Andrew Garbacz, PhD, Elisa Shernoff, PhD, Elise Pas, PhD.** Evidence-based interventions (EBIs) are often multi-component interventions that require intensive stakeholder engagement and implementation supports. Research has begun to identify key predictors of stakeholder engagement in school-based EBIs but many gaps remain. In this presentation, we aim to identify and fill some of the critical gaps in the literature related to teacher, student, and parent engagement in EBIs for disruptive behavior and provide recommendations for future implementation.

S102 Facilitating Teacher Well-Being Through Schoolwide Professional Development **Hallie Fox, MA, Beth Tuckwiller, PhD, Shruthi Shree Nagarajan, MEd, Heather Walter, EdD, Rachel Sadlon, MPH.** Attention to teacher

mental health is paramount if we hope to better support our schools and students. Research suggests there are links between improved teacher well-being and outcomes for students. The purpose of this workshop will be to discuss emerging research associated with positive indicators of teacher well-being and mental health and share sample professional development activities and resources informed by school-based well-being interventions for teachers.

S103 Factors Connected to Increased Youth Suicidality: Implications for Schools **Amy Plog, PhD.** Based on self-report data, hospitalizations for suicidality, deaths by suicide, and youth and adolescent suicidality have been increasing for the past 10-12 years. This session will present research on factors thought to be behind this increase; technology/social media, decreased coping skills, systemic racism, and bullying will be explored as potential factors. Implications for intervention in schools based on factors most clearly connected to the increase will follow.

S105 Family Mindfulness Based Stress Reduction Program Implementation in Schools **Jodi Cunniffe, PhD.** This session will share the results of a family mindfulness-based stress reduction program implemented in four suburban public elementary schools in Pennsylvania. The study examined the effects of implementing a family mindfulness-based stress reduction program in the school setting on overall family well-being and functioning. The session will include opportunities for active engagement in mindfulness activities that were utilized in the study. Resources for implementation will be provided.

S113 Future Directions for Implementation Science and the Applied Researcher **Jennifer Cooper, PhD, Stephanie Moore, PhD.** This presentation will provide a synthesis of pivotal research in the field of implementation science to increase attendee's knowledge and use of implementation strategies to support the integration of evidence-based practices into school mental health. Researchers and implementation practitioners will leave equipped with an understanding of the state of the science related to implementation strategies and prepared to identify empirical questions for future research.

S115 Grant Closed Out? A Team of One Can Still Keep Critical Initiatives Alive **Laura Kamp, BA.** A staff of ten becomes one. Yet, the demand increases from four school districts in one county to 23 districts in four counties. Three initiatives are producing great outcomes, but the lucrative funds providing critical technical assistance and coaching are gone. Learn the critical components needed to sustain implementation and outcomes of evidence-based, multi-tiered, SEL, and behavioral health initiatives. Discover how one community is persisting with one remaining staff person.

S125 I-CARE: Supporting the Self-Care Practices of Teachers and Staff **Sara Sanders, EdD, Kristine Jolivette, PhD, Aundrea McFall, EdS, Skip Kumm, PhD, Brandis Ansley, PhD.** Staff who work with youth served in residential and juvenile justice facilities often face occupational stress, secondary trauma, and increased burnout. Teaching and supporting staff in the use of self-care practices using the MTSS framework is one method to positively impact staff well-being. I-CARE, an instructional approach that can be used to increase self-care practices of staff using the MTSS framework, is presented along with the results of participant interviews and survey responses.

S131 Improving Teacher Training and TA for School Mental Health Innovations **Hannah Dinnen, MA MEd, Amy Kerr, MEd, Mark Weist, PhD, Lucille Eber, EdD, Paul Flaspohler, PhD.** This session will focus on how to build teachers' capacity for enacting school mental health programs and practices. The session will start with the presentation of findings from a systematic review of the literature on standards of practice for teacher training and TA in the area of school mental health. Following this presentation, audience members will engage with presenters in an interactive discussion about how to enhance the quality of training and TA in the area of school mental health.

S148 Leveraging Motivational Interviewing to Facilitate Home-School Connections **Julie Owens, PhD, Andy Garbacz, PhD, Margaret Sibley, PhD, Jonathan Lee, PhD, Andy Frey, PhD.** Motivational interviewing (MI) has been studied across a variety of health behaviors (e.g., smoking, diet) with demonstrated efficacy. We will present (a) new research exploring the impact of MI on enhancing parent engagement in-home and school-based interventions for youth with behavioral problems, and (b) an innovative model for training practitioners in MI. We will discuss how these innovations may have implications for enhancing equitable and effective school mental health.

S152 Measuring and Communicating Progress and Outcomes for Improved Success Kate Cordell, PhD MPH. Research has shown that creating a comprehensive plan with goals and measuring progress can improve mental health care. Providing feedback on progress improves therapeutic alliance and outcomes. We provide visual examples for capturing, tracking, and communicating progress designed to engage students and families in care. Assessments can be unpleasant. The presentation provides examples of capturing and visualizing a student's progress in an avatar (e.g., a wolf) to appeal to a child/youth.

S163 Motivational Interviewing to Promote School-Based Prevention and Fidelity Elise Pas, PhD, John Terry, PhD, Madeline Larson, MA, Lindsay Borden, PhD, Julie Owens, PhD, Mary Lee, PhD. Motivational Interviewing (MI) targets ambivalence toward change, thereby empowering and promoting behavior change. This symposium focuses on the effects and drivers of the effects of MI-based approaches. Research regarding interventions that leverage MI as a means for promoting uptake and engagement with evidence-based prevention programs/interventions as well as coaching/consultation focused on the uptake of evidence-based practices in the classroom will be presented.

S168 Not Just Another Initiative: Empowering School Staff to Embrace MTSS Chrissy Woodring, MS CAS, Dominique Ricciardelli, PsyD, Rosanna Grund, EdD Candidate, Laura DIbble, MD, Erin McLaughlin, MS CAS, Heather Vitale, LMSW. This session will discuss the adoption and evolution of a comprehensive MTSS framework across multiple special education and alternative education programs for students with social-emotional needs and who have been impacted by trauma. Topics addressed include data-based decision making using a universal assessment tool (BIMAS-2), specific Tier 1-3 interventions, and supports implemented to "grow the green." Presenters will discuss our model implementation and outcomes observed.

S169 Nuts & Bolts: Adding Community School-Based Healthcare to Existing Services Paula Fields, MSN BSN RN, Emily Baldi, MSW. Because mental health providers in schools may be stretched thin or absent altogether, adding community-sponsored school-based health care to existing school health services results in a win-win for students! Participants in this interactive session will learn about best practices and applicable tools for partnering with the community to implement or strengthen community-sponsored school-based health services.

S175 Perspectives on coordination of multiple behavioral frameworks in schools Melissa George, PhD, Heather McDaniel, PhD, Jennifer Gibson, PhD, Katelyn Wargel, MPA, Paul Flaspohler, PhD, Rebecca Toll, MNM. The current presentation will discuss 1) the theoretical rationale and empirical evidence for coordinating widely used behavioral health frameworks in schools; 2) share learnings from school and district personnel around their understanding, current practice, and ideas for implementing multiple behavioral frameworks in an aligned, coordinated or integrated way; and 3) highlight contextual factors that might guide high-quality implementation of multiple behavioral health frameworks.

S176 Play nice in the sandbox: Multi-tiered Mental Health Supports in Schools Michael Kane, PhD, JeTawn Shannon, EdD, Mary Claire Mucenic, PhD. Mental health and school success are closely linked, and untreated mental health challenges can create barriers to success. Schools provide improved access to students and are an ideal place for mental health promotion, prevention, and early intervention. With a focus on strategies, successes, and lessons learned; this session will explore one large urban school district's expansion of mental health support available to and accessed by students through the expanded implementation of MTSS.

S196 Results of a Statewide Tier 2 Implementation in Delaware Schools: CBITS Kiera McGillivray, LMFT. Children & Families First has been working with Delaware schools to implement a trauma program to reduce trauma exposure symptoms, increase coping and relaxation skills, and develop positive social-emotional skills. This effort to address stressful situations has been met with success, and the intervention is in elementary, middle, and high schools throughout the state. Findings will be discussed in hopes to promote trauma-informed interventions in the school and to help make it successful.

S219 Strengthening SBMH Regionally Through Coaching Support and a PLC Model Lisa Lesselyong, MS, Elizabeth Langteau, BS. Allies in Mental Health Education (AMHE), a WI regional professional learning community (PLC), consists of 25+ district teams working on one common goal: growing comprehensive school mental health. Presenters will share their experience cultivating a large regional PLC focused on implementing comprehensive school mental health, longitudinal

data reflecting systems' growth, and feedback from the learning community that continues to guide their journey of continuous improvement leading the PLC.

S225 Supporting Effective School Mental Health Systems: The MHTTC Network **Heather Gotham, PhD, Jessica Gonzalez, MSW, Ann Murphy, PhD CPRP, Erika Franta, PhD, Molly Lopez, PhD.** The Mental Health Technology Transfer Center (MHTTC) Network, in partnership with the NCSMH, developed a training curriculum on quality indicators of school mental health services that provides a roadmap for dissemination and implementation of best practices for school mental health systems. In this seminar, we will describe regional approaches to utilizing the curriculum to support implementation in districts and campuses and provide practical approaches to utilizing the available tools.

S231 "Taking Time for Myself": Self-care Perceptions of Teachers and Staff **Aundrea McFall, EdS, Sara Sanders, EdD, Kristine Jolivette, PhD, Brandis Ansley, PhD, Skip Kumm, PhD.** Residential and juvenile justice facility staff were surveyed to identify current perceptions and knowledge of self-care practices and their applicability and accessibility within the context of their current job. The results of this pilot study are presented including current self-care practices, barriers to self-care, and the self-care practices available at current places of employment.

S242 The Ins and Outs of Implementing a High School Behavioral Health Team **Rebecca Lara, MSW, Natalie Eich, MA, Lindsey Furczyk, MA, Megan Gunier, MSW, Christopher Wild, MA, Jacquelyn Fitzgerald, MA.** This presentation will address how the implementation of a Behavioral Health Team has streamlined the process of connecting students to the most relevant supports. The audience should expect to walk away from the presentation with a general understanding of the behavioral health team, its process, and the outcomes experienced in a large suburban high school district. Strategies discussed will include how to encourage staff participation and how to initiate and manage community partnerships.

S246 The PersonBrain Model: A Trauma-Informed, NeuroTransactional Approach **Sara Wilson, PsyD, Elizabeth Avery, MA, Amy Hill, MSW.** The PersonBrain Model is a powerful, trauma-informed, NeuroTransactional approach providing positive behavioral support to children and youth with challenging behaviors. Developed from research-proven theories and practices, this multi-theoretical training program empowers those in helping roles, along with children and youth in need, with the critical skills that help to transform negative experiences into positive outcomes. Presenters will introduce key concepts and practical strategies.

S253 Translation of Evidence-based Practices for School Health Promotion **Melissa George, PhD, Rebecca Toll, MNM.** Key steps toward promoting school health using a whole-school approach include identifying evidence-based practices and policies for improving health and academic outcomes and translating them for use in school communities. This presentation discusses a statewide initiative to: a) curate research related to a widely used school health model, b) gather ongoing input and feedback from various key stakeholders about effective ways to translate EBPs, and c) develop translational tools and resources.

S260 Treatment Fidelity in School Mental Health: A Systematic Review **Jennifer Cooper, PhD, Shannon Holmes, PhD.** Treatment fidelity is a critical methodological concern in research and practice because it is essential to making valid conclusions regarding intervention outcomes. Despite its importance, treatment fidelity has been largely overlooked in the literature. Although interest in implementation science has grown, few studies address treatment fidelity in schools. Findings from a systematic review of treatment fidelity for behavioral health will be presented to inform future research and practice.

S265 Universal School Mental Health Approach: From Screening to Linking to Care **Jennifer Hughes, PhD MPH, Jacqueline Anderson, PhD, Elizabeth McCauley, PhD, Molly Adrian, PhD, Elizabeth Connors, PhD.** There is a critical need to match youth with mental health needs to appropriate levels of effective care in schools. This symposium reviews: 1) use of VitalSign6, a web-based, software platform, as a screening and care linkage tool in schools; 2) an assessment, engagement, and triage model, Brief Intervention for School Clinicians (BRISC), designed to help school-based providers determine students' needs and connect to services; and 3) key user group input about use of technology-enabled service.

[S271 Using Psychosocial Data Effectively: Progress Monitoring and Beyond](#) **John Crocker, MEd, Elizabeth Connors, PhD.** This presentation will provide practical information and implementation guidance for collecting, sharing, and acting upon student psychosocial data to inform tier II and III services. Participants will learn the value of measurement-based care (MBC) practices to 1) monitor individual student progress and response to intervention 2) make collaborative intervention decisions with the student and family based on review and discussion of progress data and 3) examine service effectiveness.

[S276 Using Universal Screening Data to Inform Intervention](#) **Jennifer Medeiros-Crabbe, MEd CAGS.** This presentation will describe the implementation of the Comprehension Behavioral Health Model as a Multi-Tiered System of Support for behavioral health and its impact on the provision of instruction and intervention to ensure equity for all students.

[S287 Zero Suicide: A New Framework for Schools](#) **Perri Rosen, PhD, Stephen Sharp, MEd.** The purpose of this paper presentation is to provide an overview of the Zero Suicide framework and its application to school settings. Presenters will describe the framework's conceptual alignment with a comprehensive approach to school-based suicide prevention that situates within a multi-tiered framework. This alignment will be discussed by highlighting research-based and best practice approaches to suicide prevention in schools across each of the seven components of Zero Suicide.

[S292 A Systems Thinking, Systems Changing Approach to Mental Health in Schools](#) **Jessica Lawrence, MS.** This session brings participants through the Systems Thinking; Systems Changing simulation. Educators & partners of education will learn about the structures & strategies that schools need to be continuously improving learning organizations. Participants will be fully engaged, working in teams to move a districts' initiative forward around the whole child and mental health in schools. Other topics discussed include sustainability, leadership, creating buy-in and addressing resistance.

EDUCATION-MENTAL HEALTH INTEGRATION AND COLLABORATION

[S2 2-Generation MTSS: Making it Work for the Whole Family](#) **Stephanie Mintz, MSW, Noelani Mussman, MAT.** Learn about the implementation of MTSS in a 2-generation school for immigrant families. We will explore the impact of collaboration on family outcomes; discuss strategies that engage the whole family; consider how to leverage community resources; and share ways to incorporate trauma-informed professional development and self-care. Participants will have time to reflect on their own setting and how to adapt aspects of two-generation support and collaboration to their context.

[S9 A Partnership: The Story of a Therapeutic Teaching Model](#) **Benita Amedee, PsyD, Tonya Allen, EdS, Alma Marquez, LICSW, Ashley Gramling, MA.** In Minnesota, ISD 287 and the Wilder Foundation reimagined what education should look like for students with intensive and complex needs. The Therapeutic Teaching Model supports the growth and healing of children through educators, therapists, and family resource navigators who work together to support students and families. Early successes: 71% of students had less restrictive procedures; 0 school removals or suspensions; and 100% of families felt their child's behavior improved at school.

[S16 Accelerating Equity and Efficacy with ECMH-C and Expulsion Prevention](#) **Grace Schoessow, MS.** Explore ways to improve school mental health equity and efficacy by implementing Early Childhood Mental Health Consultation (ECMH-C) and preventing early childhood expulsion. In Ohio, a statewide effort to end early childhood expulsion in educational settings is accelerating through new policies, the integration of early childhood systems, and the addition of the Ohio Model of ECMH Consultation to advance multi-tiered systems of support and comprehensive school mental health services.

[S21 Addressing Complex Student Needs with School-Based Clinical Psychologists](#) **Maya Spernoga, PsyD, Lauren Colston, PsyD, Amber Thornton, PsyD.**The mental health needs of students often outpace traditional school resources. The development of a clinical psychologist role within the student support framework can strengthen a school's ability to accurately identify, assess, and address student social-emotional and behavioral needs. This in turns allows for necessary

training and support for school staff to advance strategies for effective partnering with teachers, administrators, and school psychologists, counselors, and social workers.

S26 Alignment of Social-Emotional-Behavioral (SEB) Initiatives in Schools Using **Lucille Eber, EdD, Kelly Perales, MSW.** Simply adopting an SEL curriculum or a trauma informed approach does not lead to adequate implementation or improved outcomes. Increasingly, researchers recommend that SEL competencies and trauma informed approaches be integrated within a prevention-focused, multi-tiered public health model to ensure that this knowledge is integrated into a system that links to student outcomes. This session will describe the steps and tools for using the MTSS framework to install and align a range of social-emotional-behavioral initiatives.

S31 Best Practices in a School Based Mental Health School-Agency Partnership **Teandra Gordon, PhD, Antoinette Wilson, PhD, Irma Guardiola-Castillo, PhD.** Legacy Community Health is a federally qualified health center that operates 21 school-based health centers in the Houston, TX area. The Behavioral Health leaders in the Legacy school-based health program will discuss best practices for navigating confidentiality, crisis, collaboration, sustainability, and bridging the gap between education and mental health while promoting the mental and behavioral health and academic achievement of students through Tier I, II, and III interventions.

S32 Better School-Mental Health Partnership: Notes from the Field **Bob Nickles, MSW.** This workshop reviews available research on school-mental health partnership, presents tools for participants to use to assess their own school communities, and reviews case vignettes on a 4-year partnership from an urban center on the East Coast of the United States. Participants can expect to engage in skills rehearsal, role play, and group discussion. Learning objectives and workshop pedagogy emphasize the importance of pragmatic concerns, practical tools, and incremental change for education.

S33 Better Together: Addressing School Mental Health with Community Partners **Mindy Chadwell, PhD, Scott Ingwerson, EdD, Malinda Kroll, MS, Terrin Dorathy, EdS.** Community partnerships are key to developing and sustaining comprehensive school mental health support systems. This presentation will (1) describe visionary leadership for implementation of school mental health systems; (2) outline multi-tiered components of school behavioral and mental health supports; and (3) outline facets of a partnership between a Midwestern school district and University training program, including support through the Mid-America Mental Health Technology Transfer Center.

S41 Building a Trauma Informed School in a Trauma Uninformed World **Alyssa Sanders, LCSWC, Larry Epp, EdD, Lindsey Foss, LCMFT, Meredith McNerney, MEd, Leah Schwartz, LMSW, Laura Williard, LCSWC.** Representatives of Montgomery County, Maryland's oldest community school partnership, Linkages to Learning, will discuss the initiatives, successes, and struggles involved in embedding trauma informed practices in a major school system. The participants will describe their collective efforts to offer trauma informed practices across 29 schools, and what realities they faced in creating such a culture when competing with other educational and agency priorities. Linkages to Learning is a unique public-private partnership funded primarily by the Montgomery County Department of Health & Human Services.

S43 Building Capacity for a Statewide Tiered Model for School Mental Health **Sara Whitcomb, PhD, Melissa Pearrow, MS, Kelsey Gordon, MS, Talia Berkowitz Regosin, BA, Melissa Pearrow, PhD.** The purpose of this presentation is to provide school mental health professionals, school administrators, and state-level planners with a guide and specific tools to initiate a statewide professional development plan that will enhance school-wide capacity for high-quality, equitable, tiered mental health supports.

S47 Building the Plane While Flying. Integrating SEL and Mental Wellness **Krista Fay, LCSW LSSW, Jessica Hynson, LMHC CSAYC.**One district's approach to streamlining resources, requirements, and funding sources provides one example of how to build a system that maximizes available levers in order to provide articulated and unduplicated services for students. Using MTSS as a framework, see how multiple SEL and Mental Wellness initiatives were launched and see their current state of operation.

S49 California's Collaborative Journey to Expand Youth Mental Health First Aid **Monica Nepomuceno, MSW, Hilva Chan, MSW, Samira Soleimanpour, MPH PhD, NA.**Funded by SAMHSA and led by the California Department of

Education, Project Cal-Well programs help improve student mental health, statewide. One of the key strategies used was Youth Mental Health First Aid Trainings to provide adults with skills to recognize and refer students in need of help. Presenters will share the journey to expand YMHFA, including lessons learned, collaborative partnerships, mega trainings, success methods, and evaluation findings that can be replicated by other states.

S55 Clinician's Role in Restorative Justice: Implementation & Practices **Vivian Johnson, Masters in Counseling Child Marriage and Family, Angelica Maulucci, MSW, Soundhari Balaguru, PhD, Shontay Rand, MSW, Marsha Theus, MS.** The participant WBAT -Compare/contrast trauma-informed Restorative Justice Practices to Zero Tolerance Discipline Policy, disproportionately impacting students of color -Review student data to highlight the impact of restorative discipline on student's ability to perspective take & engage in prosocial conflict resolution-Review developmentally appropriate examples of student reflections & receive systems that they can use in their own school community -Identify & practice skills

S58 Collaborative Support for SEL in Military-Connected Youth **Terri Hodges, PhD, N'Dorah Walker, MSW, Lisa Lam, MSW, Jaynie Van Sant, MS CAGS, Lara Sullivan, MEd.**A Process Action Team on an army garrison connects hospital, school district, and garrison staff to identify resources for and barriers to social-emotional supports for military-connected youth. Memoranda of Understanding between agencies guide and support this collaborative work. Partnerships forge a path toward streamlining access to resources and collaborating in service provision, bolstering and expanding the systems of care for supporting youth on the garrison and surrounding region.

S63 Comprehensive System of Care for Students with Trauma and Behavioral Health **Jamie LoCurto, PhD, Jeana Bracey, PhD, Diana Perry, PsyD LPC, Rebekah Behan, BA, LeeAnn Waye, BS, Meagan Rolla, MA.** This symposium describes a comprehensive mental health system underway in CT schools to promote social-emotional development in students, strengthen the school-family-community connections related to student well-being, train a range of school personnel in best practices and screening strategies in order to identify and treat behavioral health concerns and trauma, connect students to resources within their school and local communities, and use data to drive decision-making and dissemination.

S65 Creating a Continuum of School Mental Health Care: The SoMo Experience **Lee Ebersole, EdD, Mary Ellen Lloyd, MA, Alexander White, MS, Victoria Slater-Madert, LCSW.** The Social and Emotional Support (SoMo) team embraces a breakthrough initiative to promote wellbeing among children and adults in schools throughout Jefferson County, West Virginia. The SoMo team has created a continuum of school mental health care across contexts within the district to ensure consistent, accessible services for all stakeholders. The SoMo team shares practices and essential lessons learned through the experience of implementing this signature school mental health partnership.

S75 Designing Mental Health Preparation Programs for Rural Contexts **Jayne Downey, PhD, Rebecca Koltz, PhD, Anna Elliot, PhD, Kirsten Murray, PhD.**This presentation will report on the process by which Montana State University and the University of Montana came together to design a cohort model of mental health preparation and practice for rural mental health professionals. The model was designed to meet the unique needs of rural schools and communities and increase equitable access to mental health services in rural contexts. Data will be shared to highlight initial insights and areas of success, as well as key areas for improvement.

S78 Development of Internship Training Opportunities in School Mental Health **Erika Franta, PhD, Mindy Chadwell, PhD, Brandy Clarke, PhD.** The Mid-America MHTTC, based out of the University of Nebraska Medical Center, Munroe Meyer Institute, serves the four-state region of Nebraska, Iowa, Kansas, and Missouri and provides continuum of training and technical support provided in the area of school mental health. This presentation will describe how the MHTTC aided in establishing comprehensive school mental health training programs state through effective and collaborative partnerships and discuss ideas for graduate-level training.

S82 Do as we do: promoting equity in adult collaboration in schools **Jenny Ventura, MSW, Sonya Benavides, MSW PPSC.**Promoting equitable schools requires teams to address equity in their work with each other. This can surface strong feelings, undermining a team's capacity for collaboration. In this session, five social drivers (Status, Certainty, Autonomy, Relatedness, and Fairness) will be introduced and attendees will learn concrete tools and practices to better plan for

collaborative interactions in schools that minimize threats to these drivers and instead, promote them in ways that lead to true engagement.

S83 Early Childhood Mental Health Consultation **Aisha Bryant, MA Mental Health Counseling, Brenda Terry-Leonard, PhD, Karyn Hartz-Mandell, PhD, Charles Crabtree, Jr., MA.** Early Childhood Mental Health Consultation (ECMHC) aims to enhance the quality of young children's affective environments in order to promote their social, emotional, and behavioral health through capacity-building with teachers, administrators, and parents. This presentation will (1) outline a model of ECMHC used in an early childhood public charter school system, (2) discuss an administrator's ECMHC experience, and (3) report initial classroom climate, child behavior, and academic outcomes.

S86 Effective Partnerships to Bolster the Multi-Tiered System of Supports **Stacy Spencer, MSW, Keisha Martinez, MA.** Integral Care has effectively collaborated with multiple school districts in and around Austin, Texas offering each district a different array of Tier I, II, and III services based on each district's unique needs and funding options. Integral Care will share how they got started in each district, the array of services offered, and funding for each service. Integral Care will also discuss strategies to ensure effective and productive partnerships between community mental health and districts.

S90 Engaging Stakeholders to Enhance Comprehensive School Mental Health in DC **Olga Price, PhD, Vinu Ilakkuvan, DrPH, Marisa Parrella, LICSW LCSW, Mariola Rosser, EdD, Charneta Scott, PhD.** This symposium will explore lessons learned from multi-level stakeholder engagement related to DC's expansion of school behavioral health – from health center/school collaboration to forming a multi-sector community of practice to convening diverse stakeholders to coordinate efforts to improve implementation and policy. This symposium will highlight approaches to engaging stakeholders that strengthen community relationships, capacity, and buy-in; generate action; and increase sustainability.

S92 Enhancing Mental Health Literacy in Educator Preparatory Programs **Danielle Empson, MS.** This session will highlight an initiative to embed YMHFA and QPR along with other relevant mental health literacy content within educator preparatory programs across 38 institutions of higher education (IHEs). The impact of this initiative has resulted in close to 2000 pre-service educators completing YMHFA and/or QPR training in advance of their capstone/student teaching experience. Further, the indirect impact of this initiative is reported at well over 10,000 PK-12 students.

S98 Expanding Our Framework for School-Based Mental Health Service Delivery **Michael Brachfeld, PhD, Megan Polanin, PhD.** The Center for Wellbeing in School Environments (WISE) aims to reduce mental health and educational disparities in Washington, DC by bringing innovative best practices to schools. WISE implements an innovative model that mitigates typical barriers families face to access quality mental health care by integrating a multidisciplinary team in schools driven by a four-pronged approach that includes staff training and capacity building, direct clinical services, and adult wellbeing initiatives.

S108 Fitting the Pieces Together: Facilitating Coherence and Alignment of State **Natalie Romer, PhD, Natalie Walrond, MBA CFA.** States are increasingly identifying a need to facilitate alignment and coherence of whole child initiatives. This presentation will focus on a protocol for states to increase awareness of related whole child initiatives and identify opportunities for increased alignment and coherence. Presenters will provide an overview of a protocol being co-developed by national organizations and state leaders and share preliminary findings from states that have piloted the process.

S109 Florida Cares: Mental Health Services for all Public School Students **Mary Claire Mucenic, PhD, Seth Bernstein, PsyD, Andrew Weatherill, Donna Sicilian, Robin Morrison.** After the Marjory Stoneman Douglas High School tragedy, the Florida Legislature provided local school districts with funds to ensure every public school student has access to a mental health professional at school. This panel includes state, community, and Florida school district leaders who have designed and implemented mental health plans that connect students to the needed services and resources. Discussion will focus on implemented strategies and practices, successes, and lessons learned.

[S110 Fostering Educational Success: Engaging Families, Empowering Youth](#) **Jacqueline Huscroft-D'Angelo, PhD, Ashley Brown, LCSW.** Children in foster care experience high rates of mental health disorders and unmet social, emotional, and behavioral needs, which negatively impact areas of a child's life, such as school. We will share findings from the initial development phase of Fostering Educational Success, an educational support program for students (grades 6-12) departing foster care to permanency placements. Program goals include promoting school connectedness, academic engagement, and family cohesion.

[S114 Galvanizing Systems Change at the Intersection of School and Mental Health](#) **Jamie Freeny, DrPH.** Academic success is the goal, but without mental wellness, students may face challenges reaching their full academic potential. The Center for School Behavioral Health, in collaboration with school districts and youth-serving organizations, has successfully catalyzed system-level changes to better support student mental health. Through the exploration of the Center's challenges and successes, participants will learn strategies for galvanizing system-level change in school mental health.

[S119 Helping Teachers Support Student Mental Health](#) **Stefanie Winfield, MSW, Sarah Parker McMinn, MSW, Martha R Staeheli, PhD, Jessica Gonzalez, MSW, Heather Gotham, PhD, Dana Asby, MA MEd.** Teachers are in a unique position to identify and support the mental health needs of their students. However, they don't always know how to identify mental health issues or how to support their students when they have identified a mental health concern. This symposium will address three educator training strategies, innovations, and opportunities provided by the MHTTC Network.

[S120 Hope Squa: A school-based "peer to peer" suicide prevention program](#) **Greg Hudnall, EdD.** The presentation will focus on the Hope Squad program and review the latest research on suicide prevention within the educational system. During this workshop, participants will 1) identify suicide warning signs in a school setting, 2) learn the latest research on suicide for ages 10-17, and 3) understand the key components of the Hope Squad program.

[S122 Slides](#) **How Teachers' Social and Emotional Competencies Inform their Social Network. Elizabeth Levine Brown, PhD, Duhita Mahatmya, PhD, Michael Valenti, PhD, Karen Celedonia, MPH, Canaan Bethea, MS.** This presentation shares findings from a mixed-methods study examining the social-emotional competencies (SEC) and social networks of special education teachers working in self-contained classrooms. Triangulated results from qualitative interviews and quantitative social network analysis reveal that specific SECs are identified consistently as important qualities for effective school-based collaboration. Implications for research, policy and practice are discussed.

[S132 Increasing Connection and Decreasing Barriers: Community Partnership](#) **Kendra Hanson, MEd, Sala Hilaire, LCS.** The Youth Academy of Wellspring Living (an NGO), works in partnership with Atlanta Public Schools to remove social barriers and improve attendance while students work toward the goal of graduation. We utilize our experience with trafficking victims to improve student experience and increase student connection to school through providing therapy, case management, extracurriculars, and personal development classes. We will be providing our first year's metrics and tools for implementation.

[S134 Indiana Project AWARE - A Whole State for a Whole Child](#) **Christy Berger, MSW, Bethany Ecklor, BS, Sara Bunner, BS.** The goal of Indiana's Project AWARE is to increase awareness, capacity, early identification/intervention, and student/family access to mental health support through school and community-based initiatives. This session will provide an overview of lessons learned and how a variety of statewide partnerships and initiatives have contributed to the improvement of systems, policies, and environments that determine the health and achievement of Indiana youth.

[S137 Innovative Approaches to Expand Mental Health Services in Rural Schools](#) **Amanda Nguyen, PhD, Jayne Downey, PhD, Anna Yaros, PhD, Joyce Sebian, MS Ed, Catherine Bradshaw, PhD.** Schools are uniquely positioned to address rural disparities in youth access to mental health services. However, challenges related to constrained resources, service capacity, and clinical expertise highlight the need for contextually informed, innovative delivery approaches. This symposium will describe three university-school partnerships projects seeking to improve availability and coordination of rural school mental health services in three different rural contexts.

S139 Installing an Interconnected Systems Framework for Equitable and Effective **Kelly Perales, MSW, Lucille Eber, EdD.**This session will review the steps to explore, install, and implement an Interconnected Systems Framework within districts and schools. Tools and resources will be described, including Installation Guides and a fidelity measure. Strategies to adopt this way of work will be reviewed. Participants will hear examples of promising practices to create equitable and effective school mental health for all.

S141 Integrating Mental Health Supports into a Trauma-Informed MTSS for Behavior **Sarah Graman, EdS, Michael Shipley, MA School Counseling.**Presenters will discuss how collaboration between school staff and mental health partners occurs as we work together in helping to improve elementary students' emotional well-being and behavior in the school setting. Presenters will explain their collaboration process, strategies in assisting school staff, integration into existing MTSS processes, and barriers encountered along the way on their journey to becoming a fully invested Trauma-Informed School.

S150 Maintaining Relationships in Schools: Engaging School Staff and Caregivers **Andre Edwards, MSW.** How can all stakeholders utilize their expertise to engage and best use relationships and healthy boundaries? In this workshop, we will move beyond the referral process and include strategies for engaging students, staff, and families as partners in promoting behavioral health in tandem with academic success.

S165 Multi-Agency Regional Collaboration to Expand Universal Prevention **Samanta Boddapati, PhD, Glenn Thomas, PhD, Jamie McGrew, BA.** This session will overview an ongoing regional, multi-agency collaboration to implement and sustain an evidence-based universal prevention model, the PAX Good Behavior Game, within schools across a rural six county region in Southeastern Ohio. Presenters will discuss their collaborative strategy and approach to program expansion to account for potential barriers to fidelity and sustainability. Presenters will describe initial outcomes and considerations for universal prevention in schools.

S172 Partnering to Improve School Mental Health **Margaret Meriwether, PhD, Lee Fletcher, MDiv, LMSW.** South Carolina is a national leader in providing comprehensive school mental health services and the SC Department of Mental Health (SCDMH) has clinicians in over 64% (over 800) public schools in the state. National, regional, and local health systems and policy drivers are working with education and mental health leaders in SC to provide new strategies for school mental health provision. This session will discuss recent school mental health program activities and collaborative partnerships.

S173 Partnering with Purpose: Promoting Integrated Services to Meet Student Need **Gayle Lake, MPA, Brian Murphy, MEd, Keary Sarabia, Associates, Polly Taylor Gerken, EdS.** Join representatives from Toledo Public Schools and their partners to learn about the creation of a Comprehensive Behavioral Health Advisory Committee that establishes standards for a collaborative approach to supporting student success. In this workshop, participants will learn tactics to establish and mobilize a diverse group of stakeholders in supporting students' cognitive and behavioral development, as well as a specific process used to match resources to identified building context.

S180 Pre-service Teachers' Self-Efficacy in Addressing Mental Health Needs **Melissa Jones-Bromenshenkel, PhD, Kathryn Havercroft, PhD.** With a rise in the mental health needs of youth, it is important for school personnel to possess an understanding of the signs and symptoms which pose concerns as well as steps educators can take to ensure the needed support. Programs such as Youth Mental Health First Aid provide a framework for teaching educators the skills to address these challenges. Ratings of pre-service teachers' perceptions of their own knowledge and skills pre-post training will be shared and future directions discussed.

S185 Promoting Mental Health and Preventing Youth Violence: Tools You Can Use **Kelly Wells, MPA, Mary Thorngren, MSHR CHES.** Using lessons learned from the Safe Schools/Healthy Students initiative, this presentation will walk participants through the Safe Schools Framework Implementation Toolkit (FIT) that can be adapted in schools/communities to develop comprehensive mental health, school safety, and youth violence prevention programs. Adaptable resources/tools, such as modules in school mental health, evidence-based programs, and social marketing will be shared as well as practical examples of how these can be used.

S198 Saving Lives Through Effective Crisis Response, Planning and Prevention Chris Bringhurst, MSW, Ang Johnson, MSW. Does your school have an effective crisis response plan? Looking to get started or improve it? Using a crisis response guide compiled using evidenced-based programs and years of crisis response experience, participants will be taken on a journey through the decision-making process a school is faced with when responding to a crisis of a student suicide. Attendees will receive specific tools that will assist them in more effectively preventing and responding to crises in their schools.

S200 School Based Mental Health Services: From 5 to 30 Schools in Under 2 Years Cynthia Schulmeyer, PhD, Kami Wagner, MA School Counseling, Consuela Robinson, LCSW C. In this presentation, the partnership of a suburban school district with the local health department, community mental health providers, a premier university, and a philanthropic organization to create a school-based mental health services program will be described. A discussion of the structure, including the staff involved, distribution of resources, infrastructure, processes, barriers, and initial outcome data will be shared.

S207 School Turnaround and SEL/Mental Health: A School and District Partnership Ashley McKinney, PhD, BJ Weller, LCSW and MeD. State-mandated turnaround connected to low student proficiency and growth has been related to educator burnout and harsh discipline practices. In one failing urban school, declining achievement, a teacher retention rate of 50%, and extreme student behaviors were often interrelated. A district-school partnership utilizing the Interconnected Systems Framework focused on building community and the addition of a mental-health team allowed this school to exit turnaround and reduce turnover.

S208 School/Provider Contract Allows for Comprehensive Student Supports Carrie Woodard, NCC, MA, Elena Runco, LCSW, MS, Danielle Parson, BA, Lisa Peterson-Lizun, MS, Victoria Blosser, MS. Propel Schools is a charter school system that educates students from majority under-served populations. Lacking access to mental health services, a unique school-provider contract was launched to address the emotional/social/behavioral needs of students and their families. The partnership between education and mental health service providers allows students to address barriers to academic success on-site with professional staff embedded into the culture and functioning of the school system.

S209 School-Community Based Partnerships for Youth with Mental Health Needs Jazmone Wilkerson, JD, LCPC, NCC, Juris Doctor with a focus in Special Education Masters of Arts in Clinical Mental Health Counseling PhD in Counselor Education and Supervision currently pursuing, Courtney Conley, Ed.D., LCPC, NCC, Doctor of Education in Counselor Education and Supervision Masters of Arts in School Counseling. This conference session is meant for families, mental health providers, and administrators to close the gap in mental health services and ensure service continuity from school to the community. This session will address the importance and provide specific tools to assist school counselors and community-based mental health professionals in working together to provide holistic services to youth.

S226 Supporting Intersectional Teaming through a Learning Collaborative Model Melissa Heatly, PhD, Corey Nichols-Hadeed, JD, Linda Alpert-Gillis, PhD. Facilitating success for youth with behavioral health needs requires effective collaboration across traditionally disparate systems, but this is fraught with challenges. This workshop will provide concrete tools and strategies for addressing these gaps by 1) identifying barriers to collaboration via a community-based needs assessment, 2) improving collaboration through adult-learning and systems-improvement methods, and 3) assessing quantitative and qualitative outcomes of such efforts.

S238 The Behavioral Health Care Team Model: Creating Relationships for Progress Ginny Williams, MA LPCCS, Zachary Thomas, BM OCPS School systems and prevention providers are facing greater challenges in how to most appropriately meet the needs of youth who exhibit greater vulnerability due to family history of substance use or mental illness, trauma, and non-supportive environments. In this workshop, participants will learn how a youth services agency reimagined the delivery of prevention services in school settings, resulting in trust and progress, and an increase in positive social-emotional learning.

S258 Trauma-Informed Classrooms: Building our toolbox to support self-regulation Kate Tetuan Parent, LICSW. Supporting students impacted by trauma is both a challenging and rewarding part of the work we do in our

schools. During today's professional learning opportunity, we will learn how to help our students build the skills they need to access the curriculum and social opportunities that school provides. We will explore affect identification, modulation, and affect expression and spend time building your toolbox to support your students' needs.

[S261 Uniting to Impact Mental Health: One Community's Journey](#) **Sarah Bell, EdS, Christy Moore, MBA, Tonya Sanders, EdS, Jay Parrish, MSCJ, Jessica Dudley, MSW, Monica Newton, DO.**Gainesville City Schools is a diverse, high-poverty school district that has seen mental health support become an area of increasing need in recent years. In order to provide more equitable and efficient access to services, the school system has joined alongside other community entities, including the regional health system, healthcare providers, local government, and nonprofit agencies in implementing a model of collective impact. Successes and lessons learned will be shared.

[S266 University-School Partnerships for Behavioral Health: A Training Model](#) **Jennifer Cooper, PhD, Sarah Fefer, PhD, Sara Whitcomb, PhD.** University-school partnerships yield the potential to address unmet youth mental health needs while providing valuable training experiences for pre-service psychologists. To that end, we share findings from a longitudinal evaluation of an innovative training model, which focused on the development of organizational consultation skills to support students' behavioral health in schools. We will describe how these partnerships are mutually beneficial and allow for ongoing professional development.

[S267 Using Consultation to Support Social, Emotional & Behavioral Health Systems](#) **Molly Jordan, MSW LICSW, Shella Dennery, PhD LICSW.**In response to the growing need to build capacity in schools around social, emotional, and behavioral health, Boston Children's Hospital developed a program that provides schools with professional development and targeted consultation. This session will share a process for assessment and goal setting to address social, emotional, and behavioral health systems. Common topics of consultation, designing professional development, case examples, progress monitoring, and evaluation data will be shared.

[S272 Using Sports as Part of a School Mental Health System of Supports](#) **Dawn Anderson-Butcher, PdD, Samantha Bates, PhD, Taylor Broermann, BA, Sara Henderson, MSW, Noelle Britt, MS, Sara Henderson, MS.** Youth today struggle with a wide variety of issues, many relating to a lack in social and emotional development. How can sport address social condition and promote positive student outcomes? This presentation showcases multiple evidence-based practices to support positive outcomes, such as improved academic achievement and prosocial behaviors, decreased instances of peer rejection, reduced violence, and school discipline referrals, and improved school engagement.

YOUTH AND FAMILY PARTNERSHIPS IN MENTAL HEALTH

[S106 Family-School Collaboration in PBIS & SMH: Tools to Advance Implementation](#) **Devon Minch, PhD, Andy Garbacz, PhD, Mark Weist, PhD.** This presentation will review the research outcomes and related implementation resources associated the Tiered Fidelity Inventory: Family-School Collaboration (TFI: FSC). The TFI: FSC, a fidelity tool, was designed to help schools assess the degree to which they are implementing the essential features of a model for family-school collaboration within Positive Behavioral Interventions and Supports (PBIS) and School Mental Health (SMH). Related implementation tools will be shared with participants.

[S136 Innovation in Family Engagement: Lessons Learned & Stakeholder Perspective](#) **Megan McCormick, PhD, Linda Sheriff, MEd, Kerry Savage, BS.** Engaging caregivers is one of the most critical aspects of enhancing child wellbeing and yet mental health providers, schools, and community agencies struggle with successful caregiver engagement. Three different organizations in Washington, DC are working with families and schools to strengthen family voice and promote families as partners. This interactive session with leaders of the initiatives and family and school representatives will provide insights into successes and challenges.

[S171 Our Minds Matter: A Student-Led Mental Health Initiative](#) **Lauren Anderson, BS, Laura Beth Williams, BS.** This conference session addresses a student-led model of promoting mental health awareness and building social connection, help-seeking, and pro-social skills of high school students in Fairfax County, VA through the Our Minds Matter (OMM) program. Results from a pre and post survey evaluation for the 2019-20 school year will be shared as well as the implementation aspects of the program, both from a macro (school system) and micro (school) level.

[S227 Supporting Parents as We Navigate the Needs of Students Diagnosed with ADHD](#) **Barbara Chase, BS Behavioral Science MS Addiction Counseling MS Professional Counseling LPC.** Families struggle in a variety of ways when navigating life with a child diagnosed with ADHD. Providing school-facilitated peer support groups creates a collaborative relationship between the school, family, and community which is mutually beneficial. The importance of collaboration between school and families in order to support the growing needs of students diagnosed with ADHD and their families will be explained.

CULTURAL RESPONSIVENESS AND EQUITY

[S24 Addressing Social Determinants of Education: Leading with Equity in Mind](#) **Yesmina Luchsinger, MS, Sarah Lindstrom Johnson, PhD. Educational equity and access to resources are foundational components of learning**. This session will address social-emotional determinants of educational outcomes, provide examples of individual and systemic interventions to interrupt inequities and address trauma in academic settings through cross-collaboration and community engagement. Through mock and small group activities, participants will leave empowered to lead change in their communities.

[S34 Beyond Cultural Competence: Addressing Mental Health Needs in Youth of Color](#) **Kristie Ladegard, Doctorate, Monica Morris, MSW, Ron Glazier, PHD, Kathleen Sproule, MSN, CFNP**. School-based mental health services (SBMHS) are frequently more accessible to students than traditional community clinics and provide destigmatized, confidential mental health care for youth of diverse ethnicities. In providing SBMHS, several barriers and challenges may occur when working with this population. It is therefore critical that clinicians, medical providers, and school staff are aware of these barriers and utilize culturally informed approaches when treating youth and families.

[S38 Brief Online Implicit Bias Training for School Mental Health Clinicians](#) **Freda Liu, PhD, Jessica Coifman, MPH, Erin McRee, MS, Chia li Yu, BS, Aaron Lyon, PhD**. Implicit bias in the education setting affects a multitude of student experiences. School mental healthcare is likely no exception, though no previous implicit bias research exists in this context. This presentation describes a research project that (1) examined stereotyping and implicit bias among school mental health clinicians (SMHC), (2) developed a brief, interactive Virtual Implicit Bias Reduction and Neutralization Training (VIBRANT) for SMHC, and (3) conducted a pilot feasibility trial.

[S44 Building Capacity of Schools to Address the Mental Health Needs of American Indian Youth](#) **Sarah Nielsen, PhD, LaVonne Fox, PhD OTRL, Thomasine Heitkamp, MSSW, LCSW**. Schools serving American Indian Youth face unique challenges when addressing the mental health of students. This presentation will describe a Communities of Practice (CoP) Model pilot project targeting implementation of a multi-tiered approach in three schools serving American Indian youth, across three states. Presenters will describe a) a CoP approach, b) adaptations to ensure the program is culturally responsive, and c) identify strengths and weaknesses of the CoP process.

[S73 De-centering Whiteness in School Mental Health](#) **JoLeah Gorman, MSW**. Perfectly skilled clinical sessions that are rooted in white supremacy will not create the change many of us came into school mental health hoping for. White supremacy is so enmeshed in the culture of the US that it can only be decreased with focused, intentional, and reflective work. In this presentation, JoLeah Gorman, a white SBMH therapist at a school with 100% Black students, will share about her journey in de-centering whiteness in her practice.

[S133 Increasing Teacher Culturally Responsive Practices through Double Check](#) **Lora Henderson, PhD, Catherine Bradshaw, PhD, Meredith Powers, MEd, Katrina Debnam, PhD, Jessika Bottiani, PhD**. This symposium focuses on increasing teacher culturally responsive practices (CRPs) using the Double Check teacher coaching and professional development program, with careful consideration of issues related to the assessment of CRPs. The presentation will include an overview of Double Check outcomes and ongoing adaptations for rural and tribal schools and a report on best practices in measuring educator use of CRPs. The content will inform the use of CRPs and equitable practices in schools.

[S143 Is the Push to "Harden" Schools Widening the School-to-Prison Pipeline?](#) **Natalie Beck, DSW LCSWS, Stephanie Ochocki, DSW LICSW**. Students from oppressed groups have been falling into the School-to-Prison Pipeline

for decades. In today's climate, the hardening of schools in response to mass shootings may be making a wider range of students more susceptible to this reality. How can we stop this from becoming our "new normal?"

S159 Mentalizing Black Childhood and Racism as Trauma **Danni Biondini, MA, Christi Baker, MA in progress, Ciara Garland, MA in progress, Rhamell Stevenson, BA, Mahesh Francis, BA**. Trauma-informed practices are crucial to school mental health, but often do not go far enough to include the impact of structural racism. Racism shows up as the inability to mentalize, or hold in mind, Black childhood, leading to misunderstandings and punishment. With experience as therapists, mental health consultants, and teachers, we will present examples of schools' failure to mentalize Black childhood and offer strategies to help teachers better understand the experience of Black children.

S161 Microaggressions: How to address them in a school setting **Dominique Hutchinson, LCSW, Raven Shelton, LMSW, Lauren Bachman, LCSW MPH**. We often do not realize the impact of our words and how they can leave a lasting imprint on an environment or person. Microaggressions are brief, daily comments, or behaviors that are intentionally or unintentionally derogatory. Some may state that individuals are being too sensitive, but the lasting impact of microaggressions is real. The purpose of this session is to expand the participant's knowledge of microaggressions, their impact, and how to address them.

S164 MTSS for Newcomer Students in Canada and the US: The STRONG Intervention **Sharon Hoover, PhD, Alexandra Fortier, EdD MSS RSW, Maisha Syeda, PhD, Erum Nadeem, PhD, Catherine DeCarlo Santiago, PhD, Paul Reinert, MSW**. This presentation describes the development, evaluation, and dissemination of Strengthening Transition Resilience of Newcomer Groups (STRONG), an evidence-informed, school-based intervention for refugee and immigrant ("newcomer") children and youth. The presentation shares lessons learned and best practices for establishing readiness, training, supported implementation, and evaluating impact within an MTSS framework from 4 diverse locations (Ontario, New York City, Chicago, and Massachusetts).

S166 Navigating the 'Latinx Experience' in Schools **Emily Shayman, PhD, Crystal Zepeda**. Despite the significant number of immigrant students in K-12 schools, evidence shows that the current political climate has evoked fear and stress on the mental health of the undocumented Latinx population. This research presentation discusses difficulties in schools where students are expected to reach achievement standards regardless of their social-emotional wellbeing, and there is a lack of information available for the educators who are expected to support these students and families.

S188 Racial/Cultural Trauma in Schools **Jennifer Ulie-Wells, PhD.** Educational systems were created to benefit those in white dominant culture. Today, 82 percent of teachers are white and poorly prepared to work with students of color. This session explores how oppressive educational systems create trauma for students of color. Participants will learn about the brain science behind trauma and how that impacts students through bias, white privilege, micro-aggressions, white fragility, and, more importantly, how to prevent it.

S191 Reducing Racial Aggression Disparities via ISF-aligned Discrimination Interevention **Colleen Halliday, PhD, Kelly Perales, MSW, Mark Weist, PhD**. This presentation is to describe a model connecting work around racial/ethnic equity and discipline disproportionality to ISF via the integration of interventions to address racial/ethnic discrimination aligned with the core components of ISF: effective teaming, evidence-based practices, and data-based decision making. Implementation of this intervention model in an ongoing randomized trial will be described.

S240 The DDAS: Toward Reducing Schools' Racial Educational and Health Disparities **Tara Gill, PhD, Michael Pullman, PHD, Larissa Gaias, PhD, Dana Cunningham, PhD**. Participants will be introduced to the Disproportionality in Discipline Assessment for Schools (DDAS). This tool is designed to enhance a school's ability to implement evidence-based, contextually relevant strategies to reduce racial and ethnic discipline disparities. Learn how schools are using the DDAS to mitigate the negative impacts of racism and inequity on black and brown students' education and health, and develop strategies to create more trauma-informed, racially equitable schools.

S270 Using Participatory Culture-Specific Consultation with Asian Communities **Colleen O'Neal, PhD, Shannon Martin, EdS**. Researchers have called for the adaptation of culturally relevant interventions for specific minority groups. In

this symposium, we will present two studies that have conducted participatory processes in the context of university-community partnerships to promote Asian immigrant and refugee student mental health.

S277 Utilizing engagement and systems approach to improve mental health outcomes Kamilah Twymon, MSEd MBA, Ashlee Fielding, MSW.This presentation will review the social determinants of mental health and the impact on under-privileged communities. We will also discuss potential barriers to partnering with these communities, families, and schools. Engagement strategies grounded in Systems Theory and Family Therapy will be shared. We will conclude with a review of local outcomes and learned lessons.

S282 Whole Child & Mental Health in Schools through the lens of Health Equity Jessica Lawrence, MS. This presentation will build participant knowledge and skills around focusing on the whole child, especially including mental health through a health equity framework. We will share resources and engage participants in activities and share health equity best practices to fully engage the audience. We plan to focus on what the participants can do to promote equity and become aware of system inequities through the lens of the ten components of the Whole School, Whole Community, Whole Child model.

S291 Expanding Opportunities in Interprofessional Collaboration Samantha Bates, PhD, Maddi Multer, BSW. Schools are ideal settings for interprofessional practice and collaboration. During this presentation, we will overview findings from a mixed methods study with school-based professionals about facilitators and barriers to interprofessional collaboration in schools and findings from a pilot interprofessional education trainings with pre-service professionals. Preliminary results suggest activities such as these can enhance communication skills and valuation of team-based collaboration.

S293 Spanning Clinical and Educational Boundaries: The Patient Navigator Molly Wimbiscus, MD, Michael Carr, LSW. For youth with mental illness, spanning the boundaries of healthcare and education is especially challenging. Parents and youth are often forced to navigate two siloed stakeholders (schools and medical providers) without any guidance. The Mental Health Patient Navigator is a unique position that helps educators, clinical providers, administrators, and most importantly families optimize health and academic outcomes for youth who struggle with mental illness.

ADVOCACY AND POLICY

S12 A Systematic Review of State School Mental Health Policies and Practices Katie Eklund, PhD, Maddie Wadington, MS, Noah Gill, BA, Eliza Godfrey, BA, Sophia Dodge, MS, Harrison Chalnick, BA. Research suggests there are wide variations in the types of school mental health policies and programs that are implemented within schools and districts, and little guidance is provided at the state-level regarding development, training, and implementation. The current presentation provides a systematic review of state-wide school mental health policies and practices across 50 states and the District of Columbia, as well as suggestions for future research and policy development.

S27 Approaches for Promoting Equitable Access to School Mental Health Systems Amanda A. Bowling, MA, Molly Sanders, MA, Molly Lopez, PhD, Natalie Fikac, EdD, Julie Wayman, MSSW. Presenters will share the results of a Texas school-based mental health resources survey, compare actual practices in the field with best practices for SMH, and highlight how survey results will help state planners implement new SMH reforms. The Texas Education Agency will describe efforts to expand equitable access to school mental health services in Texas, including Project AWARE, and TEA-led Mental Health Behavioral Health Professional Learning Communities.

S126 Implementation of Mental Health Education Reform in New York State Candra Skrzypek, MSW, Peter Knox, MPA, Annahita Ball, PhD. New York State recently became the first state to require mental health education for all grade levels in public schools. This presentation will share the results of an initial study exploring how various state and local stakeholders worked together to implement curricular changes. The course of events leading to the policy amendment, impact of networks, relationships, and partnerships, as well as barriers and facilitators to mandate implementation across school contexts, will be discussed.

S130 Improving Student Access to Mental and Behavioral Health Supports **Alison Nowicki, EdD, Daniel Simone, EdD LMHC**. This presentation will highlight an ongoing grant-funded multi-sector stakeholder collaboration working to improve access to mental health supports. The group has collaboratively identified an adolescent mental health service gap, as well as priorities and proposals to address it. A description of the timeline and process the group followed will be presented to empower participants to be their own agents of change in their region.

S154 Slides **Mental Health in Teacher Education. Elizabeth Levine Brown, PhD, Kate Phillippo, PhD, Paul Stromberg, BA**. Research emphasizes the necessity of teacher education to address student mental health issues in schools, despite an absence of opportunities for teacher learning in this area. There remains scattered development of intervention programs that include guidance for teachers as they engage alongside school-based mental health professionals with student mental health issues. This presentation highlights advances in teacher education to prepare future educators to address students' mental health.

S233 Slides, **S233 Resource** **Teachers on the Front Lines: Preparing the Next Generation of Educators. Barbara Jessing, MS, Jacqueline Huscroft-D'Angelo, PhD**. What does Mental Health Literacy mean for teachers, and how are they acquiring these skills? As part of the movement for comprehensive, school-based systems of mental health services, we need to rethink the content of Teacher Education programs. This presentation will cover one university course development process, and a review of courses across several education and social science programs, in order to identify current status, as well as changes needed in teacher preparation programs.

S289 Improving Student Mental Health: Policy, Systems & Practice Implications **Matthew Pecoraro, MSW, Robert P Frans, PhD.** Drawing from Judge Baker Children's Center's policy brief Promoting Healthy Students by Addressing Mental Health Needs this presentation will 1) explore strategies to identify needs and capacities in schools and communities, 2) present a strategy for implementing a comprehensive multi-tiered system of support by selecting and implementing best and evidence-based practices to meet the needs of schools and communities, and 3) explore implications for evidence-based policy making and systems development.

FINANCING AND SUSTAINABILITY

S1 20/20: A Shared Vision for Sustainability in School-Based Behavioral Health **Louise L. Fink, PhD, Ashley Collins, MPH, Heather Dewey, LCSWC.** A shared 20/20 vision for sustainable, accessible, and effective trauma-responsive behavioral health treatment in Baltimore City Public Schools is essential to building a healthier Baltimore. The Expanded School Behavioral Health program, in its 33rd year, utilizes unique funding systems and effective evaluation tools continually evolving to meet the needs of students, families, and school communities like Baltimore City.

S46 Building State Capacity for MTSS for School Improvement **Rosemary Reilly-Chammat, EdD, Samantha Brinz, MS, Kristen Petrarca, BS.** Creating a viable and sustainable state-level infrastructure for Multi-Tiered Systems of Support (MTSS) requires policy level support including structures that facilitate the adoption of strategies department-wide. This session will highlight RI's efforts to rally multiple systems in the effort to better serve students to meet their fullest potential. With a focus on state-level capacity, you are invited to join the discussion about strategies to support MTSS and student success.

S56 Closing the Recruitment Gap: The John H. Magill SMH Certificate Program **Samantha Martinez, MSW, Courtnie Collins, PsyD, Margaret Meriwether, PhD, Mark Weist, PhD.**This presentation will focus on methods for building a school mental health internship program through detailed discussion around collaboration with agencies and universities, recruitment methods, data collection, and core competencies that will lead to potential recreation in other states.

S94 Estimating the Possible Return on Investment for PBIS **Sarah Lindstrom Johnson, PhD, Elise Pas, PhD, Catherine Bradshaw, PhD.** This session will provide participants with results from the first series of studies to estimate the costs of PBIS at the school, district, and state-level as well as possible benefits. Additionally, the session will identify a few suggested approaches schools and districts can use to estimate the cost of PBIS implementation. Discussion

will also consider the extent to which cost data can be used to "sell" PBIS as a longer-term initiative worthy of sustained investment.

S97 Expanding Access: Implementation and Funding Strategies for School Based **Kamilah Twymon, MSEd MBA, Kady Lacy, MSW.**This presentation will best practice for expansion and implementation. We will also review strategies specific to our local expansion which includes going from 17 to 64 school partnerships in 5 years. Learned lessons, data, and outcomes will also be shared. We will conclude with an overview of approaches for sustainability including creative funding strategies.

S178 Preparing for the Storm: Sustaining Programs through Uncertain Times **Mitzi Moody, JD MSW LISWS.** Every grantee is asked to explain how they plan to sustain a program after the initial funds are exhausted. The typical answer, find additional sources of funds, leaves a lot of uncertainty about the future of the program after the grant. This workshop addresses steps both funders and program administrators can take to set a program up for success after initial grant funds are expended.

S216 Strategic Financing for Comprehensive School Mental Health Systems **Frank Rider, MS.** This conference session will provide administrators, policy makers, community partners, and advocates with a five-step strategic approach to finance comprehensive school mental health systems. Participants will learn how to apply the process to a multi-tiered framework of interventions/supports and will be introduced to an array of contemporary financing "ingredients" for potential inclusion in their own "recipes" for sustainable financing of services that work.

S218 Strengthening a statewide collaborative using Social Network Analysis **Sabrina Duey, BS, Melissa George, PhD, Rebecca Toll, MNM, Neil Yetz, MPH, Marisa Faye, MPH, Nathaniel Riggs, PhD.** This poster presents data from a Social Network Analysis of a statewide collaborative of professional development providers (N=32) working to advance evidence-based practices in comprehensive health and mental health in schools across Colorado. Findings characterize the collaborative at two-time points highlighting changes in its membership and connections among members from multiple system perspectives. Changes in funding and policy along with implications for sustainability will be discussed.