

2019 Annual Conference on Advancing School Mental Health

**Safe and Supportive
Schools for All Students**

Program Agenda

November 7-9, 2019
Hilton Downtown Hotel
Austin, TX

hosted by the
**National Center for
School Mental**



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



The National Center for School Mental Health at the University of Maryland School of Medicine is funded by the U.S. Department of Health and Human Services, Maternal and Child Health Bureau to advance school mental health programs and policies to promote success for America's youth.

**Celebrating over 24 years of
Advancing School Mental**

9 Specialty Tracks
Over 100 Sessions
Keynotes
Intensive Trainings
Symposia
Poster Sessions
Evening Reception
Networking Opportunities

**contact us for more
information**

schoolmentalhealth.org/conferences

Conference Objectives

Attendees will be able to:

1. Identify three strategies for effectively implementing a full continuum of integrated school mental health approaches to support students' academic, behavioral, and social-emotional success.
2. List three evidence-based practices in school mental health.
3. Identify three action steps to meaningfully partner with youth and families in school

Specialty Tracks

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

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

2) Prevention and Early Intervention (Tier 2)

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

3) Mental Health Intervention and Treatment (Tier 3)

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

4) Implementation Science and Practice

This track focuses on frameworks, strategies and methods that support successful implementation of evidence-based services and supports in schools, especially as they relate to a multi-tiered system of student mental health supports (MTSS). After the efficacy and effectiveness of an evidence-based service is determined, implementation frameworks, strategies and methods can be applied to support

the adoption, installation, ongoing implementation and sustainment of practices in the “real world” of school mental health. Implementation efforts can focus on many levels of school mental health systems (i.e., state/district/school leadership, school staff and practitioners, students and families), including external factors (i.e., federal or local government policies, funding mandates, and school relationships with community partners) and internal factors (i.e., school/district operations, climate, and culture, staffing selection, training and coaching; policies) that influence implementation outcomes. Quality improvement and dissemination strategies are related and will be considered but should use a systematic theory or framework as well as articulate strategies or methods used.

5) Education-Mental Health Integration and Collaboration

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

6) Youth and Family Partnerships in Mental Health

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

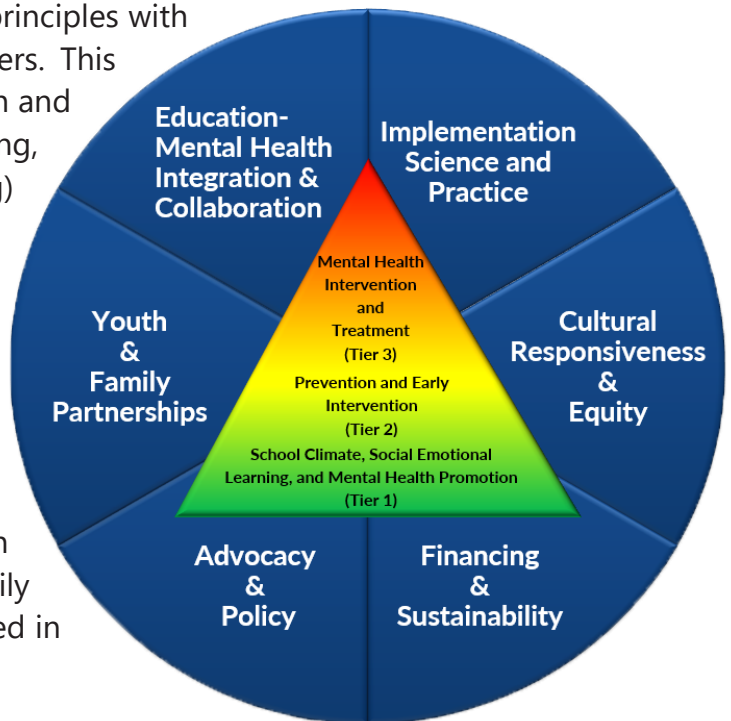
7) Cultural Responsiveness and Equity

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

8) Advocacy and Policy

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

9) Financing and Sustainability



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

Conference Agenda

Wednesday, November 6 (Preconference Sessions – Invite Only)

Early Registration

Thursday, November 7

7:00a – 8:00a	Registration
8:00a – 9:00a	Keynote: Dr. Isaiah B. Pickens
9:00a – 9:30a	Break
9:30a – 10:30a	Conference Session 1
10:30a – 10:45a	Break
10:45a – 11:45a	Conference Session 2
11:45a – 12:15p	Box lunch
12:15p – 1:15p	Current Topical Session / Conference Session 3
1:15p – 1:30p	Break
1:30p – 2:30p	Conference Session 4
2:30p – 2:45p	Break
2:45p – 3:45p	Conference Session 5
3:45p – 4:00p	Break
4:00p – 5:00p	Conference Session 6
5:15p – 6:15p	NCSMH Advisory Board Meeting – Invite Only

Friday, November 8

7:00a – 8:00a	Registration
8:00a – 9:00a	Keynote: Dr. Claire Crooks
9:00a – 9:30a	Break
9:30a – 11:00a	Symposia
11:00a – 11:15a	Break
11:15a – 12:15p	Conference Session 7
12:15p – 1:15p	Awards Luncheon
1:15p – 1:30p	Break
1:30p – 2:30p	Conference Session 8
2:30p – 2:45p	Break
2:45p – 3:45p	Conference Session 9
3:45p – 4:00p	Break
4:00p – 5:00p	Conference Session 10
5:00p – 6:30p	Poster Presentation & Networking Reception

Saturday, November 9

8:00a – 8:30a	Registration & Coffee
8:30a – 11:45a	Intensive Training Sessions

8:30a – 9:30a	Conference Session 11
9:45a – 10:45a	Conference Session 12

Thursday, November 7

7:00a-8:00a **Registration** - Exhibit displays are open all day!

7:45a-8:00a **Welcoming and Greetings**

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

*Annie Reed, DrPH, MPP
National Director, Thriving Schools
Kaiser Permanente*

8:00a-9:00a **Keynote Address**

Unlocked Potential: The Key to Transforming the Future of Our Youth

*Isaiah B. Pickens, PhD
Chief Executive Officer
The UCLA-Duke Center for Child Traumatic Stress
Founder iOpening Enterprises*



9:00a-9:30a **Break**

Conference Session 1 | 9:30a- 10:30a

CS 1.01. A Brief Social Emotional Skills Assessment for Tier 2 Intervention: The ISP-Skills

Stephen Kilgus, PhD (presenter), Nathaniel von der Embse, PhD, Katie Eklund, PhD, University of Wisconsin-Madison

Track: Prevention and Early Intervention (Tier 2)

The purpose of this session is to introduce attendees to the Intervention Selection Profile (ISP)-Skills, Short Form (SF), a brief measure of social-emotional skills intended to inform Tier 2 behavior interventions. Results suggest that the ISP-Skills demonstrates appropriate psychometric defensibility in predicting student social emotional skills, as well as detecting the presence of both skill deficits and strengths. These outcomes are important for supporting student behavioral skill instruction at Tier 2, including small group instruction.

CS 1.02. Adaptive Leadership Drives Implementation

Monica Caldwell, LCSW (presenter), WI Department of Public Instruction, Elizabeth Waetzig, JD, Change Matrix

Track: Implementation Science and Practice

Adaptive Leadership is a driver of implementation science and requires engaging diverse stakeholders to identify the nature of the change, potential solutions, and intentionally implementing a process of change. Wisconsin Project AWARE chose to support three unique local education agencies (LEAs) to integrate mental health into their schools by building the capacity of local leaders. Come learn about adaptive leadership, the Wisconsin experience with data, and an approach for building leadership capacity.

CS 1.03. A Framework for Meaningful Youth Engagement

Johanna Bergan, Youth MOVE National (presenter)

Track: Youth and Family Partnerships

In order to create a responsive education system to vulnerable youth populations who are experiencing interactions with other social systems, including mental health/substance abuse, juvenile justice, child welfare, we need to hear from the experts themselves -- youth. This session explores the use of a framework provided by the Assessment of Youth/Young Adult Voice at the Agency Level (Y-VAL) to organize a strategy for youth engagement. The components of the Y-VAL identify the key areas of work to build meaningful youth engagement.

CS 1.04. Building Capacity of Rural School Personnel to Address Mental Health Needs of Students through Communities of Practice

Thomasine Heitkamp, LICSW (presenter), Sarah Nielsen, PhD, University of North Dakota, Susan Bazyk, PhD, Cleveland State University, Tanja Brown, ME, Divide County School District

Track: Implementation Science and Practice

Rural schools 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 to address school mental health in six rural schools across three states. Presenters will describe: a) unique features of rural schools; b) CoP practice approach utilized; c) strengths and weaknesses of the CoP process, and d) identified strengths and barriers to implementing a multi-tiered approach in rural settings.

CS 1.05. Building Mental Health Literate Schools/Districts/Communities: Cascading Professional Learning to Develop Pathways of Care

Dave Mackenzie, MA, BC School Counsellors Association (presenter), Wendy Carr, EdD, The University of British Columbia, Andrew Baxter, MSW, Alberta Health Services, Yifeng Wei, PhD, Dalhousie University and the IWK Health Centre

Track: School Climate and Universal Mental Health Promotion (Tier 1)

School-based mental health literacy and early identification approaches embedded in a pathway-to-care model have a) substantially improved understanding of mental health and mental disorders, b) decreased stigma, c) enhanced help-seeking efficacy, and d) improved the quality of referrals in secondary schools in Canada and other countries. Professional development at both the pre-service and in-service teacher level builds mental health literacy throughout school systems.

CS 1.06. City of Santa Monica Child and Youth Resource Teams-Collective Impact Approach to Service Delivery

Ivy Chang, MSW (presenter), Elizabeth Scharetg, MSW, Angel Villasenor, MEd, City of Santa Monica, Shuli Lotan, MSW, Santa Monica Malibu Unified School District, Ana Jara, MPP, City of Santa Monica, Sabrina Fields, MSW, St. Joseph Center

Track: Education-Mental Health Integration & Collaboration

Santa Monica Cradle to Career is a collective impact initiative that acknowledges that no one entity can solve complex, systemic challenges that impact youth alone. Bringing together key institutions and stakeholders, the collective develops services and opportunities that ensure youth thrive from birth to adulthood. A key development of the Initiative are the City-funded Child and Youth Resource Teams--three programs that provide wrap around case management to the City's most vulnerable youth and families.

CS 1.07. Day to Liv: Building School Transition Bridge Programs for Youth with Mental Illness

Scott Barber, MEd, Brea City School District (presenter), Molly Wimbiscus, MD, Cleveland Clinic, Elizabeth Richmond, MEd, LPCC, Richmond Counseling

Track: Education-Mental Health Integration & Collaboration

The Transition Bridge Program helps youth with mental illness return to school after a mental health crisis, extended absence, or psychiatric hospitalization. The Transition Bridge team works with clinicians and educators involved with the youth to create a coordinated web of care that is cost-effective and flexible. This program is associated with improvement in school attendance, grade transition, and reduction in Emergency Room visits, mental illness complications, and psychiatric hospitalizations.

CS 1.08. Do Peers Matter? Peer Affiliation and Adolescent School-Based Problem Behavior

Joseph Wehby, PhD (presenter), Vanderbilt University, Amanda Sheaffer, PhD (presenter), Vanderbilt University, Caitlyn Majeika, PhD, University of North Texas

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Authors present findings from a cross-sectional evaluation of the association between deviant peer affiliation and school-based problem behavior for male and female adolescents. Authors address the following research questions: (1) Is there a link between deviant peer affiliation and school-based problem behavior for adolescent male and female students? (2) Does the association vary by gender? (3) Is the link significant for students with high incidence disabilities? Implications for practice and future research will be discussed.

CS 1.09. Educational Implications of Community Violence & Trauma: How Los Angeles Teachers are Dealing with Effects in the Classroom

Melanie Sonsteng-Person, MSW (presenter), UCLA

Track: Education-Mental Health Integration & Collaboration

The effects of children's exposure to violence & trauma are far reaching and impact children's learning, behavior, and health. One particularly influential domain in a child's life is the school system. While schools can be critical buffers of environmental stress and act as a main entry point to receive mental health services school staff receive little training on the impact of trauma on students and the ways they can aid traumatized children. This study provides preliminary understanding on teachers' lived experience with trauma in the classroom.

CS 1.10. Incorporating Substance Use Treatment into Schools

Jennifer Schwarz, LMHC (presenter), Family Service of Rhode Island

Track: Mental Health Intervention and Treatment (Tier 3)

Tobacco and substance use among adolescents in the United States continues to be an issue. The presentation will speak to Rhode Island's approach this past year to address this growing concern, which includes incorporating substance use treatment within school settings. Presenters will discuss current data of tobacco and substance use among Rhode Island and US youth, the impact of use on the adolescent brain, and the challenges and lessons learned from introducing an evidenced-based treatment model within the school setting.

CS 1.11. Meaningful Family Roles in School Mental Health: From Prevention to Treatment

Rebecca Ornelas, MEd (presenter), American Institutes for Research

Track: Youth and Family Partnerships

Lack of parental and community support and concerns about stigma were identified by the 2016 SSOCS study as limiting the provision of school mental health services. However, school mental health programs have had success in building family and community support and reducing stigma. Meaningful family engagement in school mental health creates primary roles for families in decisions that impact their child's mental and emotional well-being and supports families in promoting children's progress and success in achieving academic and personal goals.

CS 1.12. Serving American Indian Youth with Academic and Behavioral Supports

Debra Anderson, PhD (presenter), Project Harmony, Diane Wolfe, PhD, Educational Service Unit #2

Track: Cultural Responsiveness & Equity

We have much to learn about building school mental health collaborations with American Indian populations. We must not neglect a critical factor integrating Native American culture in curriculum, norms, and role models. This presentation pairs a school administrator with a mental health director to present a school mental health collaboration for American Indian students living on a reservation, focused on meeting the unique needs of the students, tribe, and community.

CS 1.13. Support for Teachers Affected by Trauma (STAT): A Web Based Curriculum for Educators Experiencing Secondary Traumatic Stress

Stephen Hydon, EdD (presenter), University of Southern California, Suzanne Dworak-Peck School of Social Work

Track: Education-Mental Health Integration & Collaboration

Teachers working with students who have experienced severe trauma, can develop secondary traumatic stress (STS). Support for Teachers Affected by Trauma (STAT) is an on-line teacher curriculum that discusses: (1) Secondary trauma and others types of trauma such as complex and historical trauma; (2) Risk factors for STS; (3) Personal inventory and assessment of STS; (4) Impact of STS across five life domains; and (5) Self-care strategies. We will present findings from our pilot study implementing STAT with teachers across the U.S.

CS 1.14. Sustainable Mental Health Programing in an Era of Community Trauma and Unrest

Louise Fink, PhD (presenter), Baltimore City Public Schools, Heather Dewey, MSW, LCSWC, Behavioral Health Systems Baltimore

Track: Financing and Sustainability

Baltimore City youth are living in a community that presently has the dubious distinction of being named the deadliest city in the United States. Our youth and families continue to be severely and uniquely impacted by current and historic toxic stress. The Expanded School Behavioral Health program in Baltimore City utilizes unique funding systems and effective evaluation tools to support trauma responsive interventions in a current era of trauma and instability.

CS 1.15. Use What You Have, Start Where You Are: Using Stress Reduction to Build Safe and Supportive Schools

Scott Bloom, LCSW (presenter), Denise Arieli-Burufka, LMSW, Monica Gavilanes, MSW, NYC Office of School Health - School MH Program NYC Department of Health & Mental Hygiene

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Use What You Have, Start Where You Are: Using Stress Reduction to Build Safe and Supportive Schools. This conference session will discuss how NYC implemented a stress reduction program in over 900 schools to support social and emotional growth and learning; build safe and supportive environments; and strengthen family and community ties. NYC will discuss the model, implementation and outcomes. Strategies will be introduced that can be generalized across audiences and settings.

10:30a-10:45a Break

Conference Session 2 | 10:45a-11:45a

CS 2.01. A County-Wide Three-Tiered Prevention to Intervention Model for School Mental Health

Jill Paladino, MPH (presenter), TRAILS- University of Michigan Medical School

Track: Prevention and Early Intervention (Tier 2)

In response to growing awareness of the importance of the prevention and management of adolescent depression and anxiety, Michigan Medicine and Washtenaw Intermediate School District developed a 3-tiered model to address student mental health. School programs implemented include: Peer2Peer Education and Awareness programming (Tier 1); TRAILS CBT and mindfulness student skills groups (Tier 2); and SafeTALK and ASIST suicide prevention and intervention training (Tier 3). Evidence supporting this model and its replication will be shared.

CS 2.02. Bias-Motivated Victimization Experiences of LGBTQ Youth: Incidence, Outcomes, and Consequences for Schools and Communities & (b) Bias-Motivated Victimization of Immigrant Students on Schools: Incidence, Impact, and Intervention

Lisa Jones, PhD (presenter), Crimes Against Children Research Center, University of New Hampshire, Michael Silverstein, BA, Chandler Puhly, BS, Brian Daly, PhD, Drexel University, Lisa Jones, PhD, Crimes Against Children Research Center, University of New Hampshire

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Part 1: We explored the incidence of bias-motivated victimization & outcomes for youth across the gender and sexual orientation spectrum. Participants included 850 youth (ages 10-21 years, 2.6% transgender & 30.9% non-heterosexual). Results indicated that transgender and non-heterosexual youth experience higher rates of bias-motivated victimization than their heterosexual-identified peers. When victimized, sexual minority youth report

experiencing greater distress. Recommendations for school counselors, administrators, & communities will be discussed.

Part 2: We explored the incidence of bias-motivated victimization and emotional outcomes based on immigrant status. Although findings indicate no significant differences in the incidence of bias-motivated victimization, results suggest that immigrant students are more likely to be victimized as a result of their country of origin and disability status. When victimized, immigrant and non-immigrant students reported equal levels of distress as well as support. Discussion will include suggestions for school-based intervention to improve school climate.

CS 2.03. Causeway Galveston: An Integrative Approach to Social and Emotional Learning and Mental Health Supports

Beth Auslander, PhD (presenter), Teen Health Center, Inc., Cherie Spencer, MEd (presenter), Galveston independent School District, Elizabeth Torres, MPH, CHES, University of Texas Medical Branch Behavioral Health and Research, Julie Purser, PhD, Family Service Center of Galveston County, Priyanka Legesse-Sinha, MPH, University of Texas Medical Branch Behavioral Health and Research

Track: Education-Mental Health Integration & Collaboration

Causeway Galveston is an integrated partnership pilot model aimed at promoting social and emotional learning and mental health supports in schools. In this presentation, we will describe the challenges faced in developing our partnership as well as the barriers encountered while implementing our model. We then will share the solutions generated from our team-based approach. With this innovative partnership and model in place, we are creating a culture of care for our youth so that they may thrive academically, socially, and emotionally.

CS 2.04. Comprehensive School-Based Suicide Prevention within a Multi-Tiered Framework

Perri Rosen, PhD (presenter), Pennsylvania Office of Mental Health and Substance Abuse Services

Track: Implementation Science and Practice

The purpose of this presentation is to describe the components of a comprehensive approach to school-based suicide prevention and how they may be integrated within a multi-tiered framework. The conceptual alignment between PBIS and school-based suicide prevention will be discussed by highlighting overlapping goals and strategies essential to each initiative, further supporting their integration. Evidence-based and best practice approaches and resources for school-based suicide prevention across the tiers will be identified.

CS 2.05. COOL Zones Develop Children Who Are COOL, CALM, CHILL and SAFE: An Integrated Behavioral Health Program in Primary Schools

Kimberly Blair, PhD (presenter), Robert Ryan, MS, Matilda Theiss Early Childhood Behavioral Health and Trauma Treatment Center, UPMC Western Psychiatric Hospital

Track: Mental Health Intervention and Treatment (Tier 3)

The COOL Zone (Children Overcoming Obstacles and Limits) is an integrated behavioral health program located in 4 urban primary schools as well as a multi-purpose community center in Pittsburgh, PA. The COOL Zone is a non-stigmatizing therapeutic program that delivers evidence-based treatments that are strength-based, family-focused, multi-culturally sensitive and trauma-informed while providing professional development opportunities to schools and communities. We invite participants to understand what makes our children so COOL!

CS 2.06. Find Your Super Power: Uniting HEROES to Create Safe and Supportive Schools

Rebecca Sapp, PhD (presenter), Lurelle Maxey, MA, Frontier Health, Shana Fudge, MS, Johnson City Schools, Melanie Riden-Bacon, Johnson City Schools

Track: Education-Mental Health Integration & Collaboration

Topper Academy (TA) strives to implement trauma-informed measures to ensure the emotional and physical safety of students. With a trauma-informed approach, TA has seen improvements in academics and attendance.

TA has offered an approach to give students a choice and the freedom to take charge of their own future based on decisions they make. With an emphasis on positive reinforcement rather than previous punitive means, students identify their strengths and are motivated to work and obtain more for themselves.

CS 2.07. Using National Guidance to Advance Comprehensive School Mental Health in your State and Local Community

Sharon Hoover, PhD, (presenter), Nancy Lever, PhD, University of Maryland School of Medicine, National Center for School Mental Health, Joyce Sebian, MEd, Independent Consultant for the Bainum Family Foundation, Nisha Sachdev, PsyD, George Washington University, Joanne Cashman, EdD, National Association of State Directors of Special Education, Olga Acosta Price, PhD, Center for Health and Health Care in Schools

Track: Implementation Science and Practice

This session will review the Advancing Comprehensive School Mental Health Systems: A Guidance from the Field. Presenters will consider with participants how to best disseminate and use the guidance to move the field forward. The report offers collective insight and guidance to local communities and states to advance comprehensive school mental health systems. Contents were informed by examination of national best practices and performance standards, local and state exemplars, and recommendations provided by over 100 federal/national, state, local and private leaders.

CS 2.08. Health, Opioid Prevention, Education and Supports in Schools using the Whole Child Approach

Jessica Lawrence, MS (presenter), Cairn Guidance, Kevin Lorson, PhD, MA, Wright State University

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This session will share the results from the first year of a three-year Ohio project to assist schools in developing a system of supports to meet the needs of the whole child, enhancing drug prevention efforts and mental/emotional health. Districts participated in five-sessions over the course of the school year to create Whole Child Advisory Councils to address substance abuse, mental/emotional health, and supports for students and educators. We will share the project research, including current school activities and priorities.

CS 2.09. Implementing Effective Models of MTSS: Advanced Training from Experts in the Schools Track

James McDougal, PsyD (presenter), SUNY Oswego, Andria Amador, EdD, Boston Public Schools, Amy DiVita, CAS, Liverpool Central School District, Karrie Lammachi, CAS, Baldwinsville Central School District, Danielle Nahorhey, CAS, Baldwinsville Central School District, Maria Inma Igelesias, CAS, The School District of Palm Beach County

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This training involves school professionals implementing MTSS addressing a) implementation- challenges, tips, lessons learned; b) instruction and intervention programming- scientific basis, use across the 3 tiers, resources/time required; and of course c) the use of data- universal screening and progress monitoring. Participants will be given access to resources and materials developed for each project including implementation measures, programming overviews, decision making guides, and reviews of implementation strategies.

CS 2.10 Lessons Learned from the Field: Ethical Considerations when Engaging Young People in Youth Participatory Action Research

Paul Flaspohler, PhD (presenter), Jack Baker, MA, Miami University, Kristen Haddad, MA, Lesley Dorhout, MEd, University of Cincinnati, Clermont College, Miami University, Lisa Vaughn, PhD, University of Cincinnati College of Medicine

Track: Youth and Family Partnerships

Youth Participatory Action Research is an approach to research that engages youth to understand and address health and social concerns within their communities. Two case examples of YPAR programs will be discussed to illustrate how participatory methodologies can enhance academic-community partnerships, while generating

knowledge that is culturally relevant and connected to school stakeholders lived experiences. Ethical considerations and challenges will be presented using concrete examples that emerged from the two case studies.

CS 2.11. Clinicians and Their Role in Restorative Discipline: Restorative Justices in School Settings

Soundhari Balaguru, PhD, Angelica Maulucci, ASW MSW, Vivian Johnson, MA, Caliber ChangeMakers Academy

Track: Education-Mental Health Integration & Collaboration

Restorative Discipline allows students to learn conflict-resolution skills and build empathy in real-time. Clinicians working in school-settings can harness the power of the milieu via restorative practices to promote prosocial skills that improve students mental health and relationships. Clinicians are also integral for schools to create, implement, and be consistent in restorative justice practices, that better serves students/families with trauma histories and students of color who disproportionately impacted by zero-tolerance suspension.

CS 2.12. School Mental Health in the Ozarks: What works, What doesn't.

Amy Hill, MSW (presenter), Burrell Behavioral Health, DeAnna Sheets, MS Ed, Branson Public Schools

Track: Education-Mental Health Integration & Collaboration

Blending School-Based Mental Health services with educational initiatives can be difficult at times yet highly effective when implemented appropriately. In this workshop you will hear from both disciplines on what works and what doesn't when it comes to starting a school mental health program in an under-resourced and under-served location.

CS 2.13. Transitioning to Success: Planning for Reintegration after Disciplinary Alternative Placement

Carrie Arroyo, MSW (presenter), Baylor University Diana R. Garland School of Social Work

Track: Education-Mental Health Integration & Collaboration

The process of transitioning between learning environments costs students time, energy, and resources that jeopardize their academic progress. By introducing a Transition Plan and Process that is student led and family involved, there is clear identification of removal reasons, a well-designed and student focused plan for gaining self-regulation skills and resolving environmental barriers in the regular learning environment prior to return, and an engaged team of supportive adults to assist in implementing the plan and supporting the student.

CS 2.14. Using Consultation to Strengthen Social, Emotional, and Behavioral Health Strategies and Systems in Schools

Shella Dennery, PhD, LICSW (presenter) Molly Jordan, MSW LICSW, Boston Children's Hospital

Track: Education-Mental Health Integration & Collaboration

In response to the growing need to build capacity in schools around social, emotional and behavioral health, Boston Children's Hospital developed a program that provides schools with professional development and targeted consultation. This session will focus on the process for initial assessment and goal setting with the school to address social, emotional and behavioral health systems. Common topics of consultation, using professional development to advance goals, case examples, progress monitoring, and evaluation data will be shared.

CS 2.15. Using Data to Improve School Mental Health Service Access: Identifying Barriers and Strengthening Existing Resources

Jennifer Green, PhD (presenter), Rachel Oblath, Med, Boston University Wheelock College of Education & Human Development Shari Schneider, MSPH, Melanie Miller, BA, Lydia O'Donnell, EdD, Education Development Center

Track: Mental Health Intervention and Treatment (Tier 3)

Most adolescents who need mental health services do not receive them. This presentation will describe research on how schools can improve mental health service access by (1) using a new, brief (3-item) measure of mental

health service use and barriers to service use, and (2) identifying school mental health resources associated with service access among students, with a focus on reducing disparities in access. We will discuss the complexities of improving mental health service access for adolescents and common barriers that schools encounter.

11:45a- 12:15p Lunch

Pick up your boxed lunch and attend topical group session or conference sessions.

Conference Session 3 | 12:15p-1:15p

CS 3.01 Academic Outcomes of Comprehensive Behavioral Health Model (CBHM) Implementation

Jill Battal, PhD (presenter), Boston Public Schools, Brian Daniels, PhD, UMass Boston

Track: Education-Mental Health Integration & Collaboration

This session will present the Comprehensive Behavioral Health Model (CBHM), a multi-tiered system of support currently being implemented in Boston Public Schools. Participants will hear about major model components, as well as outcomes for students over time. In particular, this session will present findings from a series of analyses designed to measure the impact that school-wide social, emotional & behavioral health programming has on improving academic outcomes for students.

CS 3.02. Building MTSS from the Ground (Tier 1): Practical Strategies & Impact Findings, Including a Significant Reduction in ODRs

Linda Rodriguez, EdD (presenter), Marcellina Melvin, MA LPC, Meadows Mental Health Policy Institute

Track: School Climate and Universal Mental Health Promotion (Tier 1)

A well designed, proactive, and responsive effort to create a positive school climate can have a positive impact on school safety and school performance, including grade completion, attendance, and academic achievement. This conference session will highlight how one school district decreased office discipline referrals and suspensions over a three year period, by 23,000 and 6,300 incidences respectively, by implementing PBIS/MTSS and integrating additional supports to address mental health and trauma at the universal (Tier 1) level.

CS 3.03. Building up the Forgotten Tier: Integrating Group-Based, Tier 2 Interventions in SWPBIS

Laura Rutherford, PhD (presenter), Jennifer Francisco, Med, Devereux Center for Effective Schools

Track: Prevention and Early Intervention (Tier 2)

This presentation will provide an overview of a pilot program in an urban school district that integrates two evidence-based interventions, the Coping Power Program and the Incredible Years in a SWPBIS model. Presenters will discuss training for counselors, aspects of the program that were included, and the process for determining effective implementation. Presenters will address challenges of implementation in a large urban school district, as well as plans for sustainability and scalability.

CS 3.04. How Social Networks and Teachers' Social and Emotional Competence Inform Positive Outcomes for Students with EBD

Elizabeth Levine-Brown, PhD (presenter), George Mason University, Michael Valenti, PhD, Pressley Ridge Schools, Duhita Mahatmya, PhD, University of Iowa, Tracy Sweet, PhD, University of Maryland

Track: Education-Mental Health Integration & Collaboration

Research shows that strong collegial partnerships improve students' outcomes, especially for students with EBD who often display significant challenging behaviors. Literature elucidates that teachers' social and emotional competencies are significant malleable factors affecting instructional quality, school-based collaborations, and student outcomes. This presentation shares longitudinal findings on how SPEDs' social networks moderate the relationship between special education teachers' SECs and students' developmental and academic outcomes.

CS 3.05. Mental Health from a School Safety Perspective

Celina Bley, PhD (presenter), Texas School Safety Center

Track: School Climate and Universal Mental Health Promotion (Tier 1)

TxSSC serves school districts and community colleges through training, research, and technical assistance across Texas. Mental health is a component of many trainings provided to school district staff and their local law enforcement partners that are provided by the center. This presentation will explain how the center is working on addressing mental health initiatives for students based on best practices and will also discuss how it is working to address 2019 State Legislative mandates.

CS 3.06. Reaching Out, Reaching In: Addressing Children's Mental Health Through Multiple Community Alliances

Nancy Eppler-Wolff, PhD (presenter), Lily Downing Infante, MA, EdM, Sian Martin, MS, Teachers College, Columbia University

Track: Education-Mental Health Integration & Collaboration

The School-Based Mental Health Collaboration at Teachers College, Columbia University is a comprehensive, and developmentally grounded on-site university-school partnership. We will describe the process of observed change among the children, and within the community, from the initial reach-out meeting with school leaders to the establishment of solid partnerships with teachers, parents, and community mental health providers. This process will be described through case studies, and through a summary of results of our ongoing program evaluation.

CS 3.07. The Grieving Student: Supporting Students Coping with Loss

Aminah Wells, MSW LCSWC (presenter), Garrison Forest School

Track: Mental Health Intervention and Treatment (Tier 3)

Grief education and issues related to death and dying are not topics explored in most undergraduate or graduate programs in counseling or education, yet, school counselors, administrators, and teachers are usually the first to be notified when a significant loss occurs in a student's life. This presentation will provide an overview of the most essential topics related to grief and loss and will offer strategies and resources for supporting grieving students of all ages in the school setting.

CS 3.08. Using Trauma-Informed Strategies as Primary Prevention for Substance Use Among Youth in Schools

Amber McDonald, PhD LCSW (presenter), Colorado Association for School-Based Health Care

Track: Implementation Science and Practice

The proposed session will share the process of developing the Resilient School Communities, a trauma-informed approach to school engagement, program as a primary prevention strategy to addressing substance youth among youth, the findings of the mid-grant cycle evaluation, and sustainability planning efforts for sites post-grant period.

Topical Session 1. Cultural Responsiveness and Equity

Dana Cunningham, PhD (presenter), University of Maryland Baltimore, National Center for School Mental Health

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

Topical Session 2. Education-Mental Health Intergration & Collaboration: Building Collaborative Partnerships

Sally Baas, PhD (presenter), Concordia University Saint Paul

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

Topical Session 3. Psychiatry in Schools

Jeff Bostic, MD EdD (presenter), Kristine Goins, MD, Neal Horen, PhD, MedStar Georgetown University Hospital

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

Topical Session 4. School Mental Health in Texas: Successes and Challenges

Samantha Bates, PhD (presenter), Texas Christian University Claudette Fette, PhD, OTR, CRC, Texas Women's University, Josette Saxton, MSW, Texans Care for Children, Molly Lopez, PhD, Texas Institute for Excellence in Mental Health, The University of Texas at Austin

This session will target Texas participants to discuss school mental health and to highlight best practices for children and adolescents.

Topical Session 5. Youth and Family Partnerships in Mental Health

Brittany Patterson, PhD (presenter), National Center for School Mental Health, Johanna Bergan, Youth MOVE National, Marco Erickson, MS, Eastern Idaho Public Health, Taneisha Carter, BA, National Center for School Mental Health, Sylvia McCree-Huntley, EdD, National Center for School Mental Health

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

Topical Session 6. School Mental Health Policy

Libby Nealis, MSW (presenter), National Association for Children's Behavioral Health

This session will provide an overview of legislative changes and the new and evolving opportunities for schools, communities, and different disciplines to coordinate together to improve their advocacy.

Topical Session 7. School Mental Health National Quality Initiative - NQI CoIIN (Invite Only)

Nancy Lever, PhD (presenter), Jill Bohnenkamp, PhD, National Center for School Mental Health

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

1:15p-1:30p Break

Conference Session 4 | 1:30p-2:30p

CS 4.01. A Brief Intervention Strategy for School Mental Health Clinicians (BRISC): Findings from a Multi-Site Efficacy Study

Eric Bruns, PhD (presenter), University of Washington School Medicine, Cheryl Holm-Hansen, PhD, Wilder Research, Mark Sander, PsyD, Hennepin County/Minneapolis Public Schools, Sharon Hoover, PhD, University of Maryland School of Medicine

Track: Mental Health Intervention and Treatment (Tier 3)

Initial findings from the Brief Intervention Strategy for School Clinicians (BRISC) study will be presented. BRISC is a Tier 2, evidence-based, intervention strategy tailored for use by professionals working with high school students experiencing mental health (MH) symptoms or other emotional/behavioral stressors that negatively affect their ability to succeed academically. Discussion will focus on next steps for BRISC, and implications for schools/districts attempting to improve their approach to providing students with effective MH supports.

CS 4.02. A Community Approach to Addressing Adverse Childhood Experiences: Crisis Response Teams and School-Based Behavioral Health

Lara Quiroga, MEd (presenter), Manchester Community Health Center, Mary Steady, MEd, Manchester School District, Jaime Hoebeke, MPH, MCH, Manchester Health Department

Track: Education-Mental Health Integration & Collaboration

Childhood experiences are sources of successes and difficulties in adulthood. Adverse Childhood Experiences (ACEs) are harmful as they force the brain to revert to basic functions, making learning difficult. Risk for negative outcomes increases with ACEs. Evidence shows ACEs can be mitigated through responsive caregiving, community support, protective factors that build resilience, and access to treatment. An overview of ACEs, a community approach to address them through response teams and school-based behavioral health services will be shared.

CS 4.03. A Cost and Cost-Effectiveness Analysis of Three Levels of School-Based Mental Health Services

Alan Barnosky, MA (presenter), RTI International

Track: Financing and Sustainability

School-based mental health (SBMH) brings community mental health providers into schools and targets youth who exhibit or are at risk for mental health problems. A growing literature demonstrates the efficacy of SBMH, but there are few studies on the economic implications. This study assesses the economic cost and cost-effectiveness of three levels of SBMH in the Charlotte-Mecklenburg school district. Results can help school systems considering SBMH identify the most effective approach and anticipate the expenses.

CS 4.04. Best Practices in School Mental Health

Stefanie Winfield, MSW, Sara Younggren, LCSW, Mental Health Colorado

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Using Mental Health Colorado's School Mental Health Toolkit as a framework presenters will discuss "Top 10 Best Practices in School Mental Health," provide guidelines and suggestions to implement best practices and advocacy/communication strategies for promoting and effecting positive change in school mental health. Participants work independently and in groups to assess their schools, determine priorities for addressing mental health programming and services improvements and leave this session with an action plan and clear next steps.

CS 4.05. Character Strengths in the Classroom: Effectiveness of a Character Strength Curriculum in Reducing Disciplinary Outcomes

Andrea Biel, MA (presenter), Mary Pat, Hamzik, BS, , Jennifer Gibson, PhD, Xavier University

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Positive education programs, such as Thriving Learning Communities (TLC), provide an evidenced-based framework for integrating academic and psychological development. TLC fuses character strengths education and social emotional learning to promote holistic student well-being and success. This session will provide an overview of relevant literature and the TLC program, as well as an initial evaluation of its effectiveness in reducing student disciplinary incidents across diverse students and schools, thereby indicating TLC's generalizability.

CS 4.06. Co-Location of School-Based Mental Health Services: Building Sustainability Through School-Community Partnerships

Michelle Maike, MA (presenter), Megan Osborne, MPP, Maike & Associates, LLC

Sandy Mathewson, MA, Denny Waters, EdM, Battle Ground Public Schools

Track: Education-Mental Health Integration & Collaboration

Chronicling the work of Project AWARE in Battle Ground Public Schools, this presentation will provide participants with tangible steps to increase access to school-based mental health services using a co-location model to deliver direct services (Tier 3). Participants will leave this session with an understanding of the process to initiate this type of model, expected outcomes, lessons learned, and sustainability measures.

CS 4.07. Compassion Resilience Toolkit: Lessons Learned in a Statewide Roll-out of a Staff Wellness Initiative

Monica Caldwell, MSW (presenter), Wisconsin Dept of Public Instruction, Sue McKenzie, MS, Rogers Hospital

Track: Education-Mental Health Integration & Collaboration

The Compassion Resilience Toolkit (a free resource) is a guide to the ongoing evolution of a culture of compassion resilience in youth-serving organizations and schools. This session focuses on the important aspects of HOW to support leaders/facilitators, including the use of professional learning communities and staff support circles; whole staff learning; individualized learning/reflection; and mentor-mentee relationships. Attendees are strongly encouraged to view the website in advance for full engagement. www.compassionresiliencetoolkit.org

CS 4.08. Expanding Clinical Mental Health Services in North Texas: Rounding Up a Lone Star Pilot Program

Kaitlin Tollison, MSW (presenter), Lindsey Garner, Communities in Schools, Samantha Bates, PhD, Texas Christian University

Track: Mental Health Intervention and Treatment (Tier 3)

Current trends point to the growing use of social workers to meet the mental health needs of youth, schools, and communities, especially in Texas. Communities in Schools (CIS) of Greater Tarrant County is one of the largest organizations in north Texas employing school social workers and providing school-based services to vulnerable populations of youth. To date, there appears to be a growing demand for more individualized mental health supports; however, schools and districts also need tangible programs to address said needs.

CS 4.09. Expanding Knowledge and Best Practices in SBMH: Approaches to Implementing Peer-to-Peer Learning Opportunities

Melanie Gambrell, LPC (presenter), SCDMH/Beckman Center for Mental Health Services, Lisa McGarrie, MSW, Georgia Health Policy Center, Rachel Campos, MPH, Georgia Health Policy Center, Deana Farmer, BA, Georgia Health Policy Center

Track: Implementation Science and Practice

Georgia Health Policy Center's Center of Excellence for Children's Behavioral Health provides technical assistance (TA) to the Georgia Apex Program, a school-based mental health program (SBMH) in its fourth year of implementation. This session will explore a multi-modal, adaptive, approach to providing TA for SBMH programs.

SBMH leadership and TA providers will share their perspectives on methods for successful peer learning strategies, including a peer exchange event between Georgia and South Carolina SBMH programs.

CS 4.10. Facilitators and Barriers to Systems Change: Lessons Learned from the Lens of School Administrators

Tasha Henderson, MSW (presenter), Karen Sterling, MEd, Canyons School District, Justin Pitcher, MEd, Brighton High School, Dawn Anderson-Butcher, PhD, College of Social Work The Ohio State University

Track: Implementation Science and Practice

Schools today are expanding their school improvement processes to ensure students have the conditions right for learning. One model the Community Collaboration Model for School Improvement (CCMSI) aims to get the conditions right for learning, especially in vulnerable schools serving students facing academic and non-academic barriers. The presentation will share insights from school and district administrators implementing the CCMSI, and allow participants to learn new barrier-bashing strategies to assist them with their own efforts.

CS 4.11. Fortifying the Backbone of Safe and Supportive Schools Utilizing an Integrated MTSS Framework

Pat Sanborn, MAOD (presenter), Amber Reid, MSW, Michelle Trujillo, MEd, Christy McGill, MA, Nevada Department of Education

Track: Education-Mental Health Integration & Collaboration

Do you ever wonder why many school improvement initiatives often fail to sustain? Between dwindling resources and pressure to do more with less, and increasing student needs, Educators often fall under the law of Initiative Fatigue. Valuable and beneficial initiatives such as school mental health, social-emotional learning, school climate, trauma informed care, restorative practices and the list goes on. This presentation will explore how we can integrate these initiatives in a feasible and sustainable manner using MTSS.

CS 4.12. Indiana Social-Emotional Learning Competencies: A Neurodevelopmental Culturally Responsive Framework

Christy Berger, MSW (presenter), Indiana Dept of Education, Brandie Oliver, PhD, Butler University

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Indiana's newly developed social-emotional learning (SEL) competencies for students in grades Pre-K through 12, were designed to address social and emotional well-being through a neurodevelopmental culturally responsive framework. The foundation for these competencies has been developed from the most current brain research, social-emotional research, and trauma and culturally responsive best practices. Come learn how to put these social-emotional learning competencies in practice.

CS 4.13. Prioritizing Adult Wellness in Schools: The Protective Role of Trauma Informed Attitudes on Perceived Stress Among Staff

Elizabeth Minne, PhD (presenter), Gorelik Gregory, PhD, Vida Clinic

Track: Education-Mental Health Integration & Collaboration

Teacher and staff wellness must be prioritized when developing effective Trauma-informed systems of care in schools. While Trauma-Informed Care (TIC) has been shown to improve adult and child well-being, the connection between TIC and stress among teachers and school staff is unexplored. We examine the relationship between school trauma victimization, staff TIC attitudes, and stress among teachers and school staff in an urban public school district. We discuss treatment strategies and the relation between teacher and student well-being.

CS 4.14. Promoting Implementation and Sustainment of Tier 2 Evidence-Based Practices: A Practical Process for Training Peer Coaches

Deinera Exner-Cortens, PhD MPH (presenter), University of Calgary, Julie Sarno Owens, PhD, Mary Lee, Ohio University

Track: Implementation Science and Practice

The implementation of evidence-based practices in schools remains elusive, and processes that support the multiple phases of evidence-based practice implementation in practical ways are needed. We will describe a new coaching model that leverages technology and peer coaches to promote the implementation of a Tier 2 resource called the Daily Report Card.Online. The presentation will be directly relevant to individuals who are responsible for implementing and/or supporting the implementation of evidence-based practices in their building.

CS 4.15. Supporting Culturally Relevant Evidence-Based Practices in School-Based Behavioral Health

Amy Kaye, PhD (presenter) Vanja Pejic, PhD, Shella Dennerly , PhD, Amy Kaye, PhD, Boston Children's Hospital, Harvard Medical School

Track: Cultural Responsiveness & Equity

Changing demographic landscape has contributed to the increased awareness of the impact of cultural diversity on the provision of behavioral health care for children. This presentation will describe the experiences of an urban school-based behavioral health program in engaging in dialogue and skill building to promote and enhance the provision of high quality, culturally relevant evidence-based behavioral health services.

2:30p-2:45p Break

Conference Session 5 | 2:45p-3:45p

CS 5.01. A Practical and Proven Solution to Implement SEL in a Multi-Tiered Framework

Steph Jensen, LPC (presenter), Susan Lamke, MS, Boys Town

Track: Education-Mental Health Integration & Collaboration

In 2018, Boys Town assisted more than 495 schools in 35 states as well as Japan and Singapore to improve outcomes for students and families. More than 7,980 staff members and administrators received training impacting almost 164,369 youth. These educators report improvements in their students behavior and in the overall climate of their schools. This session will review the findings and data from four large projects across the country that have experienced significant success in reducing office referrals, and increasing parental engagement.

CS 5.02. Applying Daily Behavior Report Card Interventions in Multi-Tiered Systems of Support: A Meta-Analysis of Single Case Studies

Alyssa Van Camp, MEd (presenter), Eleanor Hancock, PhD Student, Joseph Wehby, PhD, Vanderbilt University

Track: School Climate and Universal Mental Health Promotion (Tier 1)

In this presentation, researchers will present findings from a meta-analysis of 19 studies implementing Daily Behavior Report Card (DBRC) interventions to improve student behavior. The purpose of this meta-analysis was to assess the effectiveness of the DRBC on student behavioral outcomes (i.e., engagement, disruptive behavior) and to assess whether intervention characteristics moderated the effectiveness of DBRC interventions.

CS 5.03. Assessment and Implementation of Community Based Wrap-Around Mental Health Services: The ENACT Partnership Program Model

Greg Cox, MBA (presenter), ENACT Inc.

Track: Education-Mental Health Integration & Collaboration

Participants in this interactive and didactic workshop will learn about ENACT's Partnership Program model as a successful community-based pattern for integrated, multi-tiered mental health services in schools. In addition to didactic presentation and sharing of assessment tools, participants will experience fun and replicable engagement techniques that are at the corner stone of ENACT's creative drama programming to build social and emotional skills and positive classroom/school climate building.

CS 5.04. Better Together! Eliminating Barriers to Whole Child Health by Integrating Micro Clinics and Tele-health in Rural Schools

Jessica Crume, MSW (presenter), Lisa Willis- Gid, AAS BGS, Four County Counseling Center

Track: Mental Health Intervention and Treatment (Tier 3)

With a focus on whole child health one Community Mental Health Center has partnered with 20 rural school corporations in an effort to reduce barriers and improve access to care through the development of micro-clinics and the use of tele-behavioral health and tele-healthcare services! In this workshop, participants will learn strategies to eliminate barriers to access for whole child health within rural educational settings, develop an understanding of the importance of relationship building with community partners and identify ways that whole child health contributes to social emotional learning in the classroom.

CS 5.05. Chicago Public Schools' Healing Trauma Together Program: A-Multi-Tiered Approach to Creating Trauma-Sensitive Schools

Mashana Smith, PhD (presenter), Ann & Robert H. Lurie Children's Hospital of Chicago, Rachel Whybrow, LCSW, Chicago Public Schools

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Through the use of its multi-tiered system of support framework, Healing Trauma Together (HTT) offered trauma-focused professional development and mental health supports to 10 urban high schools with high levels of civil unrest located in Chicago. In this session, participants will learn about the program's recruitment strategy, professional development sequence and trauma-focused interventions. Participants will learn about partnerships with local public and private stakeholders, formative and summative evaluation findings, and sustainability.

CS 5.06. Daily Report Card and Check In/Check Out: Understanding the Similarities, Differences, and Steps for Implementation

Julia Sarno Owens, PhD (presenter), Chelsea Hustus, MS, Christie Thiessen, BA, Steven Evans, PhD, Ohio University

Track: Prevention and Early Intervention (Tier 2)

The goal of this presentation is to provide audience members with an enhanced understanding of two empirically supported Tier 2 interventions: the Daily Report Card (DRC) and Check in/Check Out (CICO). The presenters will discuss: (a) research support for each intervention, (b) the core features of the DRC and CICO, (c) steps to implement the DRC and CICO, and (d) the strengths and weaknesses of each practice. The presenters will maintain a focus on the similarities and differences between these approaches throughout the session.

CS 5.07. Data-informed, Targeted Interventions for Improving Emotion Regulation

Simon Lisaingo, MA (presenter), Jaime Semchuk, MA, University of British Columbia

Track: Prevention and Early Intervention (Tier 2)

One of the challenges to developing supports for students with internalizing problem is being able to observe changes in behaviour. Measures and interventions that are based on a contemporary research on emotion regulation will be presented. Three case examples will be presented that illustrate how positive behavioural interventions can increase students' use of adaptive coping strategies. The aim is to help mental health professionals develop meaningful, personalized interventions with youth, families, and schools.

CS 5.08. Development of the TRAILS Coach Network: Community Partnership to Support Evidence-Based Mental Health Practice in Schools

Kristen Miner, LMSW (presenter), Jennifer Vichich, MPH, University of Michigan

Track: Implementation Science and Practice

The TRAILS Program is a statewide training and implementation model designed to increase utilization of Cognitive Behavioral Therapy (CBT) and Mindfulness among school mental health professionals. The TRAILS model incorporates didactic instruction, access to web-based clinical resources, and in-person coaching. To build capacity for large-scale and sustainable implementation, a statewide network of clinical coaches was developed. Strategies for recruiting and training coaches, program findings, and challenges encountered will be discussed.

CS 5.09. Hurricane Harvey Recovery: Preparing Educators to Address Trauma Using Virtual Role-play Simulation

Glenn Albright, PhD (presenter), Kognito, Janet Pozmantier, MS, MHA of Greater Houston

Track: School Climate and Universal Mental Health Promotion (Tier 1)

In August 2017, Hurricane Harvey devastated the Houston area just as schools were starting back. Anticipating the needs of schools to support over 250,000 children affected by the storm, MHA of Greater Houston and UNICEF USA worked with Kognito to create a simulation to introduce the concepts of trauma-informed practice and help educators build the skills to support students affected by trauma and other adverse experiences. We will demonstrate the simulation and review the preliminary longitudinal findings from over 4,500 participants.

CS 5.10. Lessons from LAUSD: Adapting Depression Awareness Programs to Support the Diverse Needs in Your Middle and/or High School

Kristina Kins, MSW (presenter), Erika's Lighthouse A Beacon of Hope for Adolescent Depression

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This session will introduce participants to the free and flexible depression and suicide awareness classroom programs from Erika's Lighthouse. The teen-oriented video-based classroom programs are designed to be implemented by any school staff who want to bring conversational and hopeful programs to their campus. This session will feature creative interventions from Los Angeles Unified School District. Additionally, this session will touch on the promising results of our program evaluations.

CS 5.11. Resilience in School Environments: Transforming Leadership Teams to Implement Trauma Informed School Wellness Support

Xiomara Mateo-Gaxiola, EdD (presenter), Los Angeles Education Partnership

Track: Implementation Science and Practice

This conference session is focused on the implementation story of the Resilience in School Environments (RISE) initiative and provides objective data findings from program evaluation, including practical tools, resources, and processes for developing successful trauma responsive, distributed leadership teams that work with the whole staff to transform school policy and practice.

CS 5.12. School Social Workers: Operating at the Intersection of Education and Mental Health

Jennifer Polizotto, MSW (presenter), Old Tappan School District, Kelly Zinn, MSW, Lumberton Township School District

Track: Education-Mental Health Integration & Collaboration

This presentation will provide an overview of the integration of mental health services within the education system, the prevalence of current mental health challenges affecting students, and strategies for how school teams can collaborate to meet mental health needs, thus positively impacting student performance and experience of school.

CS 5.13. School-Based Mental Health Services Integration in Rural Missouri

Jessica Obuchowski, MS (presenter), Burrell Behavioral Health, Erika Derboven, MEd, Glasgow School District

Track: Education-Mental Health Integration & Collaboration

Nearly twenty percent of youth have or will experience a significant mental health issue and the average delay between onset of symptoms and intervention is 8-10 years. In a rural area, this situation is exacerbated by limited behavioral healthcare options. This session will explore challenges faced by a school district in rural Missouri and the School-Based Mental Health partnership implemented to expand mental health awareness and services for the students and families served.

CS 5.14. Strengthening Tier 2 Trauma-Based Supports at the Elementary Level using the Bounce Back Intervention Program

Armando Hernandez, PhD (presenter), Kristen Guetschow, PhD, Madison Metropolitan School District

Track: Prevention and Early Intervention (Tier 2)

This presentation will consider the implementation of Bounce Back--an innovative, evidence-based tier 2 group intervention for elementary students which includes screening for trauma exposure and teaching students coping skills. Data related to the expansion of this intervention into 20 schools in a large urban school district will be presented. We will consider and discuss the lessons learned including building capacity in school staff, developing and sustaining mental health agency partnerships, and planning for sustainability and growth.

CS 5.15. The ACT-PRO Story in San Francisco Unified School District: A Culturally Responsive Protocol for Students in Crisis

Erika Rubinstein Irby, MSW (presenter), Michelle Fortunado-Kewin, LCSW, San Francisco Unified School District

Track: Mental Health Intervention and Treatment (Tier 3)

San Francisco Unified School District has developed a comprehensive response protocol to address students with suicidal ideation. An examination of district data revealed disproportionately high rates of suicidal ideation in Filipino middle school youth. This presentation will describe the components of the SFUSD policy called ACT-PRO and examine district data. The presenters will outline barriers for Filipino youth and families in accessing mental health services and highlight district efforts in addressing this need.

3:45p-4:00p Break

Conference Session 6 | 4:00p-5:00p

CS 6.01. Building Our Superpowers! Strengths Research to Practice

Claudette Fette, PhD (presenter), Texas Woman's University, Patti Derr, Federation of Families – Texas

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Two Texas family leaders with some intense lived experience will ground the importance of strengths. We will review research, and identify strengths and how to capitalize on them for authentic strength based practice. We will share lessons learned and practice applying strength based processes. Expect to be active and engaged ... and to have some fun!

CS 6.02. Breaking Down the Barriers of Mental Health Crisis in the Schools through Community Collaboration

Megan Kirk, PhD (presenter), Rick Stevens, Vigo County School Corporation,

Anastasia Godsey, MS, Melissa Burton, MS, Erika McKinney, BS, Hamilton Center, Inc.

Track: Education-Mental Health Integration & Collaboration

Presentation will focus on presenting on the roles, responsibilities, and mechanisms that are used for promoting mental health wellness and increasing access to mental health services. The team will focus on the continuum of interventions that are used to make significant impact on our youth. Attendees will be able to take away guidelines and protocol examples for initiating and communicating crisis referrals, ongoing behavioral health services, and preventative services.

CS 6.03. Creating a Wellbeing Plan for Yourself and for Your School

Jeff Bostic, MD EdD (presenter), Matt Biel, MD, MedStar Georgetown University Hospital, Neal Horen, PhD, Georgetown University Medical Center, Center for Child and Human Development

Track: Education-Mental Health Integration & Collaboration

Teachers report high levels of stress impacting their quality of life. Wellbeing approaches benefit educators throughout the school year, and yield positive impacts on their students. In this session, participants will take a 25-item wellbeing assessment (Physical, Occupational, Intellectual, Social, and Emotional) and examine relevant wellbeing practices. Participants will select wellbeing practices to implement in their own lives and identify preferred wellbeing practices to provide students in their schools.

CS 6.04. Development of a Diagnostic Interview for Youth and Young Adults with Intellectual Disabilities

James Sinclair, PhD (presenter), University of Oregon

Track: Prevention and Early Intervention (Tier 2)

This presentation will discuss the intersection of mental health and intellectual disability (ID). The focus of the presentation will be on the development of a diagnostic tool designed specifically for youth and young adults with ID. We will discuss the development process and present results from pilot data and general lessons learned from the development process. The presentation will also review the unique characteristics of mental health in this population and what it looks like in the classroom, and lessons learned from our study to date.

CS 6.05. Enhancing Family-School-Community Collaboration to Promote Youth Mental Health

Andy Garbacz, PhD (presenter), University of Wisconsin-Madison, Mark Weist, PhD, University of South Carolina, Devon Minch, PhD, University of South Florida

Track: Youth and Family Partnerships

The purpose of this session is to discuss a systematic approach to organizing international support to enhance family-school-community collaboration to promote youth mental health. The significance of family-school-

community collaboration for youth mental health will be discussed. Details of an international effort to promote and align family-school-community collaboration research and implementation efforts will be described. Finally, formative development of a family-school-community collaboration fidelity tool within PBIS will be reviewed.

CS 6.06. Guiding the Implementation Fidelity of a Team-based Tier 3 Student Support Process

Carol Davis, EdD (presenter), Scott Spaulding, PhD, University of Washington

Track: Mental Health Intervention and Treatment (Tier 3)

Despite continued growth of evidence-based practices for preventing challenging student behavior from disrupting learning and engagement, schools and districts sometimes struggle with effective implementation of multi-tiered systems of support. We will (a) review the role of function-based behavior interventions in tier 3 supports, (b) describe a web-based tool that guides teams in high-fidelity implementation of this support process, and (c) present data from one component of this technology that involves embedded web-based coaching.

CS 6.07. Identifying and Removing Barriers: A Pilot Study of the Implementation of a School-Based, Trauma-Focused Group Intervention

Diana Perry, PsyD (presenter), Child Health and Development Institute, Heather Tartaglia, LCSW, Noor Jehan Ghaffar, LMSW, Capitol Region Education Council

Track: Implementation Science and Practice

This workshop explores how one district identified and overcame barriers associated with implementation of trauma focused group intervention. A review of strategies and outcome data will be provided for three pilot schools. Given that barriers were both systemic and clinical, solutions will be explored from an administrative and practitioner perspective. Included will be a review of a state funded implementation initiative that prioritized data-driven technical assistance to monitor progress and set feasible goals throughout implementation.

CS 6.08. Linkages: A Model for Mental Health Education and Suicide Prevention for middle through high school students

Bethany Koenig, MEd (presenter), Angela Kearns, MSW, Alta Behavioral Healthcare

Track: Education-Mental Health Integration & Collaboration

We will provide an overview of Alta Behavioral Healthcare's Linkages Program. The program can serve as a model of a mental health education and suicide prevention program for middle and high school students. The Linkages Program has been designed to assist schools, parents and students in having increased mental health awareness, and to be able to recognize the symptoms of depression and warning signs of suicide. The program utilizes the Signs of Suicide (SOS) program as a framework for the educational programming.

CS 6.09. Practices for Trauma-Informed Classroom Management and Reducing Student Disruptive Behaviors in Urban Elementary Schools

Zoe Chiel, PhD, (presenter) Kimberly Kleinman, PsyD, New York-Presbyterian Hospital/Columbia University Irving Medical Center

Track: Education-Mental Health Integration & Collaboration

In communities with high rates of exposure to trauma, it is imperative that educators and school personnel are equipped to support students who may exhibit effects of exposure to trauma in the classroom setting. Rates of exposure to trauma and behavioral manifestations of trauma will be discussed. We aim to empower school staff who support students on a daily basis in elementary schools in at-risk communities by increasing understanding of effects of trauma and providing practical trauma-informed tools to support students in the classroom.

CS 6.10. School-wide Universal Screening: Selection Guidelines and Outcomes of Effective Intervention

Melissa Pearrow, PhD (presenter), UMass Boston, James McDougal, PhD, State University of New York at Oswego

Track: Implementation Science and Practice

Understanding best practices in selecting a universal screening can assist schools as they address students' behavioral health needs. This presentation highlights one urban districts process for selecting a tool for tiered intervention planning and progress monitoring (e.g., sensitivity, specificity, reliability and validity). It also explores important issues of technical adequacy and presents prevalence and outcomes findings from a large, diverse school district.

CS 6.11. Strategic Financing for Multi-Tiered School Mental Health Services

Frank Rider, MS (presenter), American Institutes for Research

Track: Financing and Sustainability

This workshop will teach participants a basic five-step strategic financing process to clarify resource needs, catalogue currently available resources, quantify and define resource gaps, map potential additional revenue and other assets, and indicate specific strategies to secure means to sustain vital mental health services for students. It will equip participants with strategies to produce sustainable school mental health financing for prevention, early detection, assessment, intervention, treatment and support services.

CS 6.12. Sustaining Collaboration Across Diverse Stakeholders to Promote School Health and Wellness

Melissa George, PhD (presenter), Rebecca Toll, MNMM, Sabrina Duey, BA, Nathaniel Riggs, PhD, Colorado State University Prevention Research Center, Cheryl Miller, JD, RMC Health

Track: Education-Mental Health Integration & Collaboration

This session will discuss a case example of a statewide collaborative supporting schools to implement evidence-based practices in comprehensive school health and mental health. Factors including funding, policy, and organizational leadership will be discussed, as well barriers and challenges to building and maintaining statewide collaboration in the context of larger systemic changes. The presentation include discussion of facilitators in overcoming obstacles and continued attention to collaboration as critical success factor in sustainability.

CS 6.13. Teacher and Self-Mediated Strategies for Middle School Students with ADHD

Judith Harrison, PhD (presenter), Rutgers University, Steven Evans, PhD, Ohio University

Track: Prevention and Early Intervention (Tier 2)

The purpose of this presentation is to discuss the results and implications of a randomized controlled trial in which we explored the comparative effects of teacher mediated strategies and student mediated strategies on the task engagement, completion, and accuracy and disruptive behavior of 64 middle school students with ADHD. Participants will learn the strategies that were most effective, the procedural steps for implementing those strategies, and potential strategies to motivate students to learn and utilize evidence-based study skills.

CS 6.14. What Works: Promoting Partnerships between Schools and Community Providers through Trauma-Informed Practice

Taira Masek, LCSW MPA (presenter), Papillion La Vista School District, Jordan Grieser, JD, Project Harmony

Track: Education-Mental Health Integration & Collaboration

Collaboration is key to addressing mental health and trauma symptoms in children. This presentation will describe a replicable model of collaboration between schools and a Child Advocacy Center to implement trauma informed practices in a Multi-Tiered Systems of Support model.

CS 6.15. Who Do I Want You to Be? Racial/Cultural Trauma in Schools

Jennifer Ulie-Wells, PhD (presenter), Please Pass the Love

Track: Cultural Responsiveness & Equity

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.

Friday, November 8

7:00a-8:00a **Registration** - Exhibit displays are open all day!

7:45a-8:00a **Welcoming and Greetings**
Sharon Hoover, PhD and Nancy Lever, PhD
Co-Directors, National Center for School Mental Health
University of Maryland School of Medicine, Baltimore, MD

8:00a-9:00a **Keynote Address**
Adapting Evidence-Based Practices for Specific Populations: The intersection between utilizing effective practices and ensuring fit and relevancy
Claire Crooks, PhD
Director, Centre for School Mental Health
Professor, Western University



9:00a-9:30a **Break**

Symposium | 9:30a-11:00a

S 01. Applications of Motivational Interviewing as a Core Component of Education-Based Intervention Development and Fidelity

Andy Frey, PhD (presenter), Blake Skidmore, MSW LCSW, University of Louisville, Jon Lee, PhD, Northern Arizona University, Jason Small, MA, Oregon Research Institute, Shannon Suldo, PhD, Lindsey O'Brennan, PhD, University of South Florida, Julie Owens, PhD, Ohio University

Track: Implementation Science and Practice

This symposium focuses on applications where motivational interviewing is integral to an intervention (i.e., in development and implementation) and quality is a component of implementation fidelity. The presentations address different populations and challenges. This panel is the second of two sessions focused on the novel applications of MI, with particular interest in issues related to school-based programming which leverage elements of MI, either as a part of the intervention or service, or in an effort to optimize implementation.

S 02. Best Practices in the Implementation of Universal Screening for Social, Emotional, and Behavioral Health

Nate von der Embse, PhD (presenter), Natalie Romer, PhD, Shannon Suldo, PhD, Joni Williams Splett, PhD, University of Florida, Katie Eklund, PhD, University of Wisconsin Madison, Steve Kilgus, PhD, University of Wisconsin Madison

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This symposium session will describe best practices in universal social-emotional screening system within a multi-tiered system of mental health supports. The presenters will provide a Technical Assistance and Implementation Guide for Universal Screening to inform application of best universal social-emotional screening practices. The information shared will be based on review of research, policy, stakeholder input and expert consensus. Participants will have opportunities to discuss implications for research and practice.

S 03. Culturally Responsive Mental Health Practice: RAICES 'Reaffirming Assets in Immigrant Children in Educational Settings

Maria Inma Iglesias, SSP (presenter), Maritza Gallardo-Cooper, PhD, The School District of Palm Beach County, Ivelisse Torres Fernandez, PhD, New Mexico State University

Track: School Climate and Universal Mental Health Promotion (Tier 1)

RAICES is a strength-focused, socio-emotional program for Latino immigrant students implemented as a universal intervention in a large urban school district. Based on research findings, RAICES incorporates critical domains that impact on psychological adaptation and bicultural integration such as psychosocial stressors, psycho-cultural factors, and home-school relationships. Extensive information will be provided about the framework adopted, structure, methods, activities, data collection, and program evaluation.

S 04. Developing, Implementing, and Sustaining University-School Mental Health Partnerships in Rural Communities

Kurt Michael, PhD (presenter), JP Jameson, PhD, Appalachian State University, Julie Sarno Owens, PhD, Ohio University, Catherine Bradshaw, PhD, Amanda Nguyen, PhD, University of Virginia

Track: Mental Health Intervention and Treatment (Tier 3)

Given the dearth of mental health services available for youth in rural communities, many schools have established partnerships to address these gaps. The opiate epidemic and rising suicide rates have put many rural communities at risk of a full-blown public health crisis. Despite these imposing realities, school mental health partnerships have shown promise in addressing some of these problems. The symposium will review the development of 3 university-school partnerships in rural communities within North Carolina, Virginia, and Ohio.

S 05. Equipping School Personnel with Evidence-Informed Strategies to Support Refugee & Immigrant Students

Colleen Cicchetti, PhD (presenter), Ann & Robert H. Lurie Children's Hospital, Northwestern University Feinberg School of Medicine, Sharon Hoover, PhD, University of Maryland School of Medicine, National Center for School Mental Health, Catherine DeCarlo Santiago, PhD, Loyola University of Chicago, Claire Crooks, PhD, Centre for School Mental Health, Western University, Patricia Marr-Stapleton, MSc, YRDSB, Stephanie Torres, MA, Ann & Robert H. Lurie Children's Hospital

Track: Cultural Responsiveness & Equity

Two teams will share innovative approaches to support immigrant/refugee newcomer students from within a multi-tiered system of support. One effort represents a universal Tier I approach to educating school-based personnel to better understand and support students who may have experienced trauma and stress during pre-migration, migration and post-migration. The second approach describes the findings from 2 cohorts of pilot students participating in a tier 2 intervention aimed at building coping strategies from within a strength-based approach.

S 06. Figuring out the Missing MTSS Puzzle Piece: Tier 2 Mental Health Supports

Ashley Mayworm, PhD (presenter), Loyola University Chicago, Kelly Whitaker, PhD (presenter), ETR Associates, Erin MacDougall, PhD, Public Health Seattle King County, Stephanie Moore, PhD, Bloomberg School of Public Health Johns Hopkins University, Eric Bruns, PhD, University of Washington, Aaron Lyon, PhD, University of Washington

Track: Prevention and Early Intervention (Tier 2)

This symposium will address real world implementation of Tier 2 behavioral health intervention in schools. The first presentation presents a framework for identifying and implementing Tier 2 supports across a system of school-based care. The second presentation uses a case study to discuss how a high school successfully

implemented complete mental health screening to identify students in need of Tier 2 interventions. The third presentation will present the process for adapting an evidence-based intervention for school social workers.

S 07. Implementation Science-Based Technical Assistance: The Mental Health Technology Transfer Center Network

Heather Gotham, PhD (presenter), Jessica Gonzalez, MSW, MHTTC Network Coordinating Office, Brandy Clarke, PhD LP, Mid-America MHTTC, Leora Wolf-Prusan, EdD, Pacific Southwest MHTTC, Molly Lopez, PhD, South Southwest MHTTC, Christine Miranda, Ph.D, National Hispanic and Latino MHTTC

Track: Implementation Science and Practice

The SAMHSA-funded Mental Health Technology Transfer Center (MHTTC) Network includes 10 Regional Centers, a National American Indian and Alaskan Native Center, a National Hispanic & Latino Center, and a Network Coordinating Office. This presentation will introduce the MHTTC Network, highlight the implementation science-based school mental health technical assistance activities of three of our Regional Centers, and provide a discussion led by our National Hispanic & Latino Center.

S 08. Innovations in Internalizing: Advances in School-Based Screening, Identification, And Treatment of Students with Internalizing

James McDougal, PsyD (presenter), SUNY Oswego, Michael LeBlanc, PhD, SUNY Oswego, Scott Meier, PhD, University of Buffalo, Mark Weist, PhD, University of South Carolina, Jamie Murray, PhD, Cannon City School District

Track: Prevention and Early Intervention (Tier 2)

This symposium will bring together researchers and school based MTSS professionals to discuss promising-validated approaches to improve the outcomes of students suffering from internalizing difficulties. Content includes selection-use of MTSS screening/monitoring measures to improve student identification, service access, and outcomes; use of the Interconnected Systems Framework Model for student support; and use of progress monitoring assessments to improve therapeutic intervention response in tiers 2 and 3. Applied studies are also included.

S 09. Meeting Student Needs: Integrating Mental Health/Whole Child Goals and Strategies In Your School Improvement Plan

Dan Luciani (presenter), Janelle Buchler, Jackson County Intermediate School District, Jessica Bucklin, Jackson County Intermediate School District, Scott Buchler, Nicole Tokar, Northwest Community Schools

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This learning opportunity will help participants identify specific areas of student need related to whole child and student mental health. We will explore community partnerships and interventions to impact identified needs. Participants will create goals and/or strategies that impact Tiers 1, 2 and 3 (MTSS) for their school improvement plans and develop action plans for staff readiness and fidelity of implementation. We will draw upon expertise of participants in the room and local examples. Perfect for teams or a individual district staff.

S 10. Mindfulness-Based Intervention in Schools: A Critical Review of the State-of-the-Science and Implications for Practice

David Klingbeil, PhD (presenter), University of Texas, Tyler Renshaw, PhD (presenter), Aaron Fischer, PhD, University of Utah, John Barr, BS, Utah State University, Anthony Roberson, MA, Deveraux Children's Behavioral Health Services, Clayton Cook, PhD, University of Minnesota

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This symposium provides a critical overview of the state-of-the-science of mindfulness-based intervention (MBI) in schools. The first presentation introduces MBI and its relevance to school mental health work. The second presentation discusses the results of meta-analyses of MBIs with youth and students, while the third presentation

discuss the results of MBI with teachers and parents. The final, fourth presentation offers take-home messages and future directions for using and advancing MBI in school mental health work.

S 11. Research on Promoting School Safety by Addressing School Mental Health

Mary P. Carlton, PhD (presenter), National Institute of Justice, Crystal Brandow, PhD, Policy Research Associates, Karli J. Keator, MPH, Policy Research Associates, Anna Yaros, PhD, Jim Trudeau, PhD, RTI International

Track: Education-Mental Health Integration & Collaboration

This symposium features National Institute of Justice-funded projects addressing student mental health needs and school safety. One project tests the impact of two interventions: The School Responder Model and Adolescent Mental Health Training for School Resource Officers. The other project examines the impact of multiple evidence-based treatments and support services. The presentations will focus on implementation challenges, how to address challenges, and the effectiveness of these approaches.

S 12. The Power of Relationships: Preventative and Proactive Ways with Children and Youth Who are Intense and Challenging

Sally Baas, EdD (presenter), Concordia University, St. Paul, Sarah How, PsyD, Circle of Life School

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Research supports that relationships in the school setting increases academic engagement and learning (Zins, 2007). Direct explicit instruction in key relationship skills can significantly change the interactions of adults with students. The Nurtured Heart Approach is a promising evidenced based practice teaching adults how to interact differently with students who have intense/challenging behaviors.

S 13. Trauma-Informed Care in Schools: What We Know (And Still Don't Know), And Why That Matters for Marginalized Youth In K-12

Michael Kelly, PhD (presenter), Loyola University Chicago School of Social Work

Track: Cultural Responsiveness & Equity

This symposium will pose a number of difficult and important questions regarding Trauma-Informed Care (TIC) in K-12 schools, framed by this overarching question: what do we REALLY know about TIC in schools, particularly TIC in marginalized school communities? Using ideas from implementation science and race and equity frameworks, participants will reflect on how to ensure that the important work of TIC is carried out in rigorous and culturally-responsive ways, without it becoming yet another educational trend that fades away.

S 14. Universal School Mental Health: From YAM Implementation to Universal Screening, Early Identification, & Treatment Engagement

Holly Wilcox, PhD (presenter), Johns Hopkins Bloomberg School of Public Health and School of Medicine Madhukar Trivedi, MD (presenter), Jennifer Hughes, PhD, UT Southwestern Medical Center

Track: Implementation Science and Practice

Interventions for building resilience and preventing depression are needed in schools, as schools are an optimal environment in which to implement health promotion and prevention programs, given programs can reach all youth. This symposium will report on the results from two school-based prevention programs (Youth Aware of Mental Health [YAM] and the Good Behavior Game [GBG]), and will review potential strategies for large scale implementation.

S 15. Where Education and Medicine Meet: A Collaborative Approach to Mental Health in Schools

Kristie Ladegard, MD (presenter), Elizabeth Erickson, DO, Lisa Kelly, Physician Assistant, Denver Health and Hospital Authority, Vicky Vernich, MEd, Denver Public Schools

Track: Mental Health Intervention and Treatment (Tier 3)

Mental health conditions among children are of the utmost concern and often negatively impact academic functioning. School Based Clinics are an important growing model of care that allows mental health professionals, educators, and pediatric providers including Child and Adolescent Psychiatrists to deliver psychiatric treatments to vulnerable populations. Not only does this profoundly impact long-term outcomes, but also academic performance, school safety and generational outcomes.

11:00a-11:15a Break

Conference Session 7 | 11:15a-12:15a

CS 7.01. A Lesson in Learning: The Intersection of K-12 Education and Behavioral Health - An Honest Discussion of Systems Barriers

Michelle Maike, MA (presenter), Maike & Associates, LLC Camille Goldy, MPA (presenter), Mona Johnson, PhD, South Kitsap School Districts, Megan Osborne, MPP, Maike & Associates, LLC

Track: Advocacy and Policy

This session explores the work of the legislatively directed Children's Mental Health Regional Pilot project, tasked with investigating the benefits of a dedicated staff person to bridge the gaps between the K-12 education and publicly-funded behavioral health systems. This presentation focuses on lessons learned from cross systems collaboration to increase access to behavioral healthcare for Medicaid eligible youth in Washington State.

CS 7.02. Building Community Partnerships with Family-Run Organizations to Support Students and Families

Millie Sweeney, MS (presenter), Jane Walker, FREDLA

Track: Youth and Family Partnerships

Family-run organizations provide a variety of services to families, working with the whole family to address mental health needs and the basic needs that affect emotional and behavioral well-being. They effectively provide a bridge between school and home that improves communication and overall outcomes for students and their caregivers. This workshop focuses on strategies for partnering with family-run organizations to support the connection between families and schools, addressing common needs impacting student mental health.

CS 7.03. Creating Restorative School Environments

Beverly Manigo, EdS (presenter), NewDirections215, LLC

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Participants will learn practical strategies to build strong healthy relationships with students, families, clients, employees and colleagues. Activities and visuals will help participants form a better understanding of the fundamental hypothesis of restorative practices. Participants will reflectively identify characteristics that define how they engage and exercise authority. Participants will learn how to create and establish norms for circle participation, conducting restorative circles, and identifying reliable methods for using circles.

CS 7.04. Creating the 'House That Smiles' - Optimizing School Culture and Climate Through Relationship-Based Practices

Basil Pizzuto, BS MS MA (presenter), Lauren DePinto, MSW DSW Candidate, Ridgewood Public School

Track: School Climate and Universal Mental Health Promotion (Tier 1)

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 mission and 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 relationship-based thinking and practice in schools.

CS 7.05. Developing Systems as a Guide for Implementation of Efficient & Effective Tier 3 Supports

Jodie Soracco, MEd (presenter), University of Nevada, Reno

Track: Mental Health Intervention and Treatment (Tier 3)

It is commonly known that Tier 3 interventions are designed to reduce the frequency, intensity, and/or complexity of problem behaviors through the use of function-based support plans. However, Tier 3 systems are commonly overlooked. This session will discuss the importance of establishing Tier 3 behavioral systems through discussion and examples of data, practices, and outcomes that will assist in establishing sustainable and effective Tier 3 supports.

CS 7.06. Effectively Using Data to Select, Implement, and Evaluate Tier 2 Systems

Kaci Fleetwood, MEd BCBA LBA (presenter), University of Nevada, Reno

Track: Prevention and Early Intervention (Tier 2)

At tier 2, significant emphasis is often put on the specific interventions that will be offered within the middle tier. This presentation will focus on the systems needed to support tier 2 efficacy and how to utilize data to work smarter not harder. Utilizing an implementation science approach, the training, selection, implementation, and evaluation of tier 2 systems at the school, district, and state levels will be presented.

CS 7.07. Expanding Access: Implementation and Funding Strategies for School Based Mental Health Programs

Kamilah Twymon, MEd LPCCS (presenter), Misti Dorsey MSW, Nationwide Children's Hospital

Track: Implementation Science and Practice

This presentation will provide an overview for best practices for expansion and implementation of School Based Mental Health programs. We will also review strategies specific to our local expansion which includes going from 17 to 55 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.

CS 7.08. How to Create and Sustain a School-Based Mental Health Program in Your School

Randi Williams, LPC MS, (presenter), Georgia HOPE

Track: Mental Health Intervention and Treatment (Tier 3)

This session is designed to give an overview of how to create and implement a sustainable School-Based Mental Health program that benefits and provides services to students on all tiers and how to effectively utilize integrated collaboration within the school to address the whole child, without billing the school or family. Georgia HOPE will share their journey and the comparative data collected over the last four years showing significant improvement in all measured areas: attendance, academic progress, testing, and disciplinary referrals.

CS 7.09. Mental and Behavioral Health Roadmap and Toolkit for Schools

Linda Rodriguez, EdD (presenter), Marcellina Melvin, MA LPC (presenter), Victoria Walsh, MPAff, Meadows Mental Health Policy Institute

Track: Education-Mental Health Integration & Collaboration

Unaddressed student mental and behavioral health needs interfere with achievement of academic goals. This presentation provides information on The Mental and Behavioral Health Roadmap and Toolkit for Schools, a free resource for that provides information on research-driven, evidence-based practices and practical guidance to more effectively assess and address student mental and behavioral health needs. The goal is to have a strategic, positive impact on school performance, including grade completion, attendance, and academic achievement.

CS 7.10. No Budget? No Buy In? No Problem! How a Small Program Can Have a Big Impact: the McLean School Nurse Liaison Project

Julie Love, MSN APRN PMHNP (presenter), McLean School Nurse Liaison Project

Trak Name: Education-Mental Health Integration & Collaboration

Many districts feel there is little they can do to improve mental health in the schools due to their limited resources. The McLean School Nurse Liaison Project (MSNLP) employs a single APRN to offer education, resources, & consultation to all staff in 400+ schools in MA. MSNLP partners with schools to address all Tiers, developing services based on expressed needs. With this light touch approach, the MSNLP has a significant impact over a large region, using minimal resources. Such a program could be replicated wherever need exceeds resources.

CS 7.11. Power of Sport in the Promotion of Student Achievement and Well-Being

Sara Henderson, MSW (presenter), Catelen Ramsey, MSW, Tasha Henderson, MSW, Stephen Moore, MS, Community and Youth Collaborative Institute, Samantha Bates, PhD, TCU Department of Social Work, Dawn Anderson, PhD, OSU College of Social Work

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Sport involvement is linked to increased academic outcomes, improved school climate and connectedness, peer relations, self-esteem, and broader health and well-being outcomes. Learn about three different sports-based interventions which use the power of sport to contribute to academic achievement and broader social outcomes. Participants will develop knowledge of these innovative practices, have opportunities to explore ways sports can complement their own school mental health practice, and receive resources to help with implementation.

CS 7.12. Quality Counts - Promoting Performance Improvement in School-Based Healthcare Settings through SBIRT and Depression Screening

Katy Stinchfield, MS (presenter), Paula Fields, MSN, School-Based Health Alliance

Track: Prevention and Early Intervention (Tier 2)

Participants will learn about national standardized performance measures for school-based health care (SBHC) programs and how to use data to improve performance. They will learn how SBHC programs identify and serve youth with depression and substance use concerns through Screening, Brief Intervention, and Referral to Treatment (SBIRT). Administrative, provider, and evaluator perspectives will be presented.

CS 7.13. Student Teachers and Mental Health: Understanding How Mental Health Conditions May Affect Student Teacher Success

Michael Houdyshell, PhD (presenter), Diane Kratt, EdD, Florida Gulf Coast University

Track: Education-Mental Health Integration & Collaboration

Student Teachers in their final year of college were surveyed, and some went on to be interviewed, regarding living with a mental health condition. Researchers were interested in learning more about the affects of a mental health condition on their ability to be a successful student and intern, as well as what supported their efforts and what barriers existed for them. The Student Teachers were forthcoming and shared valuable information, changing some of the ways the College of Education practices.

CS 7.14. The Missing Piece in Cultivating Partnerships to Increase Academic Achievement, School Climate, and Social Emotional Learning

Catelen Ramsey, MSW (presenter), Angelic Dean, MS, Noelle Britt, MPA, Tasha Henderson, BSEd, Dawn Anderson, PhD, Community Youth Collaborative Institute, Ryan Edwards, MA, United Way of Central Ohio

Track: Implementation Science and Practice

This presentation will highlight three essential roles of a School-Family-Community Coordinator (SFCC), outlining specific competencies and functions necessary for the delivery of seamless programs and interventions to support student learning, healthy development, and overall school success. SFCC from two urban schools will provide key examples of their work, as well as share best practice innovations contributing to outcomes and progress.

CS 7.15. Tools You Can Use: Promoting Safe and Healthy Schools and Communities through the Safe Schools FIT

Mary Thorngren, MS CHES (presenter), Kelly Wells, MPA, American Institutes for Research

Track: Education-Mental Health Integration & Collaboration

Using lessons learned from the Safe Schools/Healthy Students initiative over the past two decades, 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 such as modules in school mental health, evidence-based programs, and communications will be shared as well as practical examples on how these can be used to help students achieve success.

12:15p-1:15p Awards Luncheon

1:15p-1:30p Break

Conference Session 8 | 1:30p-2:30p

CS 8.01. Advocating for School Start Time Changes in Order to Improve Student Sleep, Academic Performance, and Physical/Mental Health

Amy Plog, PhD (presenter), Cherry Creek School District, Lisa Meltzer, PhD, National Jewish Health, Janise McNally, EdS, Cherry Creek School District

Track: Advocacy and Policy

Despite growing evidence of the positive impact of later school start times on adolescent health and academic outcomes, relatively few districts have changed start times. This session will describe a large suburban school district's successful multi-disciplinary process to change school start times, providing educators, school-based mental health professionals, and administrators with information on how to advocate for and implement such a change. Preliminary outcomes will further highlight the need for delaying secondary school start times.

CS 8.02. Assessing Schoolwide Capacity to Implement a Comprehensive School Mental Health System

Olga Acosta Price, PhD (presenter), Rachel Sadlon, MPH, Linda Sheriff, MEd, Center for Health and Health Care in Schools; George Washington University Milken Institute School of Public Health, Nisha Sachdev, DrPH PsyD, Bainum Family Foundation

Track: Financing and Sustainability

Learn a process by which schools and community partners can systematically assess their comprehensive school mental health model. As part of a cross-sector strategy to leverage assets and opportunities for school mental health in DC, the Bainum Family Foundation and the Center for Health and Health Care in Schools developed a needs assessment process to evaluate the status of school mental health in four DC schools.

CS 8.03. Braiding SEL, Trauma-Informed Care and Restorative Practices to Foster Equity in a Large Urban School District

James Padden, EdD ABD (presenter), Claudia Lawrence-Webb, DSW, Chris Gaither, MSW, Baltimore City Public Schools

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This presentation focuses on Social-Emotional Learning (SEL) in Baltimore City Public Schools and the consolidation of the different district initiatives that embrace trauma, restorative practices and SEL, with the common thread of promoting educational equity for all students. Our discussion of equity will process how the different programs using SEL address disproportionality of culturally diverse students in regards to placement and discipline.

CS 8.04. Child Psychiatrists Go to School: Innovative Approaches to Increase Collaboration

Jeff Bostic, MD EdD (presenter), MedStar Georgetown University Hospital, Erika Ryst, MD, University of Nevada Reno, Kristine Goins, MD, MedStar Georgetown University Hospital

Track: Education-Mental Health Integration & Collaboration

Child psychiatrists can be useful to schools in diagnostic and treatment planning. Two innovative approaches will be described: (a) Telepsychiatry, including hybrid (on-site and tele-sessions) and emerging effective school telepsychiatry practices; (b) the ECHO (Extending Community Healthcare Outcomes) model, which engages diverse providers, including school staff, to address specific cases and collaborate to address students' mental health needs.

CS 8.05. Community Partnerships to Support School-Based Behavioral Health

Melissa Pearrow, PhD (presenter), UMass Boston, Shella Dennery, PhD, Boston Children's Hospital, Andria Amador, EdS, Boston Public Schools

Track: Education-Mental Health Integration & Collaboration

Community partnerships that connect agencies with intersecting goals and constituencies can organize resources in a manner that is mutually beneficial and sustainable. The partnership discussed here, between a school district, university, and hospital, was initiated to build community capacity and increase access to comprehensive, integrated behavioral health supports, consultation, and services. The resulting collaborative framework has generated efficiencies across each of the organizations with improvements for students, educators, schools.

CS 8.06. Creative Ways to Engage Students and Teachers in Mental Health and Wellness Promotion Activities

Kamilah Twymon, MSED (presenter), Brianna Sheridan, MSED, Janelle Dethloff, MSE, Nationwide Children's Hospital

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This presentation will provide an overview of the need and impact of wellness and universal prevention strategies and will also highlight how engaging school staff and students increases sustainability. The facilitators will also share their experience in identifying and implementing strategies that are effective at impacting school climate while also engaging school staff and students. Additionally, outcomes and learned lessons will be shared with participants.

CS 8.07. District-Wide Psychosocial Progress Monitoring: Enhancing Therapeutic Practice and Advancing Data-Driven Decision Making

John Crocker, MEd (presenter), Methuen Public Schools / Massachusetts School Mental Health Consortium

Track: Mental Health Intervention and Treatment (Tier 3)

Presenters will provide an overview of the implementation of psychosocial progress monitoring practices in Methuen, MA, including a discussion regarding how these practices can serve to support evidence-based therapeutic services, adjustments to therapeutic practice, special education service delivery, and comprehensive school mental health (CSMHS) evaluation and sustainability. Resources to support the selection of psychosocial progress monitoring tools and the design of treatment plans will also be provided.

CS 8.08. Engaging Families in School-Based Student Mental Health Support: The BRYT Story

Megan Harding, MSW (presenter), Paul Hyry-Dermith, EdD, BRYT/ Brookline Center for Community Mental Health

Track: Youth and Family Partnerships

The BRYT (pronounced bright) model offers an example of how schools and families in Massachusetts are working together to collaborate on students' re-entering school after hospitalization or prolonged absences due to mental illness. The session will begin by describing the BRYT Family Engagement model; share three programmatic family interventions developed across three schools within the BRYT Network - and introduce participants to the Wellesley Bridge Parent Leadership Team, a parent peer model designed to provide support and resources.

CS 8.09. Making it Work at Tier 3: Lessons Learned from Implementing a, Intensive Intervention for High School Students

JoAnne Malloy, PhD (presenter), Katheryn Francoeur, MEd, Heidi Cloutier, MSW, Institute on Disability at UNH, Ali Hearn, MSW LCSW, Midwest PBIS Network

Track: Mental Health Intervention and Treatment (Tier 3)

This presentation focuses on how to implement a Tier 3 intervention for high schools students who are at significant risk of high school dropout, ant-social behavior in the community, and other dismal outcomes. The presentation will identify the primary features of effective implementation and the experiences of a team that implemented RENEW, a research-based intervention for youth with emotional and behavioral disorders, in 11 high schools. Participants will learn how to effectively implement evidence-based Tier 3 interventions in schools.

CS 8.10. Preschool Expulsion Prevention: Parent and Practitioner Perspectives on Putting Policy into Practice with ECMH Consultation

Grace Schoessow, MS (presenter), Greene County Educational Service Center

Track: School Climate and Universal Mental Health Promotion (Tier 1)

In Ohio efforts are underway to prevent preschool expulsion and promote positive preschool climate with Early Childhood Mental Health Consultation. ECMHC ensures safe and supportive schools through MH integration and collaboration with both parents and professionals to promote wellness and inclusion with comprehensive services early and often. In this session participants will hear parent and practitioner perspectives on how we can work together to put policy into practice and end preschool expulsion at the local, state and national levels.

CS 8.11. RELATE: Building Positive Student-Teacher Relationships to Reduce Racial Disparities during the High School Transition

Larissa Gaias, PhD (presenter), Kristine Lee, BA, Stephanie Brewer, PhD University of Washington, Mylien Duong, PhD, Committee for Children, Lillian Nguyen, BS, Clayton Cook, PhD, University of Minnesota, Twin Cities

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This session outlines the Establish-Maintain-Restore (EMR) framework for building positive student-teacher relationships. The authors also describe findings from an iterative development process to adapt EMR to be developmentally appropriate for ninth grade students and culturally responsive for students of color. Participants

will gain knowledge of strategies for relationship building and will consider the nuances of improving relationships with high school students and culturally diverse youth, with implications for educators' own practice.

CS 8.12. Supporting ALL Students Through a Universal SEL Program and Focused Secondary Level Trauma Intervention in Elementary Schools

Carl Sumi, PhD (presenter), Michelle Woodbridge, PhD, Kristen Rouspil, MPH, SRI International

Track: School Climate and Universal Mental Health Promotion (Tier 1)

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 presentation will describe the implementation of a primary prevention SEL program (Second Step) and a trauma-informed intervention (Bounce Back) being implemented in urban elementary schools. Preliminary outcomes of the project will be discussed.

CS 8.13. The Art of Collaboration: How Education, Mental Health and Families Find Common Ground

Lindsay Brain, MEd, (presenter) Karen Tantalo, MA, Jerry Wessel, MA, Wesley Family Services, Alan Axelson, MD, Intercare Psychiatric Services

Track: Education-Mental Health Integration & Collaboration

Collaboration between school district personnel, mental health providers, psychiatric services, and families provides opportunity to work as a team to address mental health needs in the education setting. Through strong partnerships and the use of data to drive evidence based practices, the team is able to support children in multiple settings. Flexible service delivery through contracting with the district allows for positive outcomes in the education and home setting.

CS 8.14. The TRAILS Dashboard: A Web Application to Measure Outcomes and Monitor Fidelity of Evidence-Based Mental Health Practices

Elizabeth Koschmann, PhD (presenter), University of Michigan

Track: Implementation Science & Practice

The TRAILS Dashboard is a user-friendly, customizable web- and mobile-application designed to facilitate easy and efficient tracking of a variety of metrics, including treatment delivery and fidelity and student or patient health outcomes. This presentation will introduce the dashboard, discuss its use within the context of a state-wide student mental health initiative and an NIMH-funded clinical trial; and present opportunities for application to other settings in which tracking of treatment fidelity or clinical outcomes is of interest.

CS 8.15. Universal Screening and Teacher Training to Identify Youth with Internalizing Behavior Problems

Joni Splett, PhD (presenter), Kathryn Trainor, MA, David Riddle, MA, Joseph Graham, BA, University of Florida, Steve Kilgus, PhD, Katie Eklund, PhD, University of Wisconsin Madison

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Concerns regarding unmet mental health needs and service receipt disparities between children with internalizing and externalizing behavior problems has resulted in several calls for improved teacher training in children's mental health and universal mental health screening. We will share research examining the strengths and limitations of these recommendations. Implications of the findings for school mental health professionals and researchers will be discussed and examples given to mitigate limitations and improve service receipt outcomes.

2:30p-2:45p Break

CS 9.01. Clinicians in Schools: Moving from Learning to Leadership

Ali Hearn, MSW LCSW, Midwest PBIS Network

Track: Education-Mental Health Integration & Collaboration

Community and school based clinicians face an increasingly daunting task in providing support for students, families, and staff mental wellness. This session will explore the need to be working in the micro, mezzo, and macro areas of practice. We will also consider the importance of being the social emotional leader in the building by training and supporting all staff in self-care. Finally this session will focus on the qualities of leadership and helping participants assess their leadership skills and develop concrete action plans.

CS 9.02. Designing a Trauma Sensitive Approach to Student Conduct Policy within the Virginia Tiered Systems of Supports (VTSS)

Rebecca Kahila MAED (presenter), Martha Montgomery, EdS, Virginia Department of Education

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Students experiencing trauma are at higher risk for displaying problematic internalizing and externalizing symptoms and may affect memory, language, self-regulation and focus. The new Virginia Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension links student behaviors to social emotional learning and outlines leveled administrative responses aimed at teaching appropriate behaviors and addressing the underlying causes of student misconduct.

CS 9.03. Expansion of Tier II Mental Health Services: A Comprehensive Cognitive Behavioral Therapy Group Counseling Model

Jessica Cockroft, MEd (presenter), Methuen Public Schools

Track: Prevention and Early Intervention (Tier 2)

Presenter provides an overview of Methuen Public Schools' group counseling model which includes six Cognitive-Behavioral Therapy (CBT) small counseling groups focusing on anxiety, depression/internalizing disorders, and social skills. Attendees will learn about the expansion of the counseling model over the past three years, and will review data in regards to the programs' efficacy as an evidence-based program. A review of the next intended phase of the group therapy program will also be offered.

CS 9.04. Mental Health Technology Transfer Center Network: Strategies for Building Comprehensive School Mental Health Services

Sharon Hoover, PhD (presenter), Nancy Lever, University of Maryland School of Medicine, National Center for School Mental Health, Heather Gotham, PhD, Jessica Gonzalez, MSW, MHTTC Network Coordinating Office

Track: School Climate and Universal Mental Health Promotion (Tier 1)

The MHTTC Network is a new initiative funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) focused on disseminating and implementing evidence-based practices for mental disorders. The MHTTC Network includes 10 Regional Centers, a National American Indian and Alaskan Native Center, a National Hispanic & Latino Center, and a Network Coordinating Office. The MHTTC NCO in collaboration with the National Center for School Mental Health (NCSMH) developed an eight module training curriculum: the National School Mental Health Curriculum. This session will orient attendees to the curriculum and discuss practical applications of the materials.

CS 9.05. Navigating the Implementation of a Successful Behavioral Health Team

Natalie Eich, MA (presenter), Jacqueline Fitzgerald, MA, Lindsey Furczyk, MA, Megan Gunier, MSW, Rebecca Lara, MSW, Joliet Township High School District

Track: Implementation Science and Practice

As adolescent social-emotional health needs are evermore present, school mental health providers are inundated with the pressing need for support services. The Behavioral Health Team supports the social-emotional needs of students in an MTSS framework. This session examines the critical need for a comprehensive Behavioral Health Team within the school setting of a large urban high school district. Participants will learn how to provide interventions for students through a problem-solving process.

CS 9.06. Promoting Mental Health Education in Schools through Legislation: Strategies for Advocacy and Implementation

Jenifer Urff, JD (presenter), Jessica Larochelle, MPH, Massachusetts Association for Mental Health, Amy Molloy, Mental Health Association of New York State

Track: Prevention and Early Intervention (Tier 2)

Mental health issues in childhood can impede academic performance and lead to adverse health and behavioral outcomes. School mental health education programs improve knowledge about mental health and may reduce stigma and encourage seeking help. New York and Virginia have laws requiring mental health education in schools, and Massachusetts is considering similar legislation. This session will provide an overview of mental health education state mandates and describe advocacy goals and strategies, implementation approaches, and lessons learned.

CS 9.07. Addressing America's Mental Health Epidemic: Which Approach Is Best for Universal Screening?

Annabel Li, MA, Achilles Bardos, PhD, The University of Northern Colorado

Track: School Climate and Universal Mental Health Promotion (Tier 1)

MTSS is widely implemented in schools for Pre-K through 12th grade, but little research has been conducted regarding its program effectiveness in post-secondary settings. Given the emotional turmoil associated with stressors during the transition from high school to college, students often become highly vulnerable to mental health problems. We propose a dual-factor approach to addressing mental health needs and promoting positive adaptation in college students during this transition.

CS 9.08. Reducing Stress in School: A Gateway to Healthier Teachers, Students and Families

Jordan Friedman, MPH (presenter), The Stress Coach

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Quick Calm, Go Coastal and The Tranquilizer are just a few of the stress reduction techniques now being practiced by mental health consultants, teachers, families and students in New York City schools. During this training workshop, you will learn to use some of these same techniques, how to teach them to others, and meaningful ways to immediately incorporate them into classrooms, meetings and one-to-one student interactions. Participants will receive a comprehensive stress reduction app that includes program techniques.

CS 9.09. Research on Promoting School Safety by Preventing and Responding to Student Mental Health Concerns

Catherine Bradshaw, PhD (presenter), University of Virginia, Mary Carlton, PhD, National Institute of Justice, Jill Haak Bohnenkamp, PhD, Sharon A Hoover, PhD, University of Maryland School of Medicine, National Center for School Mental Health, Joni Williams Splett, PhD, University of Florida

Track: Education-Mental Health Integration & Collaboration

This session features National Institute of Justice-funded projects to prevent and address student mental health needs to keep schools and students safe. Each of the presentations will offer information on the implementation and effectiveness of various programs using a continuum of coordinated approaches to prevent and respond to student mental health issues.

CS 9.10. Schools and Communities Working Together to Support Student Well-Being: A Reflection on the Pee Dee Resiliency Project

Mark Weist, PhD (presenter), Samantha Hartley, MA, Tristan Collier, BS, Courtne Smith, PsyD, University of South Carolina

Track: Youth and Family Partnerships

This presentation will provide an overview of the Pee Dee Resiliency Project (PDRP) a community-based project in 8 schools in SC focused on promoting resiliency in schools, families, and communities. The presentation will focus on the results from the first two years of implementation and interviews with parents, clinicians, and school administrators; and reflect on considerations for successfully implementing and evaluating projects that target areas of need across multiple sectors.

CS 9.11. Stigma Hurts, Awareness Helps: Strategies and Lessons Learned From a Ten-Year Peer-to-Peer Mental Health Awareness Program

Lizelle Salazar, MPH (presenter), University of Michigan Depression Center, Stephanie Salazar, MPH, University of Michigan Depression Center, Roberta Stapleton, MA MS, Community High School

Track: Financing and Sustainability

In a ten year span, the University of Michigan Depression Center has managed to sustain and expand its Peer-to-Peer Depression Awareness Campaign program from five high schools to 29 middle and high schools. This presentation will focus on the creation of our program manual & resource website as well as strategies for program evaluation and finding different funding streams. We will also address changes made to adapt this Tier 1 program to middle schools. For those interested, we can discuss how you can bring this program to your community.

CS 9.12. Student Wellness Begins with Us: The Impact of Compassion Fatigue, Secondary Traumatic Stress, and Burnout & How We Can Cope

Priscilla Ward, MSW (presenter), Orange County Department of Education

Track: Education-Mental Health Integration & Collaboration

This session will provide educators, direct service providers, and other school personnel with a deeper look into the challenges of working in school settings, specifically the impact of secondary traumatic stress, vicarious trauma, compassion fatigue and burnout. Participants will be equipped with tangible strategies to monitor their functioning, to build resilience, and to develop healthy coping skills. The wellness and self-care of school personnel will be emphasized as a critical component of effectively addressing student needs and safety.

CS 9.13. Supporting Schools to Develop and Continuously Improve Tier 3 Integrated Mental Health & Academic Programs: The BRYT Approach

Mariel Collins, MEd (presenter), Henry White, MD, Katherine Houle, LICSW, Sharnetta David, MS, MEd, The Brookline Center for Community Mental Health

Track: Mental Health Intervention and Treatment (Tier 3)

BRYT, a school-based program created by the Brookline (MA) Center for Community Mental Health, systematically addresses the needs of students challenged by hospitalization or prolonged absences due to mental illness. As of March 2019, more than 100 schools operate BRYT-model programs, with many more in planning. This session will include an overview of BRYT and a deep dive into BRYT's approaches to program planning, technical support for implementation and continuous improvement, and professional development for BRYT-model program staff.

CS 9.14. Using a Function-Based Approach to Adapt Tier 2 Behavior Interventions

Caitlyn Majeika, PhD (presenter), University of North Texas, Joseph Wehby, PhD, Vanderbilt University

Track: Prevention and Early Intervention (Tier 2)

What do you do when a student is non-responsive to a Tier 2 behavioral intervention? Adapt! We recommend using a data-based decision making approach that considers function of student behavior to select and implement adaptations for nonresponders across Tier 2 interventions. The goal of this presentation is to show you practical ways to: (1) assess student response to an intervention, (2) feasibly assess function of behavior, and (3) select and implement function-based adaptations for a variety of Tier 2 interventions.

CS 9.15. Using Fidelity Tools to Infuse Family Engagement and Trauma-Responsiveness into MTSS Implementation

Lisa Dotson, MSW (presenter), Megan Edwards, PsyD (presenter), Cassie Yackley, PsyD, Jim Fauth, PhD, Antioch University New England

Track: Implementation Science and Practice

Fidelity tools are essential to guide implementation and support quality improvement of MTSS in the school setting. We present fidelity tools developed to aid on-the-ground practitioners in the implementation of a comprehensive MTSS model that incorporates elements of school mental health; a measure designed to structure family engagement efforts in schools, using the Dual-Capacity Building model for home-school partnerships; and a tool that guides implementation of a comprehensive, tiered approach to trauma-responsive schools.

3:45p-4:00p Break

CS 10.01. A Longitudinal Study of Two Teacher-Report Screening Measures for Student Wellbeing: Comparing the SWTRS and SAEBRS

Anthony Roberson, MA (presenter), Devereux Children's Behavioral Health Services, Tyler Renshaw, PhD, Utah State University

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This study compared the worth of two teacher-report universal screeners for student mental health, the SWTRS and SAEBRS, at two times during the school year. Both measure academic, social, and emotional student behavior although they differ in that the SWTRS measures only positive functioning while the SAEBRS combines positive and negative behaviors in the same measure. Results suggest that both have strong concurrent and predictive validity characteristics in identifying student risk but differ in which outcomes they are better at predicting.

CS 10.02. Applying Restorative Justice Principles to your Practice: Creating a Climate of Inclusivity One Conversation at a Time Addressing Mental Health via Culturally Responsive School-Based Services

Ellen Wilder, LMSW, MEd (presenter), Austin Discovery School

Track: Cultural Responsiveness & Equity

Participants in this workshop will learn how to apply Restorative Justice practices in any work setting in order to create safe and supportive environments. You will learn the origin and best practices within the framework as well as practice facilitating a restorative circle. We will discuss and practice asking questions to address harm that has occurred, building community, and fostering deeper relationships with those you work with. You will also learn how to weave in restorative practices in 1 on 1 conversations with youth and colleagues.

CS 10.03. Diverse Students in the Context of Current Times: Addressing Mental Health via Culturally Responsive School-Based Services

Matthew Mock, PhD (presenter), John F. Kennedy University

Track: Cultural Responsiveness & Equity

Recognizing and applying cultural competency, responsiveness and cultural humility in teaching and working effectively with students have become imperatives in educational settings. Culture is often an important resource for students but may also be a source of challenge when it comes to seeking help for mental wellness. While psychological stressors impact all communities some such as Latinx, Asian and African Americans, these same communities underutilize community services. This symposium will address successful community defined strategies.

CS 10.04. From the Ground Up: Designing, Implementing, and Sustaining a Tier-III Mental Health Transition Program

Alison Sumski, MA (presenter), Methuen High School

Track: Mental Health Intervention and Treatment (Tier 3)

Presenter will provide an overview of the design and implementation of the Methuen High School Bridge Program: a short-term, Tier-III transition program for students returning to school after an extended absence due to serious mental health and/or life transition challenges. The presentation features a discussion of the program's core components, insight into developing school and community buy-in, an overview of how data are collected via psychosocial progress monitoring, and a case study of a student's successful completion of the program.

CS 10.05. Jogging Rather Than Running: Shift of Crisis to Prevention in New York City with the use of Evidence Based Models in Schools

Reina Batrony Cine, LMHC (presenter), the New York Foundling, Bonnie Loughner, LCSW, The New York Foundling

Track: Mental Health Intervention and Treatment (Tier 3)

The Foundling's School Based Mental Health Services has been responding to the unique needs of students and families in schools throughout New York City providing multi-tiered level interventions. In order to support the mental health needs of the students and families, the school climate has to be willing to change and be part of the intervention. This presentation will focus on the experience working with and responding to the needs of the students and families in school settings in New York City using evidence based models.

CS 10.06. Safety and Support Begin at Home: Evidence-based Strategies for Family Engagement

Natalie Beck, DSW LCSW, St Edward's University, Stephanie Ochocki, DSW LCSW, Anoka-Hennepin ISD

Track: Youth and Family Partnerships

Addressing an entire family system can be challenging, leading some practitioners to opt only to focus on the youth in front of them. However, ignoring the larger context in which the youth operates misses the opportunity for additional support and lasting change. Research demonstrates the positive impact that familial involvement has on outcomes and provides concrete strategies that practitioners can use for engaging families. Participants will have the opportunity to explore the evidence and examine their attitudes about working with families.

CS 10.07. Strengthening Relationships to Strengthen Outcomes

Ali Hearn, MSW, LCSW (presenter), Midwest PBIS Network

Track: School Climate and Universal Mental Health Promotion (Tier 1)

The PBIS framework provides an opportunity to systematically make the process of strengthening relationships more explicit. This session will explore the importance of relationships, how implementing PBIS with fidelity can increase the quantity and quality of student-teacher relationships, and how to increase dosage as needs of youth increase. Participants will leave with specific examples of application at all three tiers, and considerations for using data to measure fidelity of implementation and student outcomes.

CS 10.08. The Interconnected Systems Framework: Case Study from a Randomized Control Trial

Joni Splett, PhD (presenter), University of Florida, Kelly Perales, MSW, Midwest PBIS Network, Elaine Miller, MAT, University of South Florida, Colleen Halliday-Boykins, PhD, Medical University of SC, Mark Weist, PhD, Victoria Rizzardi, MEd, University of South Carolina

Track: Education-Mental Health Integration & Collaboration

This session will share a case study of a school implementing the Interconnected Systems Framework while participating in a randomized control trial. Prior to the study, the school had previously implemented PBIS; however, had not partnered with a community mental health agency to provide services to students. In implementing ISF this partnership was established and clinician joined the school's multi-disciplinary team and began supporting students. Qualitative and quantitative data will be shared which suggests significant promise of ISF.

CS 10.09. The Magnificent 7 Years of Advancing Behavior Health Services in Boston Public Schools: Lessons Learned and Data To Share

Achilles Bardos, PhD (presenter), University of Northern Colorado, Mary Cohen, PhD, Boston Public Schools

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Seven years of learning and data about Comprehensive Behavior Health Services. Yes, it can be done! We will share our efforts, challenges and success stories of implementing the model, concentrating primarily on Tier I

efforts, the level most difficult to implement and with the most barriers. Implementation guides and numerous resources utilizing a data-driven approach from universal screening, to progress monitoring of interventions will be made available to all workshop participants.

CS 10.10. Why School is Not a Walk in the Park for Our Students

Jason Byars, EDS (presenter), Georgia Department of Education

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Netflix original series “Thirteen Reasons Why” has chronicled the plight of high school students dealing with a variety of mental wellness issues from substance abuse to trauma to suicidal ideations. Youth serving adults, including educators, must be trained and prepared to face the reality that 1 in 5 of their students are living with some degree of a mental illness. This session will guide participants through the process of integrating school mental health into a Positive Behavior Intervention and Support (PBIS) framework.

CS 10.11. Using Motivational Interviewing in School-based Programing with Youth, Families, and Teachers

Catherine Bradshaw, PhD, University of Virginia, Blake Skidmore, MSW, Andy Frey, PhD, University of Louisville, Elise Pas, PhD, Johns Hopkins University, Aaron Thompson, PhD, University of Missouri, Jonathan Lee, PhD, Northern Arizona University

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Many practitioners are interested in the use of Motivational Interviewing (MI) techniques to optimize participant engagement in programs and related behavior change processes. Yet there is a growing need for context-specific training and assessment systems to evaluate and track MI skill development. This presentation includes review of a conceptual framework for applying MI to engage children, families, and school staff in services and programs, followed by two original empirical presentations. This is the first of a set of two MI sessions.

CS 10.12. Using the School Compassionate Culture Analytic Tool for Educators to Inform the Childhood Trauma Learning Collaborative

Martha Staeheli, PhD (presenter), Program for Recovery and Community Health, Dept. of Psychiatry, Yale School of Medicine, Christine Mason, PhD, Center for Educational Improvement

Track: Implementation Science and Practice

S-CCATE is a 40 item, validated, online school culture assessment to support and guide school communities through the process of transformational change toward increased compassion and health. The S-CCATE is currently being used in the NE-MHTTC’s Childhood Trauma Learning Collaborative, in which 24 school leaders and teachers throughout New England will use of the S-CCATE in order to vision, plan for, and monitor the impact of interventions that they identify to improve classroom climate and the mental health of students and staff.

CS 10.13. Utilizing Social Work and Behavior Consultation within a Multi-Tiered Positive Behavior Support Framework

Megan Berkowitz, MSW (presenter), Ariel Dickinson, MSW, AppleTree Early Learning Public Charter Schools

Track: Prevention and Early Intervention (Tier 2)

Outcomes, lessons learned, and implementation tools will be shared regarding the social work and behavioral consultation methods used to facilitate a multi-tiered positive behavior support system at a Washington, DC charter school network.

CS 10.14. Voices From the Grave: Informing School Policy Through Adolescent Suicide Review

Ashley Fortier, MA (presenter), Elijah Marrow, PsyD, Michael Pines, PhD, Los Angeles County Child & Adolescent Suicide Review Team

Track: Mental Health Intervention and Treatment (Tier 3)

Each month in Los Angeles, California, the Child and Adolescent Suicide Review Team (CASRT) convenes to review an adolescent death by suicide. Professionals who had contact with the youth, such as teachers, and social workers, share their information about the decedent. This presentation reviews school-based recommendations produced by these meetings as well as findings from a recent research project. The goal of this presentation is the same as that of CASRT itself; to find innovative ways to give untimely death the voice to help the living.

CS 10.15. Working Smarter on School Mental Health Initiatives: Participatory, Systematic Methods to Select Implementation Strategies

Elizabeth Connors, PhD (presenter), Yale University Byron Powell, PhD, Washington University in St. Louis, Clayton Cook, PhD, Madeline Larson, MA, University of Minnesota- Twin Cities, Aaron Lyon, PhD, University of Washington

Track: Implementation Science and Practice

Schools, districts, and states are constantly implementing initiatives to support student mental health and well-being. However, most evidence-based practices will falter during implementation unless there is systematic, strategic investment in ongoing implementation support. This conference session will provide guidance about how to select and prioritize implementation strategies in a collaborative, systematic way to ensure your specific school or district mental health initiative will be more likely to succeed and sustain the test of time.

Poster Presentations & Networking Reception | 5:00p-6:30p

Come learn from our presenters and enjoy a taste of Austin!

A Promising Practice to Foster Safety, Promote Supportive Environments, and Build Relationships: The School Responder Model

Crystal Brandow, PhD, National Center for Youth Opportunity and Justice

Academic Supports and Outcomes Among Young People Enrolled in Maryland Healthy Transitions

Perrin Robinson, MS, Sylvia McCree-Huntley, EdD, Megan Prass, BS, Joanna Prout, PhD, Sharon Hoover, PhD, National Center for School Mental Health, University of Maryland School of Medicine

Access to Professional Support Personnel in Massachusetts public schools: Comparison Based on Student Economic Need

Whitney Walker, MA, UMass Boston, Melissa Pearrow, PhD, Sara Whitcomb, PhD, BIRCH Project – UMass Boston

Adoption of Innovative Expanded School Improvement Model: Decreasing Behavior Incidents to Improve Conditions for Learning

Tasha Henderson, BSEd, Community and Youth Collaborative Institute, CSW, Angelic Dean, MS, Community and Youth Collaborative Institute, CSW, Christopher Brady, EdD, Hamilton STEM Academy, Mary Jane Pettigrew, Hamilton STEM Academy, Ryan Edwards, United Way of Central Ohio, Dawn Anderson, PhD LISW S, College of Social Work The Ohio State University

Aligning and Integrating Family, School, and Community Systems to Promote Mental Health in Rural Communities

Andy Garbacz, PhD, University of Wisconsin-Madison,

An Ecological Model of Care for Healing through School-Based Mental Health Centers

Tracy Spinner, MEd, Austin ISD

An Exploration of School Mobility: Negative Impacts and Targets for Intervention

Hannah Dinnen, MA MEd, Jack Baker MA, Paul Flaspohler PhD, Renee Dallal, BA, Amy Kerr, MEd, Miami University

An Exploratory Study of New Teacher Response to a Wellbeing Program

Jeff Bostic, MD EdD, MedStar Georgetown University Hospital, Neal Horen, PhD, Georgetown University Center for Child and Human Development, Kristine Goins, MD, MedStar Georgetown University Hospital, Daniel Camacho, PhD, University of Virginia, Matt Biel, MD, MedStar Georgetown University Hospital,

An Investigation of the Association of School Climate and Mental Health Among a Texas Middle School Population

Elizabeth Baumler, PhD, Jeff Temple, PhD, Yu Lu PhD, The University of Texas Medical Branch

Building University-School Partnerships to Expand Positive School-Based Mental Health Resources: A Service-Learning Approach

Emily Wingate, MA, Hanna Gilfix, MA, Letty DiLeo, BA, Shannon Suldo, PhD, University of South Florida

Cognitive-Communicative Disorders Silent Epidemic: A Confluence with the School-to-Confinement Pipeline

Shameka Stanford, PhD, Howard University

Comparing Informants for Mental Health Screening at the Preschool Level

Stephanie Moore, PhD, Isabelle Fleury, BA, University of California Santa Barbara

Creating a School Culture of Mental Health Awareness

Sara Wilson, Med, Kristen Yancey, MA, Great Oaks Career Campuses

Dear Mind: Please Stop

Jeremy Angus, BSBA, The Prevention Network and CLASS Academy

Developing Mental Health Literacy in School Settings: The Perspectives of Educators

Jaime Semchuk, MA, Simon Lisaingo, MA, University of British Columbia

Early Detection of Children's Mental Health Problems through the Universal Screening

Jihye Kim, PhD, Kennesaw State University

Effectiveness of an Online Suicide Prevention Program for College Staff and Students

Mills Smith-Millman, PhD, McLean Hospital, Lorraine Bernstein, MS, Natasha Link, MA, Nancy Lever, PhD, Sharon Hoover, PhD, Grace Johnson, BA, National Center for School Mental Health

Enhancing School Climate by Promoting Social, Emotional and Academic Development through Multi-Tiered Systems of Support

Jodie Soracco, MEd, UNR: Nevada PBIS TA Center, Michelle Trujillo, MEd, Nevada Department of Education

Equine-Assisted Psychotherapy in Schools Reduces Trauma Symptoms

Jennifer H. Forstrom D'Agostino, PhD, Carol and Frank Biondi Education Center & Pace University, Paul Griffin, PhD, Anthony Mancini, PhD and Joseph Franco, PhD Pace University

Equipping Freshmen with Coping and Engagement Skills to Succeed in Accelerated Courses: Evaluation of Preventative Supports

Shannon Suldo, PhD, Lindsey O'Brennan, PhD, Kai Zhuang Shum, MA, Hannah Gilfix, MA, Elizabeth Storey, MA, University of South Florida

Factors Associated with Peer and Teacher Discordant Identification of Relationally Aggressive Students

Chandler Puhly, BS, Tracy Waasdorp, PhD, Children's Hospital of Philadelphia, Brian Daly, PhD, Drexel University, Stephen Leff, PhD Children's Hospital of Philadelphia

Feasibility and Favorability of Cam's Classroom: A Universal Prevention Program for Behavior and Emotion Regulation

Kimberly Kleinman, PsyD, Zoe Chiel, PhD, Amanda Webb, BA, Stephanie Garcia Sosa, NewYork-Presbyterian Hospital/Columbia University Irving Medical Center

Gangs, Trauma, and the Role of Schools: Restoration for All Students

Priscilla Ward, MSW, Alva Alvarez, MSW, Orange County Department of Education

Gender Outside the Box: Cultivating Self-Acceptance and Confidence for Children on a Gender Journey

Elana Sandley, LCSW MPH, Simmons School of Social Work, Orly Zimmerman-Leizerov, MA LCSWC, Jill Jerome, LCSWC, Growing Minds Center for Child and Family Therapy

Getting the Big Picture of a MTSS for Complete Mental Health

Catherine Raulerson, EdS, Karen Elfner, MA, Natalie Romer, PhD, USF

How Can I Help? Training Educators to Recognize, Reach Out, Refer and Recharge

Kevin Lorson, PhD, Leslie Neyland-Brown, PhD, Josh Francis, PhD, Jordan Umphrey, MA, Wright State University

How is Educator Resilience Related to their Physical and Mental Health?

Kathryn Moffa, PhD, Joanna Prout, PhD, Perrin Robinson, MS, Rachel Bolan, MPS, Sharon Hoover, PhD, University of Maryland School of Medicine

Hurt, Hope and Healing for Children and Youth with an Addicted Parent

Cathy Brown, MEd, Kathy Daley, BFA ICPS ACPS, The Trans4m Center (training division of Rainbow Days, Inc.)

Identified Stereotypes of Black and Latino Youth Among School Mental Health Professionals

Erin McRee, BA, Jessica Coifman, MPH, Aaron Lyon, PhD, University of Washington SMART Center, Freda Liu, PhD, Seattle Children's Hospital

Implementing DBT STEPS-A: A Universal Upstream SEL Curriculum Focused on Emotional Regulation for School-Based Adolescents

James Mazza, PhD, University of Washington / Elizabeth Dexter-Mazza, PsyD, DBT in Schools

Implementing Multiple Frameworks to Support Student Behavioral Health: School and District Perspectives

Alexis R. Hansen, BS, Meliss George, PhD, Rebecca Toll, MNM, Sabrina Duey, BA BS, Colorado State University, Heather McDaniel, PhD, University of Virginia, Jennifer Gibson, PhD, Xavier University

Implementer Perspectives on SBMH Implementation and Effectiveness

Bruce Yelton, EdD, BYC Consulting

Increasing Classroom and Social Engagement Through Sensory Strategies

Sharon Ray, ScD, University at Buffalo

Integration of Mental Health and Behavioral Interventions for Elementary Students in a Multi-Tiered System of Support

Sarah Graman, EdS, Jessica Duty, EdS, Covington Independent Public-School District

Invisible Backpacks: The Relationship Between Trauma, Learning, and Establishing a Trauma-Informed Environment.

Jessica Hynson, LMHC, Michelle Freeman, LMFT, Cummins Behavioral Health Systems, Inc.

Launching New Trauma-Informed Educators: Adding Trauma Training to a Pre-Service Teacher Mentoring Program

Paris Singleton, AB, Tali Raviv, PhD, Jason Washburn, PhD, Hayley Goldenthal, MA, Colleen Cicchetti, PhD, Center for Childhood Resilience - Ann & Robert H. Lurie Children's Hospital of Chicago

Managing Emotional Safety: Using Mindfulness to Develop Trauma Responsive Safety Drills

Lisa Wobbe-Veit, MSW, Terri Lee, MSW, Kerry Doyle, MSW, USC Suzanne Dworak-Peck School of Social Work



Mental Wellness for the Whole Child, Whole School, & Whole District

Colleen Bohrmann, MS, North East Independent School District, Lauren Geraghty, MA, Communities in Schools San Antonio

Mental Health Implementation & Practice with Military Connected Children: A Three Tiered Collaborative Approach

Stephanie Pelton-Miller, LCSW, Darnall Army Community Hospital

Mindfulness in a High School Classroom

Margie Borawska, PhD, Concord School District, Concord High School

Movement in MTSS: Facilitating Readiness to Learn Across the Tiers

Cheryl Knight, DSW, Arkansas State University, Lori Sirs, DSW, St. Martin's University, Bree Conklin, DSW, Willow Harbor Therapy, Stephanie Ochocki, DSW, Anoka Hennepin Schools, Natalie Beck, DSW, LCSW, St Edward's University

Overcoming Barriers to School-Based Family Counseling

Danielle Swick, PhD MSW, Joelle Powers, PhD MSW, Boise State University

Outcomes of Implementing the PAX Good Behavior Game

Michael Muempfer, MEd, PAXIS Institute

Patterns of Clinician Engagement of Caregivers In School-Based Mental Health Services Delivery

Grace Woodard, BS, Noah Triplett, BA, Prerna Martin, MPH, Rosemary Meza, MS, Aaron Lyon, PhD, Shannon Dorsey, PhD, University of Washington

Partnering with Purpose: Strategically Matching Schools and Mental Health Resources

Gayle Lake, MPA, Toledo Public Schools, Brian Murphy, Med, Toledo Public Schools, Christopher Roseman, PhD, University of Toledo, Keary Sarabia, Associates, RFS Behavioral Health, Polly Taylor Gerken, Eds, Toledo Board of Education

Predictors of Attendance at a School-Based Parent Training Intervention for Adolescents with ADHD

R. Elizabeth Capps, MA, Steven W Evans, PhD, Kari Benson, MS, Julie Sarno Owens, PhD, Ohio University, George J. DuPaul PhD, Lehigh University

PREPaRE: Crisis Response for Schools

Twila Fundark, MSW, NM DOH, Richard Skaggs, MPH, Indian Health Services

Preventing Externalizing Problems in Middle Schoolers: Preliminary Effects of the Early Adolescent Coping Power Program

Catherine Bradshaw, PhD, University of Virginia, Elise Pas, PhD, Johns Hopkins University, Katrina Debnam, PhD, Heather McDaniel, PhD, Amanda Nguyen, PhD, , University of Virginia, John Lochman, PhD, University of Alabama

Prevalence of Trauma in Elementary School-Based Mental Health: Multi-Tiered Trauma-Informed Intervention

Zoe Chiel PhD, Kimberly Kleinman, PsyD, Amanda Webb, BA NewYork-Presbyterian Hospital/Columbia University Irving Medical Center

Reducing Disproportionality in Urban Public Schools

Kenya Coleman, PsyD MSW, Deitra Bryant-Mallory, PhD MSW, DC Public Schools

School-Based Mental Health, Tier I interventions, and School Climate

Dimple Desai, MSW, Center of Excellence for Children's Behavioral Health

School Climate and Adolescent Substance Use: Implications for School Preventions

Yu Lu, PhD, Jeff Temple, PhD, University of Texas Medical Branch

School-Therapy Collaboration to Improve Functional Behavior for a Child with Oppositional Defiant Disorder: A Case Study

Corrine Ahrabi-Nejad, BA, Molly Fechter-Leggett, PsyD, West Virginia University

SROs and Academic Achievement: A Moderated Mediation Model of Student-Adult Relationships and School Safety

Rachel Siegal, BS, Victoria Galica, MA, University of North Carolina Charlotte

School-Provider Partnership is Key to Meeting the Emotional/Social/Behavioral Needs of Students and Their Families

Danielle Parson, BA, Propel Schools, Elena Runco, LCSW, Propel Schools, Lisa Peterson-Lizun, MS, Mon Yough, Victoria Blosser, MS, Mon Yough Community Services, Erin McManus, MS, Western Psychiatric Hospital of UPMC

Supporting Students and Families: A Partnership Between a District's Family Resource Center and Student Assistance Program

Katarina Roy Schanz, EdD, Gabriela Alonso, MSW, Riverside Unified School District

Systematic Review of Acceptance and Commitment Therapy with Youth: Upshot of the Evidence and Implications for Practice

Tyler Renshaw, PhD, Sean Weeks, BS, Siri Sedgwick, BS, Utah State University

Systematic Review of Behavioral Activation with Youth: Upshot of the Evidence and Implications for School Mental Health

Tyler Renshaw, PhD, Stephanie Vinal, MEd, Utah State University

Systematic Review of Dialectical Behavior Therapy with Youth: Upshot of the Evidence and Implications for Practice

Tyler Renshaw, PhD, Siri Sedgwick, BS, Sean Weeks, BS, Utah State University

Teen Mental Health First Aid in the United States: A Pilot Study

Lacey Rosenbaum, PhD, The National Council for Behavioral Health

The Effects of Process Fidelity on Student Outcomes in the Coping Power Program

Jacqueline Atunrase, Med, University of Virginia, Curry School of Education

The Effect of School Mental Health Clinics on High School Student’s Mental Health Outcomes

Gregory Gorelik, PhD, Elizabeth Minne, PhD, Vida Clinic

The Efficacy of a Targeted LGBTQ Youth Suicide Prevention Gatekeeper Training

Perrin Robinson, MS Natasha Robionson-Link, MA, Lorraine Bernstein, MS, National Center for School Mental Health, Janel Cabbage, MS, Maryland Behavioral Health Administration, Nancy Lever, PhD, Sharon Hoover, PhD, National Center for School Mental Health

The 100 Schools Project: A Customizable Approach to Prevention and Early Identification of Behavioral Health Issues in NYC Schools

Andrew Belcher, LMSW, Anna Borkina, MS, Marilyn Jacob, PhD, LCSW, The Jewish Board,

The Impact of Stakeholder Alignment on the Organizational Implementation Context in Schools

Elissa Picozzi, BS, Chayna Davis, PhD, University of Washington SMART Center

The Implementation Support Center (ISC) and the Families Rising Program impact on the School to Prison Pipeline in NYC

LaTasha Fermin, LMHC, Catherine Boatwright, MA, Marta Anderson, LCSW, The New York Foundling

The Lived Experiences of Administrators on the Provision of Mental Health Services for Students in Public Schools

Siobhan Flowers, PhD, Balanced Vision, LLC

The Neurobiology of Restorative Practices ‘A Right Brain Approach’

Carlos Alvarez, MA, LAIRP/ Bright Star School

The Relationship Between English Learner Status and Peer Relations in the Classroom

Yesika Sorto Andino, BA, UNC Charlotte, Julie Owens, PhD, Samantha Margherio, MA, Ohio University, Amori Mikami, PhD, University of British Columbia, Steven Evans, PhD, Ohio University

The Relationship Between Student Mental Health and Staff Ratings of Stress, Trauma-Informed Care Attitudes, and Victimization

Gregory Gorelik, PhD, Elizabeth Minne, PhD, Vida Clinic PLLC

The Relationship Between Lifestyle Factors, Sluggish Cognitive Tempo, and Impairment

Whitney Wood, PhD, Le Moyne College, Lawrence Lewandowski, PhD, Syracuse University

Using Social Network Analysis to Strengthen and Sustain a Statewide Collaborative Supporting Schools

Sabrina Duey, BS, Melissa George, PhD, Rebecca Toll, MNM, Neil Yetz, MPH, Colorado State University, Emily Shore, MPH, RMC Health, Nathaniel Riggs, PhD, Colorado State University

Virginia Tech: A Survivor's Viewpoint on School Mental Health and Crisis Recovery

Lisa Hamp, MS, Lisa Hamp LLC

What About the Children? Hurt, Hope, and Healing Children of Addicted Parents

Kathy Daley

What Factors Protect Elementary Students with Low Reading Achievement from Adverse Mental and Emotional Health Effects?

Katelyn Wargel, MPA, Paul Flaspohler, PhD, Hannah Dinnen, MEd MA, Jack Baker, MA, Sam Castelli, Sarah Edwards, Miami University

What's Up with All These Suicidal Threats? Is It Really Increasing or Is It Just My School?

Jody Crenshaw, LCSW MSSW, Velia Villagas-Aguillon, LMSW-IPR MSW, San Antonio Independent School District

Wraparound Services: A Lifeline to Student Participation

Kenia Franjul, LICSW, Nancy Ahrabi-Nejad, MHA DPT, Assabet Valley Collaborative: Family Success Partnership

Saturday, November 9

7:30a-8:30a Registration

8:30a-11:45a Intensive Training Sessions

8:30a-10:45a Conference Sessions

Intensive Training Sessions | 8:30a-11:45a

IT 01. A How-To Session on Implementing School-Based Universal Mental Health Screening

Emily Graybill, PhD NCSP (presenter), Georgia State University

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Universal screening is a research-supported process for identifying students at risk of social, emotional, behavior, or academic challenges. This session will teach district personnel how to implement the universal mental health screening process from start to finish. The session will briefly cover topics including screening readiness, resource mapping, gap analyses, screening tools, parental consent, collecting screening data, data analysis, data-based decision making, and intervention implementation.

IT 02. An Overview of the Trust Based Relational Intervention and the Neurosequential Model in Education

Mary Beer, LCSW (presenter), University of Texas at Austin, Teri Wood, PhD, Austin ISD

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This workshop will describe and demonstrate how Austin Independent School District is working to create trauma-informed classrooms through the implementation of Trust Based Relational Intervention (TBRI) and the Neurosequential Model in Education (NME). This workshop will provide participants with a hands-on, interactive beginning overview of the two models and will explore the neurobiological and developmental aspects of a trauma-informed classroom.

IT 03. Bears Share and Unicorns take their Medicine: Metaphorical Stories as Interventions in School Clinical Practice

Michael E. Woolley, PhD (presenter), University of Maryland School of Social Work

Track: Mental Health Intervention and Treatment (Tier 3)

Participants in this workshop will learn two techniques to apply therapeutic storytelling in clinical work with children in school settings. Case examples of the use of those techniques will be presented and discussed. Finally, participants in small groups will apply both of those storytelling techniques to child case vignettes and construct therapeutic stories as clinical interventions. Ultimately, participants will leave this three hour workshop ready to try metaphorical storytelling in their clinical practice with children.

IT 04. FUERTE Curriculum: Meeting the Needs of Immigrant Youth

Jeanette DeGrave, LMFT (presenter), Orange County Department of Education, Karin Jinbo, MA, Santa Ana Unified School District, Alva Alvarez, LCSW, Orange County Department of Education

Track: Mental Health Intervention and Treatment (Tier 3)

FUERTE is an adaptive, trauma-informed curriculum comprised of 5 modules that help normalize the stressors related to immigration, family reunification and build resiliency skills in a safe school setting. The curriculum utilizes a wide range of evidence based therapy modalities and psychoeducation to help youth process their journeys and rebuild sense of self and community. Attendees will learn all modules of a newly implemented, targeted intervention for special populations, experience one or more lessons from the FUERTE Curriculum.

IT 05. Generating Resilience, Outcomes, & Wellness (GROW): Tools and Lessons Learned from a Statewide Implementation Project

Cassie Yackley, PsyD (presenter), Antioch University New England

Track: Implementation Science and Practice

This presentation describes a 4-year, statewide project sponsored by the NH DOE to support implementation of trauma-responsive school system transformation for six school districts, with the intent of creating a model for trauma-responsive school learning communities. It outlines the tools and processes associated with becoming a trauma-competent educator, as well as the steps for school district change using the trauma-responsive school organizational assessment and fidelity measures.

IT 06. How Can We Trust Each Other? Trust-Building Activities for Everyone

Rebecca Sapp, PhD (presenter), Heather Webb, MA, Lurrelle Maxey, LPC, Frontier Health

Track: Prevention and Early Intervention (Tier 2)

Attendees will learn about and engage in trust-building activities that provide shared experiences to help create safe and supportive learning environments. Activities will emphasize collaboration, cooperation, along with trusting others and self through trauma informed practices. Attendees will be able to experience the activities, followed by debriefing opportunities that assist in transferring the experience. These activities can be used with youth as well as adults. Please wear comfortable clothing and practical footwear.

IT 07. Implementing Restorative Practices through a Multi-Tiered System of Supports

Ali Hearn, MSW LCSW (presenter), Midwest PBIS Network

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Restorative Practices can help build and strengthen relationships and restore and repair harm. When implementing in schools, the creation of systems for installation and the monitoring of fidelity and intended outcomes are often overlooked as priorities. The PBIS framework provides a process for installing and sustaining practices and decision-making systems that strengthen environments and help achieve desired outcomes.

IT 08. Leading Trauma-Sensitive Schools: A Roadmap for Implementation

Kathleen Guarino, LMHC (presenter), Sandra Williamson, CAGS MEd, American Institutes for Research

Track: School Climate and Universal Mental Health Promotion (Tier 1)

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.

IT 09. Not Just Words: Macro-Level Impact of Microaggressions

Monique Sledd, MA (presenter), Amy Anderson, MA, Fernbrook Family Center

Track: Cultural Responsiveness & Equity

In order to meet the physical, emotional, and mental safety of students, we must provide wraparound and culturally responsive clinical care from an intersectional lens. We will examine how implicit bias often leads to microaggressions, explore outcomes associated with the experience of microaggressions and systematic oppression, and provide solution and client-focused treatment responses centered on awareness, acceptance, and advocacy. Attendees will gain techniques to better assess, assist, and treat the clients/students they serve.

IT 10. Promoting Self-Regulation Skills in Adolescents with a Tier 1 Mindfulness-Based Program: Strategies to Take with You

Rachel Mills-Brantley, MSW (presenter), Desiree Murray, PhD, University of North Carolina

Track: School Climate and Universal Mental Health Promotion (Tier 1)

In this training, participants will learn strategies for helping adolescents develop and strengthen self-regulation skills and manage stress. Participants will engage in activities and practices that are part of an innovative program for middle school students called Be CALM (Cool, Attentive, Logical, Mature) that integrates cognitive-behavioral and mindfulness strategies into a 12-session curriculum. Participants will experience some of the mindfulness activities during the training and be able to apply these skills with adolescents.

IT 11. The Best of Two Models: Integrating a Home-Based Crisis Intervention Model within a School Based Mental Health Program

Samantha Schindelheim, LCSW (presenter), Kimberly Kleinman, PsyD, New York-Presbyterian Hospital/Columbia University Irving Medical Center

Track: Mental Health Intervention and Treatment (Tier 3)

We will present on an integrated, 3-tiered model of the home-based crisis intervention model used within a school-based mental health program. The model offers concrete strategies to manage crisis behaviors in both school and home settings through direct coordination of care between school staff, clinical providers, and families. Stabilization of elementary-aged children at risk for psychiatric hospitalizations is prioritized through intensive crisis management services in both the community school and home environment.

IT 12. Trauma Responsive Schools: Race, Equity and Marginalized Students

Caryn Curry, MA (presenter), Carmen Holley, LCSW, Tara Gill, PhD, Faith Summersett Williams, PhD, Lurie Children's Hospital, Center for Childhood Resilience

Track: Cultural Responsiveness & Equity

Participants will understand the importance of cultural responsiveness to educating students exposed to trauma. They will examine the impacts of race and inequitable practices on student learning and well-being, and learn strategies to more effectively meet the mental, social and emotional needs of all students. The session will

combine didactics, reflective and experiential activities to raise personal awareness, teach skills and knowledge, and positively shift classroom and building practices and structures.

Conference Session 11 | 8:30a-9:30a

CS 11.01 An Environmental Walk: One School's Commitment to Facilitating Family Engagement in PBIS

Jennifer Baker, EdS (presenter), Boston Public Schools, Lauren Brodsky, Med, University of Massachusetts Boston, Jillian Archer, EdS, Boston Public Schools

Track: School Climate and Universal Mental Health Promotion (Tier 1)

To promote family engagement within schoolwide PBIS, an urban elementary school implemented an environmental walk. This event was initiated to inquire feedback from families about the school's climate and PBIS core values and has become a regularly repeated family engagement event. This presentation will describe the environmental walk, family and staff feedback survey results from three environmental walks, the modification process of updating the event, and the impact on the school from the PBIS family engagement effort.

CS 11.02 Implementing a Universal SEL Screener and Using a Data Framework to Inform Decision Making

Gina Hurley, EdD (presenter), Barnstable Public Schools

Track: School Climate and Universal Mental Health Promotion (Tier 1)

The Barnstable Public Schools' comprehensive SEL programming includes conducting a universal social-emotional screener twice a year. This session engages participants in the reasons for a universal screener, the selection process used to identify the screener, the planning & implementation steps, the data analysis process, & the tiered interventions implemented. Participants use actual district, school, & classroom data using a facilitated roundtable format. Use of a Data Framework aids participants in building their own school plan.

CS 11.03 Professional Development That Matters: Initial Outcomes from The Loyola SMHAPP Certificate

Michael Kelly, PhD MSW (presenter), Loyola University Chicago School of Social Work, Andy Brake, PhD, NEIU

Track: Education-Mental Health Integration & Collaboration

This presentation describes the Loyola School Mental Health Advanced Practice Program (SMHAPP), a 15-credit, 2-year, fully online post-master's certificate for school mental health clinicians, as well as some of the initial outcomes from the work done by the first 3 cohorts of the SMHAPP. The school clinicians in the SMHAPP certificate practice in 8 states, and have found a supportive and challenging cohort community in the SMHAPP and are doing amazing work together to develop data-driven, evidence-informed practice across all 3 tiers of MTSS.

Conference Session 12 | 9:45a-10:45a

CS 12.01 Increasing Mental Health Supports through Community Partnerships

Vicki Schweinler, MS (presenter), USD #253- Emporia, Allison Harder, EdD, USD 253- Emporia

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Participants who attend this session will learn how the school district is partnering with community agencies (social services, court services, mental health) and parents to increase students' access to mental health and other community supports within the school setting.

CS 12.02 Georgia State-level policy, legislation, and programming related to School-Based Mental Health

Jason Byars, EDS (presenter), Rebecca Blanton, MA, Georgia Department of Education

Track: Advocacy and Policy

Within the past five years, Georgia has seen a flurry of activities, programs, and funding aimed at improving children's mental health. Through a variety of state and local level programmatic and policy initiatives Georgia has had success in advancing the delivery of School-based Mental Health (SBMH) services as a strategy for increasing access to mental health care for children.

CS 12.03 Surviving or Thriving? Educator Coping & Change Following a School-Based Trauma

Mona Johnson, EdD (presenter), South Kitsap School Districts

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Have you or someone you've known experienced a school-based trauma? Are you wondering what should be done to mitigate and provide positive supports? This workshop will help you better understand what can be learned from K-12 educators who have survived school-based trauma firsthand. The theoretical framework of posttraumatic growth, positive change resulting from trauma, will be explored as well as practical strategies to effectively support educators as they navigate change and cope resiliently with the aftermath of school-based trauma.

Continuing Education Credit Offered

Counselors: For counselors seeking CE credit, The Institute for Continuing Education will submit a co-sponsorship application to NBCC for this program. Not all sessions may be approved for counseling CE credit. The CE materials received at the time of check-in at the CE desk will indicate any non-approved sessions.

Educators/Teachers: Texas teachers, school counselors, school mental health professionals, administrators and others who have an educator certification are eligible to receive up to a total of 24.5 hours of continuing education credit, including the preconference (7.5 hours) and conference (17.00 hours) awarded by the Texas Education Agency towards the renewal of their education certification.

Health Educators: The National Center for School Mental Health / University of Maryland School of Medicine is seeking approval from the National Commission for Health Education Credentialing, Inc. for this program.

Marriage-Family Therapists: The Florida Dept. Health, Division of Counseling, Social Work, MFT, as a provider of continuing education, Provider BAP 255, expiration 03/2019, recognize the Institute for Continuing Education.

California: The Institute for Continuing Education, Provider 56590, is approved by the California Association of Marriage and Family Therapists to sponsor continuing education for LMFTs, LCSWs, LPCCs. The Institute for Continuing Education maintains responsibility for this program and its content. This Course meets the qualifications for up to 17.00 hours of continuing education credit for LMFTs, LCSWs, LPCC, as required by the California Board of Behavioral Sciences.

New York: The Institute for Continuing Education is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for Licensed Marriage and Family Therapists. Provider MFT-0012.

Ohio: Provider RTX 100501.

Texas: The Texas State Board of Examiners of Marriage and Family Therapy, Provider 177 recognize the Institute for Continuing Education as a provider of continuing education.

Nurses: The Institute for Continuing Education is an approved provider of continuing education in nursing by the California Board of Nursing, Provider CEP 12646. Nurses should check with their state board to determine if credit issued through an approved of the California/Alabama Board of Nursing is accepted.

Occupational Therapists: The NCSMH / University of Maryland School of Medicine is seeking approval from the AOTA for a Single Course Conference CEUs.

Physicians: The National Center for School Mental Health / University of Maryland School of Medicine is seeking Continuing Medical Education (CME) hours approval from the University of Maryland School of Medicine. The University of Maryland School of Medicine designates this Live activity for a maximum of *16.75 AMA PRA Category 1 Credits™*. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Psychologists: The Institute for Continuing Education is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. The Institute for Continuing Education maintains responsibility for this program and its content. Not all sessions may be approved for psychology credit. The CE materials received at the time of check-in at the CE desk will indicate any non-approved sessions.

Social Workers: The Association of Social Work Boards (ASWB), www.aswb.org, through the Approved Continuing Education (ACE) program, approves the Institute for Continuing Education, provider #1007, as a provider for social work continuing education. The Institute for Continuing Education maintains responsibility for the program. ASWB Approval Period: 4-13-2018 through 4-13-2021. Social workers should contact their regulatory board to determine course approval. Social workers participating in this program may receive up to 17.00 clinical continuing education contact hours. Not all sessions may be approved for social work credit. The CE materials received at the time of check-in at the CE desk will indicate any non-approved sessions.

New Jersey: CE credit is not offered for New Jersey social workers.

New York: The New York State Education Department's State Board recognizes the Institute for Continuing Education for Social Work as an approved provider of continuing education for licensed social workers. Provider No. SW-0025.

Ohio: Counseling and Social Work Board, Provider RCS 030001.

Florida: Dept. Health, Division Social Work, MFT, Counseling, Provider BAP 255, expiration 03/2019.

Skill Level: Due to the interdisciplinary nature of this Conference, sessions have not been rated for skill level (beginning, intermediate, advanced). Participants are urged to review session description for appropriateness for professional and personal development.

Instruction Methodology: May include lecture, audio-visual, demonstration, experiential practice of techniques, large and small group discussion.

Non-Credit Activities: Credit is not offered for breakfast, luncheon, dinner, social events, poster sessions, networking sessions, tour activities. If you have questions, contact The Institute for Continuing Education, instconted@aol.com.

Ethics Hours / Academic Credit: The Conference offers no "academic" credit and CE hours awarded are not eligible toward fulfillment of a degree. No "ethics" hours are offered.

Americans with Disabilities Act: If you require special accommodations to attend or participate in the 2019 Annual Conference, please provide your information about your requirements to the National Center for School Mental Health (410-706-098) at least 30 business days in advance of the event.

Contact Hours Summary

Wednesday, November 6	7.50 contact hours
Thursday, November 7	7.00 contact hours
Friday, November 8	6.50 contact hours
Saturday, November 9	3.25 contact hours

Total Possible Contact Hours: 24.25 hrs