OCTOBER 13-14, 2022

Education-Mental Health Integration & Collaboration

Implementation Science and Practice

Youth & Family Partnerships

Cultural Responsiveness & Equity

Advocacy & Policy

Financing & Sustainability

Mental Health Intervention and Treatment (Tier 3)

Prevention and Early Intervention (Tier 2)

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

The Three Rs:
Reflect, Recover, Renew

Program Booklet for Live Sessions

UNIVERSITY of MARYLAND
SCHOOL of MEDICINE

NCSMH
NATIONAL CENTER FOR SCHOOL MENTAL HEALTH

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A G E N D A

DAY ONE | THURSDAY OCTOBER 13, 2022

12:00-12:15p	Welcome and Updates
12:15-1:15p	Keynote Address
1:15-1:25p	*Break*
1:25-2:25p	Conference Session 1
2:25-2:35p	*Break*
2:35-3:35p	Conference Session 2
3:35-3:45p	*Break*
3:45-4:45p	Conference Session 3
4:45-5:00p	*Break*
5:00-6:00p	Poster Session

DAY TWO | FRIDAY OCTOBER 14, 2022

12:00-12:05p	Welcome
12:05-1:05p	Keynote Address
1:05-1:15p	School Mental Health Awards
1:15-1:25p	*Break*
1:25-2:25p	Conference Session 4
2:25-2:35p	*Break*
2:35-3:35p	Conference Session 5
3:35-3:45p	*Break*
3:45-5:00p	Symposia Session

Conference Objectives. At the end of the conference, 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 mental health.

All times listed above are in US Eastern Time. Information on how to access the pre-recorded conference sessions will be sent to all registered conference attendees at the close of the two-day live sessions.

School Mental Health Specialty Tracks

1 | School Climate, Social Emotional Learning, & Mental Health Promotion (Tier 1) (T1). 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) (T2). 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 & Treatment (Tier 3) (T3). 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 & Practice (ISP). 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 (e.g., state/district/school leadership, school staff and practitioners, students and families), including external factors (e.g., federal or local government policies, funding mandates, school relationships with community partners) and internal factors (e.g., school/district operations, climate, 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.

4 | Implementation Science & Practice (ISP). 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 and services (MTSS). Implementation frameworks, strategies, and methods can be applied to support the adoption, installation, ongoing implementation, and sustainability of practices in the "real world." This includes the internal and external factors that influence the implementation of evidence-based school mental health services and supports.

5 | Education-Mental Health Integration & Collaboration (EMHIC). 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 encourages mental health staff to work effectively in schools.

6 | Youth & Family Partnerships (YFP). 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 & Equity (CRE). 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

DAY ONE | THURSDAY OCTOBER 13, 2022

12:00-12:15p   **WELCOME AND UPDATES**

Sharon Hoover, PhD, and **Nancy Lever, PhD**, Co-directors of the National Center for School Mental Health at the University of Maryland School of Medicine

12:15-1:15p   **KEYNOTE – DITCHING DEFICIT VIEWS, QUITTING GRIT, AND EMBRACING AN EQUITY APPROACH TO MENTAL HEALTH**

Paul Gorski, PhD, Director of the Equity Literacy Institute
The first question we should ask when it comes to school mental health is not "How do we assess the mental wellbeing of students?" It's "How do we transform school conditions that deteriorate students' mental wellbeing?" That question urges an unwavering commitment to equity and justice. In this keynote I will share what that looks like on the ground, in schools. In particular, I will challenge common deficit views and describe important principles to guide an equity approach to school mental health.

CONFERENCE SESSION 1 | 1:25 – 2:25 PM

YFP **CS 1.01 Teen-to-Teen Peer Support: Guidelines for Mental Health and Well-Being** *Christine Mason, PhD, Martha Staeheli, PhD*
Peer support programs can make an important contribution to teen suicide prevention and providing other compassionate school supports for youth who are most at-risk for anxiety and depression. Learn about principles, options for formal and informal programs, how to implement a strengths-based approach, and such components as recruitment, screening, setting boundaries, coordination, and program evaluation. Includes a brief role-play simulation and opportunities to dialogue and problem-solve.

T2 **CS 1.02 Mind Matters: Overcoming Adversity and Building Resilience** *Janet Pozmantier, MS*
How can you help youth who have experienced Adverse Childhood Experiences (ACEs) build skills to heal and thrive? In this interactive workshop, participants will learn and practice key research-based skills for trauma recovery to help young people learn self-soothing, emotional regulation, and other neurobiological skills for self-management and recovery. Attendees will leave the session with three self-soothing skills they can share with the youth they serve.

FS **CS 1.03 Reframing Sustainable Mental Health Services in Response to the Increased Awareness of the Need for Mental Health Services** *Louise Fink, PhD, Ashley Collins, MPH, Nikira Epps, MPH*

In the wake of a pandemic and in the middle of a national social worker shortage, we need to reframe and reformat sustainable mental health services as a response to the increased awareness of the need for mental health services. Connecting students with innovative and quality services continues to evolve reflective of industry constraints and technology advances. The Expanded School Behavioral Health Program is in its 35th year.

T1 **CS 1.04 Creating a School Climate to Support Social, Emotional and Mental Health** *Glenn Albright, PhD, Nikita Khalid, MS, Jacqueline Rodriguez, LCSW*

Fostering a positive school climate creates conducive learning environments and improves student well-being and academic success. Virtual role-play programs are being used to help create and sustain a positive school climate by teaching communication skills to build student and educator rapport, identifying mental health concerns in students, and connecting them with support, all quintessential to student health and wellness.

T1 **CS 1.05 Filling the Gap: Trauma-Responsive Training and Coaching for Pre-Service and Early Career Teachers** *Caryn Curry, MA, Rozy Patel, MEd MAT, Margaret Meldrum, MA*

Lurie Children's Hospital of Chicago Center for Childhood Resilience and the Golden Apple Foundation will present on its four-year partnership to enhance pre-service and early career educator readiness to embed trauma-responsiveness in classroom teaching and school climate. The presentation will highlight the critical need for trauma training and coaching to better prepare teachers to support the social, emotional and mental well-being of students upon entering the workforce.

ISP **CS 1.06 Expecting the Unexpected: Crisis Planning in Schools** *Hannah West, PhD BCBA, Erika Franta, PhD LP, Jenna McGinnis, MA*

Schools face many barriers to implementing effective crisis planning, often resulting in waiting for a crisis to occur before preparing. We can control how we support students with effective and comprehensive crisis planning. The Mid-America MHTTC will share data on the impact of a year-long crisis planning learning community, including satisfaction ratings and growth from pre- to post-assessment. Participants will develop knowledge of best practices and access to free resources.

CRE **CS 1.07 Using a Trauma-Informed Perspective While Engaging Families from Diverse Backgrounds in Child Mental Health Treatment** *Mary Claire Mucenic, PhD, Anna Irizarry-Cardona, LCSW*

Participants will gain knowledge regarding the predictors of and barriers to family engagement in child mental health treatment. Key principles of trauma-informed approaches and culturally responsive strategies that enhance family engagement in child mental health treatment will be discussed.

EMHIC **CS 1.08 Fostering Effective and Responsive Transitions for Students Returning to School Following Behavioral Health Hospitalization** *Kelsey L Gordon, MEd, Talia S Berkman, MEd, Alec Hall, MEd, Paige Pannozzo, BA, Kathryn Doherty Kurtz, PhD, Melissa Pearrow, PhD*

An increasing number of youth are hospitalized for a range of behavioral health crises. Many youth receive limited follow-up care and school communities often lack the systems to address the needs of these students and families. This presentation will share the development, components, and implementation of a Hospital to School Transition Protocol that can be used in applied settings to help better support schools in collaborating with youth, families, and behavioral health providers.

T1 **CS 1.09 Supporting Youth Mental Wellness Through Animation** *Michelle Bartsch, MS, Anne Brown, BS, Nellene Stevens, MA*

Animation is a universal language. It can communicate complex ideas in ways that can not be replicated in real life. The award-winning "My Life is Worth Living" web series and accompanying curriculum explore issues of depression, abuse, homelessness, bullying, substance abuse, trauma, and gender identity through the stories of five relatable teen characters. Learn how you can utilize these free resources to start discussions and create connections to support youth mental health.

T1 **CS 1.10 Project AWARE Technical Assistance: Identifying Needs Accelerating Implementation of School Mental Health Services** *Jessica Gonzalez, MSW, Heather Gotham, PhD, Natalie Fikac, EdD, David Brown, BA, Mary Hodorwiscz, PhD*

The SAMHSA-funded Project AWARE program builds/expands the capacity of State and local educational agencies to implement school mental health services. This session will describe efforts by the MHTTC Network to identify key challenges and needs and provide technical assistance to accelerate the work of Project AWARE grantees. In addition, the Central East and South Southwest MHTT CS will share about specific technical assistance projects currently underway to support grantees in their regions.

BREAK | 2:25 – 2:35 PM

CONFERENCE SESSION 2 | 2:35 – 3:35 PM

CRE **CS 2.01 Negotiating Obstacles to Equity in the Classroom, School and Community: A Case Study Approach** *Lauren Hertelendy, MA*

Want to be a threat to the existence of bias and inequity in education and bring other educators along with you? Where do you start? Join us to explore and practice an equity literacy case analysis approach to resolving challenges related to diversity and equity in schools. Using case studies, participants will practice considering a range of factors, including their own biases, to make long-term decisions that contribute to equitable learning environments for all. Steal this practice!

EMHIC **CS 2.02 The Pandemic of Caregiver Burnout & Why We Need a Happy Caregiver Revolution** *Danna Thomas, MEd*

This research-based session explores caregiver burnout, vicarious trauma, and the necessity for caregivers to feel empowered to claim happiness as their own as a best-practice to help students. We believe educators deserve the time and space to feel, deal, and be real about the social-emotional demands they face on the job. Join this session as an opportunity to reflect upon your own sustainability as well as consider the importance of community care alongside your self-care practice.

T2 **CS 2.03 Teen Testimonios: A School-Based Mental Health Program for Immigrant Latino Youth in a New Destination City** *Sarah Polk, MD ScM MHS, Rheanna Platt, MD, Monica Guerrero Vazquez, MS MPH*

Teen Testimonios (TT) was developed to address the unique mental health risk factors of immigrant Latinx youth in Baltimore City given the lack of bilingual mental healthcare resources. 10 schools with 14 groups and 90 participating students participated in the TT pilot. Participants reported a reduction in PTSD symptoms. TT, a school-based, culturally- and contextually-tailored intervention addressing trauma is feasible and acceptable, and may reduce PTSD symptoms among immigrant Latinx youth.

ISP **CS 2.04 A School-Based Approach to Improving the Transition from Pediatric to Adult Behavioral Health Care** *Dana Cunningham, PhD, Samhita Ilango, MSPH, Erin Sisk, BA*

A structured pediatric-to-adult health care transition (HCT) process is associated with better health, experience, and utilization outcomes among youth. Yet, most high school youth do not receive HCT preparation services from their mental health providers. This pilot addressed this gap by customizing and implementing HCT tools for students with serious emotional and behavioral health needs in a local school district. The transition tools developed for the pilot will be shared and implementation challenges and successes will be discussed.

T2 **CS 2.05 An Effective New Model for School-Based Mental Health Screening, Brief Intervention and Referral** *Evan Elkin, MA, Margaret Soukup, MSW, Cari McCarty, PhD*

Panelists will discuss an innovative new school-based screening, brief intervention and referral to services (SBIRT) model, effective implementation strategies, resources, and data from the multi-year evaluation implementation of a large-scale county wide implementation in the Pacific Northwest.

T1 **CS 2.06 Kern Alternative Education Trauma-Informed MTSS Journey: A Multi-Disciplinary & Multi-Tiered Approach** *Vivien Villaverde, MS SW, Marleen Wong, PhD, Pamela Vona, MA MPH, Salvador Arias, MSW*

This presentation will share how a partnership between the Center for Safe and Resilient Schools and Workplaces and the Kern County Office of Education Alternative Education Program is engaging in a trauma-informed transformation journey. Part I will focus on Kern's context and vision for their trauma-informed transformation. It will showcase the multi-tiered approach training they are implementing to involve a multi-disciplinary team. Part II will identify the various training curriculum used (CBITS, BounceBack, TISE, Coaching, and more) and the timeline. Part III will address how the leadership is aligning trauma-informed principles and the transformation process with a current educational framework to create sustainability and organizational change. Kern Alternative Education is in the beginning phase of their MTSS implementation and they are endeavoring to embed a trauma-informed lens as they engage in the work. Experiences, challenges, and successes will be shared. The last part will involve participants in a discussion to explore ideas and encourage contextualization within their own schools or districts.

T1 CS 2.07 K-12 Universal Mental Health Screening: Systems and Practices to Support Implementation
John Crocker, MEd
Presenters will provide a 7-year overview of how mental health screening was piloted, tested, and scaled-up across Methuen Public Schools. Practical strategies that have yielded successful implementation of mental health screening will be offered to attendees, including the use of web-based screening and adoption of a passive consent policy. The use of data to 1) identify students who may require services, 2) aid in progress monitoring, and 3) evaluate program efficacy will also be discussed.

T3 CS 2.08 Family-School Partnerships during Middle School to Support Students' Emotional and Behavioral Competencies *Andy Garbacz, PhD, Megan Kaul, MS, Eliza Godfrey, MS, Caleb Flack, MS*
The purpose of this session is to describe the development and evaluation of a family-school partnership intervention to support middle school students' social, emotional, and behavioral competencies. Participants will learn about the context for and implementation of family-school partnerships during middle school, as well as strategies to support middle school students with social, emotional, or behavioral concerns. Research findings and implications will be explored.

T1 CS 2.09 Peer-Led Strategies for Improving Mental Well-Being on School Campuses *Carrie Monica, MSW, Grace Kirker, MPA*
High school students are struggling, but not all students who experience distress seek support from campus counselors and resources, instead many seek support from their peers. The presenters will offer a peer-based framework for creating a community where students feel comfortable discussing mental health and well-being, as well as seeking and offering support, when necessary, through the use of a High School Mental Health Toolkit that can be implemented in your school.

BREAK | 3:35 – 3:45 PM

CONFERENCE SESSION 3 | 3:45 – 4:45 PM

CRE CS 3.01 LGBTQIA+ Youth and the COVID-19 Pandemic: Understanding Challenges and Creating Affirming Spaces *Mel English, PsyD, Jordy Yarnell, PhD, Perrin Robinson, MS*
The purpose of this session is for attendees to learn about the challenges faced by LBGTQIA+ youth, how these challenges have been exacerbated by the pandemic, and how to best support LBGTQIA+ youth in school and community settings.

T1 CS 3.02 Going Beyond Pre-Post Assessments to Embrace the Rocky Road of Social-Emotional Learning *Marion Goldstein, EdD, Preeti Shrikhande, MA*
Sharing findings from schools using a CASEL-aligned Social-Emotional Learning program, we will introduce a novel approach in which performance assessments are embedded naturally throughout SEL experiences. Reviewing students' SEL skills captured across contexts and over time, we will discuss how Social-Emotional

Learning is a nonlinear, often messy process. With a running record of learning, educators gain a nuanced understanding of students' evolving needs, and can make informed decisions about next steps.

T1 CS 3.03 Caring for Ourselves: Promoting Wellbeing for School Professionals *Jacqueline Zeller, PhD*
This session will describe the importance of self-care for school professionals. The presentation will incorporate literature and research that describes self-care, vulnerabilities to stress, the connection of self-care to school professionals' professional duties and ethics, and self-care strategies. The session will also discuss the importance of creating a school climate of care to support self-care of individuals.

CRE CS 3.04 Creating a Community of Belonging Through Equitable, Trauma-Informed Practices *Dana Milakovic, PsyD, Nikole Hollins-Sims, EdD*
The presence of cultural inequities and adverse community experiences highlights the need to integrate equitable practices into trauma-informed approaches to create communities focused on belonging. This presentation will provide the linkage between the two concepts and provide participants with an understanding of how using an equitable trauma-informed lens throughout their educational practices benefits students, families, and staff.

T2 CS 3.05 Innovation in Tier 2 Supports for Educator Wellbeing *Megan McCormick, PhD, Nicola Fleischer, MBA, Jenna Sung, MA, Liz Demeusy, PhD, Anna Jesseman, LICSW*
This presentation will provide background on educator stress and burnout, multi-tiered systems of support for educators, and barriers to engagement in Tier 2 services. A panel of speakers will present two models of individually-focused Tier 2 educator supports and the results of initial pilot data. The panel will also engage the audience in facilitated discussions for additional brainstorming and idea sharing on effective Tier 2 initiatives.

T1 CS 3.06 Feel Your Best Self: A New Toolkit to Promote Child Emotional Well-Being *Sandra Chafouleas, PhD, Emily Lovino, PhD, Sophie Hall, MA*
Feel Your Best Self is a new toolkit that offers simple, evidence-informed strategies to help strengthen the day-to-day experience of positive emotions or feelings for pre-k and elementary-aged children. When children learn strategies to help them feel their best, the strategies that work for them can carry them throughout life. Feel Your Best Self is fun and engaging, incorporating puppetry as a behavior-modeling and instructional tool, and offers flexibility for use.

ISP CS 3.07 Building Capacity for Effective School-Based Suicide Prevention: Lessons Learned from Kalamazoo Public Schools *Sarah McMinn, MSW, LCSW, Tandra Rutledge, MA, Elizabeth Dodson Walker, LMSW*
This workshop will explore the key components of a comprehensive, culturally relevant school suicide prevention plan and highlight lessons learned through a School-Based Suicide Prevention Learning collaborative. We will share strategies for adopting district-wide comprehensive suicide prevention policies. We will also highlight how one school district used this model to evaluate their suicide prevention policies and programs and develop their district-wide strategy and suicide prevention activities.

T3 CS 3.08 A Strength-Based Approach to Tier 3 Mental Health: Meeting the Unique Needs of Every Child *Gerard Barone, MSW, Duncan Young, MBA*
In this workshop, participants will learn about how the current extreme mental health needs of students can not only be addressed, but also in many cases resolved, by the utilization of an evidence-based Tier 3 intensive, in-school clinical support program. Participants will explore the structural needs of an effective program, as well as the proven benefits on positive student mental health.

EMHIC CS 3.09 Collaborative Communities for Student Mental Health *Jill Gildea, EdD, Anne Brown, BS, Nellene Stevens, MA*
Learn how the Park City School District (enr. 5,000) in Utah and its Board of Education created collaborative partnerships with nonprofits, city leadership, law enforcement, and families to address mental health needs in the district. As a result of this session, you'll leave with ideas to meet the needs of all students whether or not they are at risk for mental health challenges. Mental health professionals, educators, school administrators, and public servants are all encouraged to attend.

BREAK | 4:45 – 5:00 PM

POSTER SESSION | 5:00 – 6:00 PM

CRE Cluster One

Student and Educator Perspectives on School Mental Health: Developing Effective Partnerships with Youth and Families *Kristen Figas, EdS, Tucker Chandler, MSW*

Crisis Text Line as a Resource to Support All Students *Jana French, BA*

Parents' Perceptions of Culturally Responsive School Practices on Elementary Children's Mental Health and Well-Being *Aijah KB Goodwin, PhD, Anna Long, PHD*

Student Mental Health Support Initiatives After National Social Upheaval *Sana Haddad, PhD,*

Utah School Mental Health Collaborative: Increasing Mental Health Screening and Interventions Across Utah *Jenna McGinnis, PhD, Chathuri Illapperun-Wood, PhD*

Methods to Support Equitable, Transparent, Data-Driven Funding Decisions for Schools Based on School Climate *Samantha Neiman, MA, Amber Reid, MSW*

Interventions to Support LGBTQIA+ Youth and the Role of Positive School Climate as a Protective Factor: A Literature Review *Jillian Weinberg, MS, Jennifer Cooper, PhD*

EMHIC Cluster Two

Training Educators in Dual Diagnosis: Addressing Mental Health Needs of Students With IDD *Stephanie Barbre, PhD, Chinomso Ihenagwam, MEd, Devender Banda, PhD, Stacy Carter, PhD, Nora Griffin-Shirley, PhD*

NY Project AWARE At-a-Glance *Princella Learry, MPA SDL, Laura Ficarra, PhD, Kimberly Ganley EdD*

A Measure of Connection Between Department of Mental Health School-Based Clinicians and Their Schools *Bob Steven, PhD, Lee Fletcher, LSW,*

Investigating Evidence-Based Practices to Reduce Problem Behavior in Classrooms *Natalie Vallarta, BA, Emma Dear, BS*

Building the Foundation on a School Mental Health Team *Monique Young, MS*

ISP Cluster Three

Training, Education, Assistance, Mentoring, and Support (TEAMS) Model to Support Comprehensive School Mental Health Systems *Catherine Carpenter, BA, Jill Bohnenkamp, PhD, Stephanie Domain, MS, Heather Stob, MA*

The Maryland School Mental Health Response Program: Development and Initial Implementation *Nicole Cohen, MA, Catherine Carpenter, BA, Jill Bohnenkamp, PhD, Nancy Lever, PhD, Cindy Schaeffer, PhD, Joanna Prout, PhD, Samantha Hartley, PhD, Sharon Hoover, PhD*

Leadership-Focused Implementation Strategy to Support Tier 1 Programs in Schools *Vaughan Collins, MSW, Catherine Corbin, PhD, Clayton Cook, PhD, Mark Ehrhart, PhD, Jill Locke, PhD, Aaron Lyon, PhD*

A Cross Collaborative, Community Schools Approach to School-Based Risk Assessment Development *Hennessey Lustica, PhD, LMHC, ACS, Margie Taber, CASAC,*

TCHATT: Increasing Access to Mental Healthcare through Schools *Nithya Mani, MD, Puja Patel, PhD, Jane Ripperberger-Suhler, MD*

Examining Schools' Needs and Procedures for Increasing Trauma Responsiveness *Margaret Meldrum, MA, Elahi Saadia, BA*

Development and Validation of a Brief, Public Domain Measure of Social Emotional Competence *Amanda Meyer, BA, Adrianna Jones, BS, Amy Kerr, MEd, MA, Allison Williams, PhD, Anne Wallace, PhD*

T1 Cluster Four

Teen Mental Health First Aid: An Evidence-Based Training Program *Sanjana Bhakta, MPH, Karen Girgis, MA, Kayla Blasher-Burch*

A Person-Centered Approach to Positive Mental Health Screening *Mei-ki Chan, MEd, Michael Furlong, PhD, Karen Nylund-Gisbson, PhD, Erin Dowdy, PhD*

Universal Screening Using a Dual-Factor Mental Health Approach: Comparison of Cut Score and Latent Profile Methods *Kelly Clark, PhD, Grace Blyth, BA, Meagan Zeitvogel, BS, Madeline Blocker, MA*

That's What Friends Are For: Peer Relationships and Their Role in Mental Health Peer Support *Adrianna Jones, BS, Aidan Schacht, Amanda Meyer, BA, Paul Flaspohler, PhD*

Associations Between Emotional Regulation, Interpersonal Skills and Academic Outcomes in Elementary Students *Megan Leary, BS*

T1 Cluster Five

TeacherWISE Wellbeing Workbook Feasibility, Usability, and Acceptability *Kahlo Baniadam, BS, Latisha Curtis, MS, Celene Domitrovich, PhD*

Tier 1 Mental Health Supports Embedded in the Classroom: Implications for Care and the Mental Health Workforce *Morgan Browning, MA*

Feasibility and Acceptability of a Schoolwide Data-Driven Readiness Intervention Focused on Social and Emotional Learning *Shea Ferguson, BA, Tasha Child, MSW, Aidyn Iachini, PhD, Kate Ascetta, PhD, Robbie Ross, PhD, Rachelle Curcio, PhD*

Exploring the Competences of Early Career School Social Workers in Advancing School Mental Health *Ozan Selcuk, PhD, Katherine Phillippo, PhD*

Classroom Mental Health Supports in Middle School: A Qualitative Study of Teacher Self-Efficacy, Identity, and Context *Miranda Zahn, PhD, Yuna Seong, BA, Lauren Knuckey, BA*

T3 Cluster Six

Who Gets Referred to School-Based Trauma Treatment? A Descriptive Analysis of SSET and Bounce Back *Yourdanos Bekele, BA, Kris Scardamalia, PhD, Cindy Schaeffer, PhD*

Enhancing Educator Wellbeing: Implementation and Effectiveness of Educator Therapy in Schools *Elizabeth Demeusy, PhD, Anna Jesseman, LICSW, Justina Hanna, PhD, Michelle Sobon, PhD, Denisha Carter, PhD*

A Psychoeducation Intervention to Decrease Depressive Symptoms in Latinx Female Adolescents Who Attend Chicago Public Schools *Veronica Kalenik, MSN*

Single-Session Interventions: A Scalable Approach to Addressing the Youth Mental Health Crisis *Emily Kerstein, MS, Jennifer Cooper, PhD*

Patterns and Predictors of School Mental Service Needs Among Adolescents: A Latent Class Analysis *Jennifer Murphy, MSW,*

A Quality Improvement Pilot Project to Improve School Nurse Competency in Mental Health Care *Jennifer Walsh, DNP*

12:00-12:05p   WELCOME

Sylvia McCree-Huntley, EdD, Director, Annual Conference on Advancing School Mental Health

Perrin Robinson, MS, Lead Clinical Research Specialist, Communications Manager

12:05-1:05p   KEYNOTE – NOTHING ABOUT US WITHOUT US: CENTERING STUDENT AND FAMILY VOICE VIA MEASUREMENT-BASED CARE

Elizabeth Connors, PhD, Assistant Professor of Psychiatry, Yale School of Medicine
More children and families access mental health early intervention (Tier 2) and treatment (Tier 3) services in schools than any other child-serving sector, but how personalized, collaborative, and effective are they? This keynote will demystify measurement-based care as a powerful, untapped resource to bring the quality and efficiency of our student mental health services to the next level for all students and families. Join us for new ideas about how to boldly transform the way in which we partner with students and families to co-create and achieve their goals for wellbeing and success.

SCHOOL MENTAL HEALTH AWARDS | 1:05 – 1:15 PM

BREAK | 1:15 – 1:25 PM

CONFERENCE SESSION 4 | 1:25 – 2:25 PM

CRE CS 4.01 Pre-Implementation, the Key to Increasing the Success of Equity-focused Initiatives *Chynna McCall, PhD, Shannon Holmes, PhD*
Schools serve children of varying backgrounds and cultures, t he barriers to the utilization of equity-focused materials within schools are because of the influence of the community that surrounds the school.This conference session aims to help practitioners understand the community's role in the implementation of

equity-focused practices and discuss the importance of pre-implementation strategies when wanting to utilize equity-focused practices within communities that may disapprove of their use.

EMHIC CS 4.02 School Mental Health Integration in New Hampshire: The MTSS-B Framework and Toolkit *Katherine Leswing, MA, Molly White, MEd, Megan Phillips, PsyD*

In this session, participants will be introduced to the five implementation stages of NH's Multi-Tiered System of Supports for Behavioral Health and Wellness (MTSS-B). They will explore publically-available tools and resources for implementation of the MTSS-B framework in schools and districts. Participants will reflect on lessons learned to achieve high-quality MTSS-B implementation and brainstorm opportunities for effectively integrating services into educational environments.

T1 CS 4.03 Role of Adverse Childhood Experiences (ACEs) in the School System: Ethical and Legal Considerations *Samira Amirazizi, MEd, Erin Dowdy, PhD, Jill Sharkey, PhD, Emily Edelman, MEd, Madeline Spiess, BA, Gabriella Hinojosa, BA*

Schools are beginning to understand the impact of childhood exposure to adverse childhood experiences (ACEs) and there is currently strong consideration of screening for ACES in schools. However, there are challenges and potential adverse outcomes for students if ACEs screening is not conducted correctly. This session examines the ethical and legal challenges of a school's role in the evaluation and treatment of ACEs. Key considerations and potential solutions will be discussed.

T1 CS 4.04 Promoting Equity in Mindfulness-Based Programming for Secondary Students *Desiree Murray, PhD, Rachel Mills-Brantley, MSW*

Strategies for promoting equity within a Mindfulness-Based Intervention for secondary students called the Be CALM Program will be shared in the context of the broader literature on equity and SEL approaches. Data will be presented on student engagement by race/ethnicity, free/reduced lunch status, and gender/sexual orientation. Although there were few student differences, classroom relationships significantly predicted engagement.

T2 CS 4.05 Using Behavioral Health Technology to Increase Mental Health Prevention and Intervention for Students *Jennifer Ulie-Wells, PhD, Mikala Williams-Yee, BA, Alex Rohn, LMHC, MA, Jessica Christensen, MEd*

As we face a mental health workforce shortage and an overwhelming need for youth behavioral health services, behavioral health technology can be a very powerful tool to get mental health prevention and intervention into the hands of students. This presentation will discuss a unique behavioral health technology mentorship pilot Please Pas the Love launched including the pilot, challenges & opportunities, next steps for our work, but most importantly replicability and expansion options to get tools to students.

T1 CS 4.06 Proactive Circles: Creating Spheres of Belonging for Everyone *Amber McGill, MSW, LCSW, LSSW, Erin Taylor, BS, SSP, Amy Yillik, PhD*

Central Oregon's Culture of Care Team has been actively involved in developing, facilitating and training on the use of Proactive Circles in education. Amid the constant stress, and as staff shortages continue to impact our schools, Restorative Practices helps to create safety, build empathy and encourage collective care among staff and students. This session will be held in a virtual circle format, providing foundational knowledge, real time practice and resources for implementation.

YFP CS 4.07 Creating Seats at the Table for Youth Led Mental Health Programs *Lauren Cikara, MSEd, Amy Gatto, MPH*

While schools are increasing mental health resources, are they creating opportunities for youth to lead these initiatives? This presentation will highlight the unique needs of BIPOC and LGBTQ+ students while sharing key findings from Active Minds K-12 initiatives. High school students who participated in the Active Minds Mental Health Advocacy Academy will provide examples of projects they facilitated to help advocate for opportunities to lead mental health initiatives in their schools.

T1 CS 4.08 Mental Health Collaborative: Implementing a Tier 1 Mental Health Literacy Approach for Educators, Students and Beyond *Abbie Rosenberg, MS, NP, Denise Hildreth, PhD, Karen Renaud, MEd*

This presentation will include an overview of our innovative model of mental health education for schools and communities. We will summarize the 4 building blocks of Mental Health Literacy in the Mental Health Collaborative/Teen Mental Health curriculum. We will emphasize the need and the importance for all community members to have access to this critical education and we will give a high-level overview of each of the curriculum components and how this is delivered in schools.

T3 **CS 4.09 Fostering Resilience to Support Our Most Vulnerable Youth** *Kathy Francoeur, MEd, JoAnne Malloy, PhD*

Interested in learning about strategies that build resilience and empower youth to leverage their assets and strengths to form a plan for their future? This session will provide a model of an individualized intervention using person centered planning, to leverage youth voice. A case example highlighting how to innovate the intervention during remote times will be shared as well as time to interact, share strategies and challenges for providing services and engaging youth during virtual times.

BREAK | 2:25 – 2:35 PM

CONFERENCE SESSION 5 | 2:35 – 3:35 PM

T1 **CS 5.01 Getting Back to Basics During Crisis Recovery: Practical Strategies to Strengthen Social-Emotional-Behavioral Support for All** *Katie Pohlman, MSW, Ami Flammini, MSW* CANCELLED

During a time of crisis recovery, how are you leveraging your current PBIS framework to support rising needs of students? This session will help participants get "back to basics" to ensure fidelity of current PBIS Tier 1 implementation. Then consider enhancements to the data being used, teaming processes, and core practices.

AP **CS 5.02 The Special 7: Mandated Mental Health Instruction in States: The Who, What, Where, When and Why** *Chris Miller, EdD*

There are currently 7 states in the United States that have mandated mental health instruction in schools. Come and learn how legislation was developed in these states, how they changed, plans for future legislation, available resources for the implementation of these mandates, and how you can advocate for mandated mental health instruction in your state.

CRE **CS 5.03 Social Justice While Living Through Pandemics: Asians with Empowerment for Speaking Out and Staying Strong** *Matthew Mock, PhD* CANCELLED

The global pandemic in current context has re-exposed xenophobia impacting the mental and social wellness of those seen as Asian and Asian American. For all of us, race, culture, class and social diversity are inextricable aspects of our work in mental health. So are the traumas of racism, social "othering" and systemic oppression. A frame of social justice is essential for our contributions presently, for the future and referencing the past especially in schools and all educational settings.

EMHIC **CS 5.04 Building Capacity for Brain-based, Healing-centered Teaching Practices** *Elizabeth Demeusy, PhD, Anna Jesseman, LI CSW, Michelle Sobon, PhD, Megan McCormick, PhD*

Childhood trauma and adversity are significant public health concerns. Armed with the right knowledge, skills and support, educators play an integral role in creating safe and supportive environments for students to thrive. This presentation will provide an overview of a brain-based, healing-centered professional development series for educators to create a trauma-sensitive school environment for students and educators alike. Lessons learned from three implementation examples will be presented.

CS 5.05 – Canceled

T1 **CS 5.06 School-Based Prevention Programming and Social-Emotional Learning for Indigenous Youth** *Lora Henderson, PhD, Belinda Hernandez, MEd* CANCELLED

During this interactive conference session, participants will be invited to share their interest in school-based prevention programming and SEL programs for indigenous youth. The presenter will provide an overview of the importance of culturally responsive prevention and then discuss different SEL and prevention programs

that have been used with indigenous students. The presenters will share findings from a scoping and systematic review on K-12 prevention and SEL programs for indigenous youth.

T1 **CS 5.07 Adapting Systems of Support to Meet the Behavioral, SEL, and Mental Health Needs of Students** *Eleajah McElroy, EdD, Kainita Taylor, EdM, Cassandra Crawford, EdM*
This session will engage participants in an evidence-based, structured framework to address students' academic achievement, behavior, and social-emotional well-being. MTSS requires a common language and process so that all team members can most effectively collaborate, communicate, and plan around their data. Guidance will be shared for effectively implementing MTSS in your school/district.

ISP **CS 5.08 TIC and MTSS as Crucial Frameworks in Addressing Suicidality in Schools** *Aleksandra Krupina, MEd, Carrie Lorig, EdS, Kris Varjas, PsyD*
Suicide has been linked to childhood trauma, is the second leading cause of death among youth in the U.S. (NIMH, 2021) and takes a devastating toll on families, schools and communities. We propose a comprehensive approach to suicide prevention, intervention and postvention within existing frameworks of TIC and MTSS. Takeaways include information on the nature of suicidality and relationship to trauma, the impact of COVID-19, and equitable trauma-informed strategies to be implemented in schools.

T1 **CS 5.09 Healthy Teachers Need Healthy Schools: Supporting Teacher Well-being Using the MTSS Framework** *Talida State, PhD, Imad Zaheer, PhD, Emily Barry, PhD, Rachel Ouellette, MS, Miranda Zahn, PhD*
Recent estimates indicate that concerning numbers of teachers will resign due to stress and burnout exacerbated by the COVID-19 pandemic. Severe teacher shortages can have potential long-lasting detrimental effects on our educational system. This presentation will describe the use of a multi-tiered system of support (MTSS) framework to organize a continuum of supports targeting teacher wellness. Examples will be shared from recent work with two schools who implemented such initiatives.

BREAK | 3:35 – 3:45 PM

SYMPOSIA SESSION | 3:45 – 5:00 PM

T1 **S1 Developing and Implementing Classroom WISE: A Mental Health Literacy Training Package for Educators and School Personnel** *Heather Gotham, PhD, Jessica Gonzalez, MSW, Ricardo Canelo, BA, Miranda Zahn, MS, Nancy Lever, PhD, Sharon Hoover, PhD*
Developing and disseminating effective educator and school personnel training packages does not necessarily lead to their use and implementation. This session will demonstrate Classroom WISE, a free 3-part package (online course, video series, resource library) focused on educator mental health literacy, and present evaluation results for the package and a technical assistance project that examines differences in uptake of the Classroom WISE based on the level of implementation support.

CRE **S2 A Roadmap to Equitable Mental Health Screening in Schools** *Stephanie Moore, PhD, Samira Amirazizi, MEd, Jennifer Cooper, PhD, Katie Eklund, PhD, Sara Whitcomb, PhD, Anna Long, PhD, Erin Dowdy, PhD*
In light of the COVID-19 pandemic and reckoning of racial injustice in the U.S., it is critical to re-envision school mental health screening. Universal mental health screening can be an effective mechanism to identify student mental health disparities and identify biased and oppressive school policies and practices. This symposium provides guiding recommendations for each step in the screening process (readiness, execution, and follow up) for equitable mental health screening practices.

AP **S3 Advancing Comprehensive School Mental Health Systems through State Policy and Systems Change** *Joyce Sebian, MSEd, Joanne Cashman, PhD, Mariola Rosser, EdD, Chioma Oruh, PhD, Jane Walker, LCSW, Mary Giliberti, JD*
This session will engage participants in discussion about strategies that are designed to advance widescale adoption of comprehensive school mental health (CSMH) systems within a strong equity lens in states and communities. To achieve this requires a combination of policy infrastructure development, engagement and

state and local system building. Presenters will discuss the intersection of policy and practice and share the tools that have been developed to support state and local advocacy.

T2 **S4 Examining Cost and Cost-Effectiveness of Tier 2 Behavioral Interventions** *Jon Lee, PhD, Jason Small, MPP, Andy Frey, PhD*

The purpose of this symposium is to share finding from three comprehensive cost studies of the First Step Next (FSN) intervention, an evidence-based Tier 2 intervention implemented with students exhibiting disruptive behavior in educational settings. The symposium papers include (a) a cost analysis of FSN when delivered with preschoolers, (b) a cost analysis of FSN when delivered with K-3 students, and (c) cost-effectiveness analyses of FSN and FSN plus homeBase when delivered with K-3 students.

ISP **S5 The REACH Statewide Initiative: A Train-the-Trainer Model for Trauma-Responsive and Healing-Centered Policies and Practices** *Mashana Smith, PhD, Andrea Roberts, PhD, Julia Strehlow, MSW, LCSW, Matt Weld, EdD, Ryan Wamser, MAED*

To support schools' desire to become more trauma-informed, the Illinois State Board of Education has partnered with the Center for Childhood Resilience to implement the REACH initiative statewide. The REACH initiative utilizes a train-the-trainer model that leverages local expertise and educators to help schools examine their procedures and create action plans to move towards more trauma-responsive and healing-centered policies. This symposium details successes, challenges, and next steps.

AP **S6 Leveraging Public Financing to Move Upstream in School Mental Health** *Vinu Ilakkuvan, DrPH, Olga Price, PhD, Anne De Biasi, MHA*

This symposium will explore how Medicaid can be leveraged to scale up school mental health services and supports and broader social influencers of health and education. Presenters will share new research on how Tier 1, 2 and 3 services and supports are financed by Medicaid, or how they could be. You will hear case studies of local innovative models of financing services across MTSS Tiers and engage in dialogue to build on policy recommendations to scale up Medicaid-financed school mental health.

ISP **S7 The Fourth (and missing) R in our School Mental Health Crisis Continuum of Care: Renewal** *Leora Wolf-Prusan, EdD*

This dynamic workshop begins with an orientation to the theory and frameworks related to renewal generally and as applied to school crisis. Renewal focuses on structural changes and procedures, coordinating policy, processes, and practices that center regeneration and healing. Together, we explore meaning-making (Neimeyer, 2001), building and fostering resilience (Ungar, 2011), post-traumatic growth theory (Calhoun & Tedeschi, 2006), and organizational change after crisis and healing-centered school approaches. This session invites participants to identify 2-3 that they would like to further study and adopt to foster renewal in school communities, either now or in the future.

EMHIC **S8 Diminished Adolescent Social Well-Being During the COVID-19 Pandemic** *Michael Furlong, PhD*

This year's School Mental Health Research Award recipient will cover his career and perspective on school mental health research in our larger cultural context, the ongoing pandemic, and broader socio-political turmoil. This presentation will highlight the importance of socioemotional well-being and global citizenship in creating a society that is better for all people. The role and responsibilities of researchers will be discussed as well as how school mental health research can adapt to and account for the complexities youth are facing in the 2020s.

PRE-RECORDED SESSIONS | OCT 17 – DEC 31, 2022

Pre-recorded session information will be available after the live portion of the conference.