

# The 2023 Annual Conference *on* **ADVANCING SCHOOL MENTAL HEALTH**



**Building Hopeful Futures for All Youth**  
On-Demand Program Booklet



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## CONFERENCE OBJECTIVES

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.

## CONFERENCE SPECIALTY TRACKS

**T1 School Climate, Social Emotional Learning, and Mental Health Promotion (Tier 1)** 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 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.

**T2 Prevention and Early Intervention (Tier 2)** 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.

**T3 Mental Health Intervention and Treatment (Tier 3)** 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.

**ISP Implementation Science and Practice** 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.

**EMH Education-Mental Health Integration and Collaboration** 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.

**YFP Youth and Family Partnerships in Mental Health** 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.

**CRE Cultural Responsiveness and Equity** 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.

**AP Advocacy and Policy** 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.

**FS Financing and Sustainability** 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.



# THANK YOU

*Thank you to our conference leadership team!*

– from Co-Directors Drs. Sharon Hoover & Nancy Lever



**Sylvia McCree-Huntley, EdD,**  
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Director



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Thank you to **Te'a Brown,**  
On-Demand Session Coordinator!

## **Thank you to our conference sponsors!**

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## **Thank you to the rest of our NCSMH team!**

Elizabeth Baker, Sarah Barber, Tiffany Beason, Yourdanos Bekele, Eliya Bernstein, Jill Bohnenkamp, Diamond Carr, Elizabeth Connors, Jennifer Cox, Dana Cunningham, Victoria Daley, Ellie Davis, Misty Davis, Ebonee Dixon, John Fitzgerald, Kristina Floyd, Aijah KB Goodwin, Kim Gordon-Achebe, Melissa Ambrose, Richenda Hobbs, Asia Humphries, Jerica Knox, Stephanie Korenic, Zahra Ladhani, Jennifer Lease, Janice Mace, Caitlyn McNulty, Madeline Morey, Deja' Moses, Claire Noll, Ayla Novruz, Malena Nygaard, Shawn Orenstein, Karah Palmer, Nikita Parson, Brittany Patterson, Nyjae Pride, Joanna Prout, Sumer Rahe, Sam Reaves, Gabrielle Sanchez, Joseph Santangelo, Jasmine Savoy, Cindy Schaeffer, Christa Schmidt, Dawn Shanklin, Cameron Sheedy, Erin Sisk, Tanae Smith, Claudia Sosa, Rikki Spiegler, Janai Springer, Yao Sun, Helen Tracey, Courtney Vaughan, Christina Walker, Maya Wallace, Ellie Wu, Ashley Woods, Marie Yuille.

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

[View Video Showcase for this Specialty Track](#) | Password: **ASMH2023**

**Agriculture, Forests, and Global Perspectives to Strengthen Youth Mental Health** *Noel Hier LCSW, Collaborative Perspectives; Therapist Trainer; John Hiers, BA, Trees and Seeds, Founder.* Agricultural and outdoor programs are powerful companions to cognitive behavioral therapy. Research measuring biofeedback has given us concrete evidence that Shinrin Yoku and time in the forest helps people to re-set their parasympathetic nervous system. This workshop will explore multicultural psychoeducational components for reframing and the logistics of how to employ agricultural service projects, walking sessions, and outdoor recreation to tackle symptoms of anxiety, depression, and more.

**All Systems Go: Educator Experiences Launching School Mental Health in Nebraska** *Janell Walther, Doctor of Philosophy, University of Nebraska Public Policy Center, Senior Research Manager; Dylan Saunders, Master of Arts, University of Nebraska Public Policy Center, Research Specialist; Elizabeth Gleason, Master of Public Policy, University of Nebraska Public Policy Center, Research Specialist; Jennifer Farley, Doctor of Philosophy, University of Nebraska Public Policy Center, Senior Research Manager; Amber Hartsock, Master of Arts, Nebraska Department of Education, State Coordinator for School Mental Health Efforts; Mariella Alvarado, Nebraska Department of Education, Director of Education Partnership and Support.* This presentation explores the results of a process evaluation examining the implementation of Comprehensive School Mental Health Systems in rural, tribal, and urban school districts in Nebraska. Findings from focus groups, which examined the experiences of school professionals as they engaged in the implementation process, will be shared along with key recommendations for other schools or regional organizations promoting school mental health system implementation. The implications for school mental health policy and practice are discussed.

**An Evaluation of the Acceptability and Feasibility of a Brief Online Suicide Prevention Training for K-12 Teachers and Staff** *Meghan Diamon, LCSW, MindWise Innovations, Program Director, Suicide Education; Rebecca Mirick, PhD, LICSW, Salem State University Associate Professor & BSW Program Coordinator.* This presentation describes a newly developed brief interactive asynchronous online suicide education program for teachers that strengthens their preparation to recognize signs of suicide in students, have a caring conversation with at-risk students, and know how to keep a student safe while connecting them with mental health supports. With high levels of acceptability from teachers, this is a promising strategy to strengthen existing school-based suicide prevention programs.

**Building Strong Foundations: Implementing Universal Social and Emotional Learning for Students' Mental Well-Being** *Evelyn Johnson, EdD, Aperture Education, Riverside Insights, Vice President of Research and Development; Sara Prewett, PhD, Aperture Education, Riverside Insights, Senior Researcher.* This session will equip practitioners with practical tools to implement a universal social and emotional learning program to support students' mental well-being. Participants will learn how social and emotional competence is related to positive mental well-being and how to support it within the school context. Participants will learn strategies that promote a positive school climate and will also learn how assessment can proactively identify students who need additional support.

**Decreasing Frustration through De-escalation.** *Steph Jensen, MS, Boys Town, Director.* Frustration in the classroom can lead to conflict. Conflict in the classroom is inevitable; calming conflict is a skill. This session will focus on how to bring calm to conflict by understanding the role trauma and cortisol play in conflict. Participants will learn strategies to diffuse conflict in the classroom, contributing to an equitable learning environment for all students.

**DelaWELL: Building a State Framework for Translating Mental Health Policy to Sustainable Practice** *Teri Lawler, EdD, LPCMH, Delaware Department of Education, Education Associate, Trauma-Informed Practices and Social and Emotional Learning; Sabra Collins, Med, Delaware Department of Education, Education Associate, Health, Physical Education, and Wellness.* This vibrant session reinforces the synergistic relationship between research, policy, and practice. State leaders will explore recent federal and Delaware-specific legislative recommendations designed to improve student and staff wellbeing. Strategies to build a robust school mental health delivery system have included training and workforce enhancements, reducing student to mental health staff ratios, and integrating social and emotional learning and mental health literacy.

**Developing a Student Engagement Measure using the Youth Risk Behavior Survey** *Katherine Lewis, MSSA, Case Western Reserve University, Research Associate.* This presentation will demystify school engagement, evaluating existing validated instruments. The authors propose a new measure which schools can integrate into their existing Youth Risk Behavior Survey, to reduce burden on students and staff. The new engagement measure allows schools to monitor school engagement directly in relation to risky behaviors and health outcomes. This will inform selection of interventions and provide means for a robust longitudinal evaluation of implemented programs.

**Do Schools Screen for Social Determinants of Health? Results of a Scoping Review** *Jessica Koslouski, PhD, University of Connecticut, Postdoctoral Research Associate; Sandra Chafouleas, PhD, University of Connecticut, Board of Trustees Distinguished Professor.* We present results of a scoping review of social determinants of health (SDOH) measures implemented in school

settings. Six articles and measures met inclusion criteria. Measures included 6-25 SDOH items and relied on student self-report, caregiver proxy-report, or both. Reported outcomes included increased referrals to services and implementation of school-based supports. We discuss next steps for research evaluating the feasibility and social consequences of school-based SDOH screening.

**Increasing Access Through School-Based Mental Health Services** *Lindsey Brander, Med, Elkhart Community Schools, Assistant Superintendent of Student Services; Bryan Hammontree, MBA, Elkhart Community Schools, Elkhart Academy Principal; Natalie Bickel, MSW, LCSW, Elkhart Community Schools, Director of Student Services; Katrina Barhydt, MEd, Elkhart Community Schools, Counselor, Project Aware Mental Health Coordinator.* This session will explore one school district's implementation of equitable school-based mental health systems; from exploration, to funding, to full implementation and sustainability.

**Making New Paths: An Evaluation of a Universal High School Stress Management Curriculum** *Ashley Rila, PhD, Scanlan Center for School Mental Health Research and Training Project Coordinator; Gerta Bardhoshi, PhD NCC, CSC, LMHC, ACS, Scanlan Center for School Mental Health, Director of Research and Training; Allison Bruhn, PhD, Scanlan Center for School Mental Health, Executive Director; Derek Rodgers, PhD, Scanlan Center for School Mental Health, Methodologist.* In this presentation we will (a) describe a universal stress management curriculum study implemented in a health and wellness course in a rural US school, (b) report student outcomes on validated screening tools and school-level data, (c) report treatment fidelity and social validity outcomes, and (d) discuss implications for practice and future research.

**P2P Depression Awareness Program: a Tier-1, Evidence-Based, Peer-Led Program to Support Student Mental Health in Schools** *Stephanie Salazar, MPH, CHES, University of Michigan Eisenberg Family Depression Center, Manager, Outreach and Education Programs; Will Heining, BA, University of Michigan Eisenberg Family Depression Center Outreach Coordinator, Mental Health.* This presentation will describe the evolution and adaptation of the Peer-to-Peer Depression Awareness Program over 15 years, to meet current student needs, and the growing demand for services. Presenters will describe evaluation and programmatic structural changes required during COVID-19 and rise of racial injustice impacting students, through the pandemic and return to school, as well as considerations for program growth and sustainability as demand for peer-led programs continues to increase.

**Professional Development as a Tier 1 Approach to School Mental Health Literacy** *Cristin Martinez, MS, Burrell Behavioral Health, Director of Professional Learning; Amy Hill, MSW, Burrell Behavioral Health, Executive VP of Community and School Based Services.* Youth mental illness and suicide rates have continued to surge over the last decade. Schools have become the de facto mental health system for supporting students, but teachers often feel ill-equipped to support their mental health needs. In this session, participants will learn about the school-based professional development role and the tier 1 approach that equips teachers, staff, parents, and students with the information, resources, and support needed to positively impact student outcomes.

**Promoting School Climate, Social Emotional Learning, and Mental Health in Education: Strategies for Positive Student Outcomes** *Louis Laffitte, EdD, Glendale Elementary School District, Assistant Superintendent for Behavioral Health and School Safety; Lydia Horstman, MA, Glendale Elementary School District, Principal Coach for MTSS & School Culture.* In this engaging presentation, we will explore the critical role of school climate, social-emotional learning (SEL), and mental health promotion in education. Our focus will be on how the Behavioral Health and School Safety Department is committed to supporting the educational achievement and social-emotional health of all children. We will delve into the department's divisions and their contributions to creating a positive learning environment conducive to safe and academic growth.

**The 2023 Pandemic of Caregiver Burnout & Why We Need a Happy Caregiver Revolution** *Danna Thomas, Med, Happy Teacher Revolution, Founder.* 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.

**The Effect of a School-Based Peer-led Mental Health Literacy Program on the Mental Health Help Seeking Attitudes of Canadian Secondary Students in the COMPASS Study.** *Jessica Goddard, MSc Candidate, Brock University.* School-based peer-led mental health literacy (MHL) programs may be effective tools to improve help seeking attitudes in adolescent populations. This study aimed to evaluate the effectiveness of a school-based peer-led MHL program on improving the mental health help seeking attitudes of Canadian secondary students. At the student-level, null results were found and indicate that programming can improve and findings may inform program targeting for specific populations within the school.

**The Power of Staff-Student Relationships in Enhancing School Climate and Connectedness for Students Facing Adversity** *Laura Ainsworth, PhD, Louisiana State University, Associate Professor; Rachel Pounders, MSW, Louisiana State University; PhD Student, Chelsea Trice, MSW, Thrive Academy, School Social Worker; Melanie Holmes, Med, Thrive Academy, Principal.* This presentation provides an overview of a framework to help build teacher-student relationships based on both student and school personnel perspectives. Examples of techniques that create positive teacher-student relationships and processes for



prioritizing relationship building in the school environment will be discussed. Mental health promotion and intervention strategies as part of a multi-tiered system of support will also be shared.

**The School Nurse's Collaborative Role in Rendering Strategies that Effectively Build Hopeful Futures for All Youth** *Cynthia Samuel, PhD, Irvington Board of Education, School Nurse.* This presentation discusses the school nurse's vital role in the critical work of laying a firm foundation for building hopeful futures for all youth. Dialog from this session speaks to developing strategies for collaboration with school, district, families, and community stakeholders in creating a toolkit ensuring student learning, optimal health, and overall well-being. School Nurses are well positioned to coordinate resources that creatively meet student needs thus ensuring their future.

**Who's Driving Your Bus? Emotional Regulation in an Unregulated World** *Jon Ebert, MA, LPC, NCC, E-Therapy, Mental Health Program Manager.* In order to regulate our emotions we have to recognize when they are impacting our thoughts and more importantly how they can impact our responses. In this session, we will identify our individual emotional "buttons" and explore things that impact our ability to emotionally regulate, explore strategies to improve our self-awareness in confronting our emotions by using Gross' Process Model of Emotional Regulation, and practice the STOPP method for improved emotional regulation and responses.

## Prevention and Early Intervention (Tier 2)

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**Addressing the Current "Mental Health Crisis" within an MTSS Framework and Behavioral Lens** *Hannah West, PhD, LP, BCBA, Mid-America MHTTC & Sunflower Pediatric Behavioral Health, Regional Trainer & Clinician; Erika Franta, PhD, LP, NCSP, Mid-America MHTTC, MMI, UNMC, Assistant Professor, School Mental Health Program Director; Kaitlyn Young, PhD, LP, NCSP, Munroe-Meyer Institute, UNMC & Mid-America MHTTC, Assistant Professor, Faculty Trainer.* Students are reporting overall mental health decline, including increases in anxiety and persistent sadness. Aligning school-based mental health supports within existing structures and building skills of educators can increase access to evidence-based interventions. This session will highlight best practices in school-based mental health; specific function-based interventions at the classroom, group, and individual levels; and access to free resources from the Mid-America MHTTC.

**Anxiety Screening in Middle School** *Kate Weisenbeck, MS, School District of Amery, School Counselor; Katie Johnson, EdS, School District of Amery, School Psychologist.* School-based screening is not only helpful in identifying and intervening with students showing symptoms of anxiety, but also helps to reduce stigma. Along with the actual screening procedures, you will learn the steps that happen prior to and after screening. This process will get excellent parent and staff buy in, is easy to implement, and has minimal to no costs. You will leave ready to start screening in your school/district tomorrow!

**Building Resilience During Middle School: A Trauma-Informed Tier 2 Approach** *Jennifer Polizotto, DSW, Old Tappan School District, School Social Worker; Kelly Zinn, DSW St. Joseph's University, Assistant Teaching Professor.* This conference provides tools and knowledge to support students during critical middle school years while emphasizing cultural responsiveness and equity. Presenters will share expertise in trauma-informed care, resilience building, and effective Tier 2 interventions. Led by experienced school social workers, attendees will gain knowledge and skills to enhance targeted interventions that promote a supportive and inclusive school culture. Join us to promote mental health and wellness.

**Changing the Narrative to Capture the Strength & Resilience of Indigenous Youth in Rural America** *LaVonne Fox, PhD, OTRL, Mountain Plains MHTTC, Mountain Plains MHTTC Technical Trainer.* Access to mental health services is exacerbated in tribal communities where an even more acute workforce shortage exists. These issues are compounded when many existing providers focus solely on a Western mental health service model. The lack of cultural competencies includes inadequate knowledge regarding the dangers of clinical diagnostic terminology, the diversity of cultures, healing strategies, culturally competent healing, and tribal sovereignty in problem-solving processes.

**Drama or Trauma? Supporting the Education of African American Girls** *Natasha Mullen, LPCMH, LMSW, ACS, Med, Milestones Consultants, LLC, CEO/Clinical Supervisor.* This workshop discusses how aggressive and defiant behaviors of African American (AA) girls in schools are often viewed as ""dramatic", yet often stem from childhood trauma/ACEs (Adverse Childhood Experiences), environmental influences, and cultural factors which are often viewed as problematic and disruptive to the school environment. By cultivating strengths and resiliency, we can support AA girls to cope effectively with these experiences and promote positive mental health and well-being.

**Galvanizing The Gatekeepers: Integrating Mental Health Supports and Reaching Families Where They Are Prevention and Early Intervention (Tier 2)** *Tiffany Erbelding, MSW, Horizon Foundation, Senior Program Director; Glenn Schneider, MPH, Horizon Foundation, Chief Program Officer.* While access to mental health resources is critical, these resources prove futile if individuals do not seek them out. We learned that families in our community were instead seeking help from their doctors, schools, and faith leaders - essentially, their gatekeepers. The Horizon Foundation responded by partnering with these gatekeepers to embed supports where people most seek help. The programs have proved accessible, effective, and sustainable, ensuring they will provide long-term impact.

**Behavioral Health Needs Assessment: Youth Suicide Prevention** *Jamie Freeny, PhD, Mental Health America of Greater Houston, Director of the Center for School Behavioral Health.* In 2023, the Center for School Behavioral Health (CSBH) conducted the Behavioral Health Needs Assessment Survey to gather stakeholders' input to shape the center's training and response efforts to support student mental health. Even though school district stakeholders perceive a reduced prevalence of suicidal behaviors after the pandemic, new and more frequent training for school personnel, additional counseling services, and increased parent engagement and training are changes being implemented.

**Keeping it REAL: Straight Talk About Youth Suicide & Mental Health** *Diane Kelley, Doctorate Degree, Hope Squad, Southeastern Regional Director & Master Trainer; Greg Hudnall, Doctorate, Hope Squad, Owner.* A familiar African proverb says that "it takes a village to raise a child." In the Hope Squad, we believe that "while it takes a village to raise a child, it takes an entire community to save one"! In this presentation, Dr. Kelley will examine why it is critically important to acknowledge the mental health crises that plague young people today, discuss the five underlying stressors impacting students who consider suicide, and the latest research pointing to students at greatest risk.

**Methods for Data-Based Decision-Making and Progress Monitoring at Tier 2** *Jennifer Francisco, Med, Devereux Center for Effective Schools, Training and Consulting Specialist; Laura Rutherford, PhD, Devereux Center for Effective Schools, Assistant Director, Center for Effective Schools and Director, APA Internship Training Program.* This session will introduce the principles and methodology of practical and feasible data-based decision-making in relation to Tier 2 group interventions within MTSS frameworks. Using a sample case study student set, this session will explore various pathways for student selection, examples and considerations for progress monitoring, and evaluating individual student success and implications for broader impact across implementation.

**Targeted Mental Health Support in High Schools: Barriers and Opportunities** *Stuart Luther, MS, LAC, NCC, Rutgers Center for Comprehensive School Mental Health (Rutgers-CCSMH), Senior Training and Consultation Specialist; Brittany Zakszeski, PhD, University of Delaware, Assistant Professor; Laura Rutherford, PhD, Devereaux Advanced Behavioral Health, Assistant Director, Center for Effective Schools & Director, APA Internship Program; Kristy Ritvalsky, MPH, Rutgers Center for Comprehensive School Mental Health (Rutgers-CCSMH), Project Manager.* Mental health needs are prominent among adolescents, yet service delivery can be challenging in high schools. This session will describe considerations for developing mental health supports and the development of a novel Tier 2 program.

**The Impact of Wellness Coaching on Teacher Wellbeing** *Anna Jesseman, LICSW, Medstar Georgetown Center for Wellbeing in School Environments, Mental Health Clinician; Stephanie Moore, LCSW, Edwell Program Director; Liz Demusey, PhD, Medstar Georgetown Center for Wellbeing in School Environments, Assistant Director of Research and Program Evaluation; Adeel Iqbal, MD, Medstar Georgetown University Hospital, Resident Physician in Psychiatry.* Burnout rates and symptoms of anxiety and depression for teachers this year have led to challenges with retention, chronic teacher absenteeism, and ineffective classroom instruction. Edwell sought to address this challenge through peer wellness coaching, and the Medstar Georgetown WISE Center studied their impact. The results are incredibly promising. Come find out more about the impact of this easily accessible, scalable, non-clinical intervention to supporting and retaining teachers.

**Youth Substance Abuse Diversion Programming within Schools.** *Alyssa Blackburn, BS, 4C Health Director of School and Community Based Services, Krista Catt, BA, 4C Health, Director of School and Community Based Services; Lucie Ingram, MSW, 4C Health, Director of School and Community Based Services.* This presentation is centered around the importance of providing students, ages 14+, with opportunities to improve their mental well-being including prevention and intervention for students that struggle with substance use. The diversion program is a partnership between the school, the family, and the local community mental health center that provides the student with education and treatment for their substance use instead of standardized disciplinary action such as suspension and expulsion.

## Mental Health Intervention and Treatment (Tier 3)

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**Autism: Moving from Deficit-based Thinking to Affirming Care** *Jessica Mertins, MSW, Fernbrook Family Center, LICSW.* The goal of this presentation is to increase understanding of autism from an autism-affirming lens. Participants will gain a better understanding of why autism-affirming care is important, how to use autism-affirming language, and how to shift thinking from a deficit-based lens to an affirming one. This presentation will also cover some simple ways to accommodate autistic traits.

**A Model of Integration of Psychiatry Services in School Based Health Centers** *Geeta Ilipilla, MD, Nationwide Childrens Hospital, Assistant Clinical Professor of Psychiatry.* We present a unique model of integration of psychiatry services within school-based health centers. A significant intervention with impact on access included a two-phased approach of integrating psychiatry services into primary care school health clinics which included weekly provider to provider consultations of the SBHC providers with a psychiatrist and direct service delivery by a psychiatrist via school based telepsychiatry visits. The initial outcomes are discussed in the presentation.

**Addressing Symptoms of Selective Mutism in the School Setting** *Brittany Bice-Urbach, PhD, Medical College of Wisconsin, Assistant Professor/Clinical Psychologist; Jami Furr, PhD, Florida International University, Clinical Associate Professor; Rachel Merson, PsyD, Boston University, Assistant Professor; Rupal Upadhyay, MD, Associates in Pediatrics, SC, Pediatrician.* This session will examine evidence-based treatment approaches for addressing selective mutism (SM) in schools. This presentation will a) provide background on SM; b) discuss treatment approaches for addressing symptoms in schools; c) discuss goal setting and progress monitoring options; d) discuss problem-solving for specific challenges and complex cases; and e) discuss collaborative approaches between school, family, and community providers in order to enhance intervention effectiveness.

**High-Fidelity Multi-Modal Programming: A Dose-Response Model for Successful MTSS Tier 3 School-Based Mental Health Programs** *Gerard Barone, MSW, Effective School Solutions, Chief Clinical Officer.* Given problems and disparities in the use of community-based mental health services for youth, school districts are encouraged to develop a set of best-practice standards for MTSS Tier 3 implementation, that include high fidelity programming to address the needs of their most at-risk students. In this workshop, ESS will share the results of a recent study that demonstrates how high-fidelity Tier 3 mental health programming predicted positive outcomes for students.

**How to Identify, Initiate & Implement School-Based Mental Health Initiatives to Support Children & Youth** *Jessalyn Pedone, BSW, MSW, LCSW, CCTP, CGP, Harnett County Schools, Mental Health Support Specialist; Lauren Cappola, M Ed, NBCT, LCMHC, NCC, Harnett County Schools, Director of Counseling Services; Erica Hoskins, BSW, MSW, Harnett County Schools, School Social Worker; Jenae' Cox, MSW, LCSWA, CTP, Harnett County Schools, Mental Health Support Specialist.* This session will discuss the way a student's mental health impacts them in the school setting and will review the ways the Harnett County Schools' innovative mental health program has mitigated student needs within the county to address youth mental health needs in a proactive manner utilizing a multidisciplinary team approach. We will also discuss the creation of protocols for crisis intervention and response and the ways this has equipped the school system staff on intervening in a crisis.

**Promoting Mental Skillness, Not Just Treating Mental Illness** *Melissa Riggins, LCSW, LCADC, Med, Miracle Minds Therapy, Assistant Clinical Director.* In this session, the clinical administrative leads at Miracle Minds Therapy, based in Las Vegas, Nevada present on the types of practices that promote mental wellness of both the individual and of a school community. We need to continue to work to reduce the stigma of receiving behavioral healthcare services and one way to do that is promoting development of "mental skillness" in treatment and move beyond a disease paradigm of mental illness.

**School Mental Health Consultation and Crisis Programs: Addressing Urgent, Non-Emergent Mental Health Needs** *Jennifer Weber, PsyD, EdM, SM, PM Pediatric Care, Director of Behavioral Health.* Discover how school mental health consultation and crisis programs effectively address non-emergent student mental health needs, reducing unnecessary ED referrals. Benefits include on-demand support for staff, addressing concerns in schools, and assisting parents with follow-up care. Improve student well-being, promote equity, and alleviate ED burden.

## Implementation Science and Practice

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**Back Up and Shut Your Mouth! Trauma Informed Strategies to Help De-escalate the Escalated Student through MTSS** *Sarah Graman, EdS, NCSP, Covington Independent Public Schools Director of Special Education, Michael Shipley, MA, Covington Independent Public Schools, School Counselor.* Maladaptive student conduct leads teachers and administrators to ask how to improve behavior. Presenters apply the escalation cycle to case examples and analyze trauma-informed strategies reducing frequency, duration, and intensity of behavior. Presenters use a trauma-informed lens to create a structure for identifying and implementing intervention. We describe how our MTSS process has evolved to identify students, interventions and strategies for trauma-impacted students at Tiers 1, 2 and 3.

**A Comprehensive School Mental Health System: Steamboat Springs School District's Ongoing Journey** *Sarah Younggren, MSW, Finding Hope Counseling and Consulting, LLC, School Mental Health Consultant; Shelby DeWolfe, Master of Education, Steamboat Springs School District, Behavioral Health and Restorative Practices Coordinator.* Steamboat Springs School District in Colorado embarked on a journey to develop a comprehensive school mental health system that supports all students and staff. This presentation will share their process and highlight the real-life implementation of evidence-based practices used in their school community. Their ongoing journey has resulted in great outcomes and systemic changes, as well some important lessons learned through the development of a comprehensive mental health system in schools.

**Exploring Improvement Science in Comprehensive School Mental Health** *Jess Frain, MSW, Wisconsin Department of Public Instruction, School Mental Health Consultant; Liz Krubsack, MS, Wisconsin Department of Public Instruction, School Mental Health Consultant.* This session will explore the use of Improvement Science in school mental health through the lens of Wisconsin's Comprehensive School Mental Health Academy. Participants will gain a basic understanding of improvement science through district examples, participating in an interactive activity that demonstrates the benefits of the Plan, Do, Study,



Act process, and exploring the Wisconsin Department of Public Instruction's comprehensive school mental health implementation resources.

**Help is Down the Hall, A Sustainable School-Based Mental Health Approach, Learnings from Washington State** *Bridget Underdahl, Masters in Teaching, OSPI, Mental Health Systems Lead; Megan Osborne, Master of Public Policy Maik and Associates, Lead Research Consultant; Emily Nelson, Master of Science Education in School Counseling, ESD 105, Student Support Director, Hope Baker, Master of Science, ESD 105, Student Assistance Program Manager; Chris Moore, Master of Social Work and a Master of Arts in Philosophy, ESD 105, Mental Health Program Manager.* Washington is engaged in generational work focused on comprehensive school-based mental health systems; these efforts are far-reaching, span multiple decades, and have positively impacted the lives of thousands of students and their families. Hear lessons learned, get information on evidence of best-practices, and learn recommendations towards building and growing equitable school-based mental health systems that prioritize community connections, youth voice and sustainable pathways forward.

**How To be Responsive to the Broader Educational Context in Professional Development** *Sarah Lindstrom Johnson, PhD, Arizona State University, Associate Professor; Sue Annie Rodríguez De Jesús, PhD, Arizona State University, Senior Project Manager; Ashley Preves, MC, Arizona State University, Program Coordinator; Selin Saka, MA, Arizona State University, Graduate Research Assistant; Stephanie Cottam, BS, Arizona State University, Graduate Student; Charlotte Wall, BS, Arizona State University, Research Specialist.* It is a hard time to be an educator or an educational researcher; the factors that make this so also emphasize the critical need for systems-change inventions. This session will present data from school staff on their mental health and how it relates to their ability to support students. In addition, case studies from three ongoing professional development interventions will be shared to support the foundational need for trauma informed and culturally responsive approaches.

**Innovations in the Prairie: Blooming from School Mental Health Systems Theory to Practice in Rural Nebraska School Districts** *Jennifer Pollock, EdS in School Psychology, MS in Educational Leadership, Educational Service Unit #3, School Mental Health Program Coordinator.* This session explores rural Nebraska's school mental health services, focusing on innovation and implementation. ESU#3 has integrated licensed mental health professionals into the MTSS system, developed insurance billing infrastructure, and provided ongoing technical assistance and professional learning. The session highlights progress, innovative practices, and discusses outcomes to ensure high-quality mental health services for all students.

**Integrated MTSS: Creating a Positive Culture Where Children, Staff and Families Can Thrive** *Loree Munro, MEd in School Counseling, LPCS, New Caney ISD, Executive Director of Instructional Programs, Jennifer Andjelic, MEd in Administration, New Caney ISD, Coordinator of MTSS Implementation.* Interested in implementing the MTSS framework to guide and support your mental health/wellness work in your school district? If so, then our session is for you. We will describe the comprehensive and integrated MTSS model we are using in New Caney ISD, a fast-growth district north of Houston, TX, including the steps of district leadership team development, action planning, systematic campus implementation, fidelity measurement, and the ways we are sustaining the work district-wide.

**Integrating School-Based Mental Health into Multi-Tiered Systems of Support: A Dynamic Approach Implementation Science and Practice** *Bridget Ritter, LCSW, Med, Chester County Intermediate Unit, Clinical Coordinator; Kate Coulter, MS, LPC, West Chetser Area School District, Supervisor of Pupil Services.* This session provides participants with an opportunity to explore school and evidence-based mental health interventions, integrated into an MTSS framework. The dynamic, ever-evolving nature of this work will be discussed, especially in light of the increasing mental health challenges faced by students over the last several years. This session will include opportunities for professional collaboration and experiential learning using real-world scenarios and research-based tools and practices.

**Lowering Youth Suicide Rates with Targeted Prevention Efforts** *Sadie Hinkel, MA, The Kim Foundation, Program Director.* This session details the process and results of a community-concentrated effort to decrease youth suicide deaths. In this session, we will discuss our approach of using up-to-the-day data to target our prevention efforts, the methodology behind the partnerships we forged and the resources we created, and the effective steps we took to lowering youth suicide rates.

**Modern Counseling for the Modern Child: Utilizing a Hybrid Approach to Reach all Students** *Bonnie Contreras, EdS School Psychology, Presence, Clinical Partnership Director; Stephanie Taylor, EdS School Psychology, Presence, VP Clinical Innovation.* Modern Counseling for the Modern Child: Utilizing a Hybrid Approach to Reach all Students will explore how schools can meet the growing demand for mental health services by integrating remote services into their traditional school-based model. This session will cover how to engage students virtually, track progress, examine why some students prefer remote services, and how to establish an effective school-based/remote partnership.

**MTSS Unleashed: A Creative & Comprehensive Approach to Supporting Students** *Dominique Ricciardelli, PsyD, OCM BOCES, School / Clinical Psychologist; Rosanna, Grund, EdD, OCM BOCES, Assistant Superintendent of Student Services; Christine Woodring, MS, CAS, OCMBOCES, School Psychologist.* In a post-COVID world, OCM BOCES has formalized a comprehensive multi-factored MTSS system. Data collection & analysis on academic achievement and social-emotional functioning reveals a number of students needing further support within Tier 2/Tier 3 levels. This data guides student recommendations and

programming decisions. The OCM BOCES team will explore these concepts & include discussion around school-community partnerships. Next steps & "lessons learned" will be shared, allowing questions.

**Ohio's Student Assistance Program and Staff Wellness Framework: An Adoptable and Adaptable Approach for Improved Wellbeing** Sharon Custer, MSW, PhD, Ohio's School-Based Center of Excellence for Prevention & Early Intervention, Director of Workforce Development; Kathleen Oberlin, MA, Human Services, Ohio Mental Health Network for School Success, Director; Sabrina Scott, JD, MEd, Ohio Mental Health Network for School Success, Wellness and Education Consultant and Trainer. The Ohio School-Based Center of Excellence for Prevention and Early Intervention developed a statewide model for a student assistance program that offers a full continuum of care while also prioritizing staff wellness needs. This presentation will outline program components and highlight lessons learned. Participants will examine implementation strategies, innovative ways to strengthen partnerships, and consider ways to integrate elements into existing tiered mechanisms.

**Perceptions of Job Satisfaction of Special Education Teachers Supporting Students with Behavioral Challenges** Rosanna Grund, EdD, Onondaga Cortland Madison, Assistant Superintendent of Student Services; Christine Woodring, CAS, OCM BOCES, Administrative Intern; Dominique Ricciardelli, PsyD, OCM BOCES, Clinical Consultant. The results of a qualitative study of the perceptions of job satisfaction for elementary special education teachers working with students with behavioral challenges revealed several recommendations. Participants will identify how Maslow's Hierarchy of Needs may be useful in supporting teachers. A staff wellness plan and emotional resiliency program will be outlined as part of our multi-tiered system of support for staff. Lessons learned along the way to better support our teachers.

**Using Multi-Tiered Systems of Support to Create Equitable Practices** Lindse Brander, Med, Elkhart Community Schools, Assistant Superintendent of Student Services; Bryan Hammontree, MBA, Elkhart Community Schools, Elkhart Academy Principal. This session will focus on creating a framework for multi-tiered systems of support that unifies all the systems (academic, behavioral, and social-emotional) in order to promote student academic achievement and wellness. Learn strategies to evaluate current systems and practices and create a manageable MTSS framework.

## Education-Mental Health Integration and Collaboration

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**Aligning, Implementing and Progress Monitoring a Continuum of Mental Health Interventions** Katie Pohlman, MSW, Midwest PBIS Network, Technical Assistance Director; Kelly Perales, MSW, Midwest PBIS Network, Co-Director. Are you tired of social-emotional-behavioral supports being siloed or being only the clinicians job? Join us for examples of integrated school and mental health teams working together to select a continuum of interventions. Using core features of MTSS, teams are able to create common language and practices for all staff and students and then provide higher doses of practices to students demonstrating higher need and utilize efficient systems of lower-level interventions to monitor response.

**Caring for Educator Well-being as a Strategy for Supporting Student Mental Health** Amy Lopez, PHD, LCSW, University of Colorado School of Medicine, Assistant Professor. Colorado Educator Support Project is a mental health and well-being program designed for educators. This session will discuss the impact of educator well-being on student mental health and the role of this project in helping educators' mental health crises. We will offer strategies for supporting educators and specific co-regulation interventions that can be used to support students in the classroom.

**Common Language, Common Goals, Student Success** Lauren Cooper, Masters of Education In Educational Leadership, 4C Health, Director of Outpatient, Community, and School-Based Services; Lisa Willis-Gidley, Masters of Social Work, 4C Health, Vice President of Operations. Are you interested in a more robust partnership where school personnel, clinicians, students, and families are all working towards the same goals? At times does it feel like all groups are working independently and progress is not being made? This session will give you practical tools and a framework from a previous school principal and Licensed Social Worker to build a collaborative partnership to achieve significant gains in all students' mental wellness needs.

**Cultivating Student Success through School/Provider Partnerships, Comprehensive Supports, and a Culture of Collaboration** Kelly Hoffman, MS, Propel Schools, Project Manager, Propel Partners in Wellness; Victoria Blosser, MS, UPMC Western Behavioral Health, Program Manager of School Based Services; Jennifer Mitchell, MS, UPMC Western Behavioral Health at Mon Yough, Program Supervisor for Propel Schools; Courtney Cox, MSW, Propel Schools, Project Coordinator, Propel Partners in Wellness. Propel Schools is dedicated to catalyzing the transformation of public education so that all children have access to high-performing public schools. A partnership between school and community mental-health service providers was necessary to address barriers to success faced by our students. The Propel Partners in Wellness program is a mobilization approach that provides on site, professional staff to strengthen the physical and mental well-being of children, families, teachers, and communities.

**Developing and Delivering a Professional Development Series for Schools** Molly Jordan, MSW, LICSW, Boston Children's Hospital, Training and Access Project Manager; Karen Capraro, MEd, MSW, LICSW, Boston Children's Hospital, TAP Clinician; Gisella Mendizabal, MA, MSW, LICSW, Boston Children's Hospital, TAP Clinician; Andie Hernandez, MEd, MSW, Boston Children's Hospital, TAP Clinician. To help meet the need to build capacity in schools around addressing social, emotional and behavioral

health, Boston Children's Hospital developed an initiative focused on providing professional development to educators and school-based behavioral health providers. This presentation will describe the program's process for developing, planning, and facilitating engaging professional development workshops for school communities over the past nine years. It will share sample topics and structures.

**Developing Effective Relationships between Mental Health Clinicians and School Administrators** *Kristen Figas, EdS, University of South Carolina, Doctoral Student; Karah Palmer, Med, University of Maryland School of Medicine, Senior Research Project Coordinator; Chris Haines, MS, Greater Greenville Mental Health Center, Director of School Mental Health Programs; Lauren Brown, MS, Violetville Elementary/Middle School #226, Baltimore City Public School System, Principal; Kelly Willis, MSW, University of Maryland School Mental Health Program Associate Director/Lead Counselor; Brittany Patterson, PhD, University of Maryland School of Medicine Assistant Professor, Department of Psychiatry, Division of Child and Adolescent Psychiatry, University of Maryland School of Medicine.* This presentation will share lessons learned from mental health clinicians and school leaders in their efforts to build effective partnerships. Attendees will learn about strategies for overcoming barriers and strengthening relationships, including self-reflection, aligning values and vision, enhancing communication, utilizing external support, capitalizing on events, recognizing personal strengths, adopting effective interpersonal approaches, and developing knowledge, skills, and experience.

**A Focus on Teacher Mental Health: A 3-Tiered Approach** *Kyla Warnick, PhD, Russellville School District, Mental Health Liaison.* While teacher mental health has been in the headlines since the onset of the Covid 19 pandemic, concerns have been on the rise for teacher wellbeing for many years. This presentation will outline a multi-tiered approach for improving teacher wellness which can increase teacher retention and improve student performance. Participants will gain knowledge of practical, evidence-based approaches to providing wellbeing and mental health supports in a school setting.

**Access to Mental Health Care, Support for Youth and Education: A Healthcare Organization- School Collaboration.** *Vera Feuer, MD, Northwell Health, AVP; Bianca Del Gatto, MEd, Northwell, Director.* Northwell's School Mental Health follows the multi-tiered system of support (MTSS) framework and represents a unique partnership between a health system and 28 school districts in Long Island NY, delivering a continuum of services including access to a child psychiatrist providing crisis care (Tier 3), linkage to community providers for ongoing care, school consultations and crisis response (Tier 2), as well as professional development, staff support and community education (Tier 1).

**Building Supportive and Healing-Centered Schools by Strengthening Staff Social-Emotional Health** *Mark Sander, PhD, Midwest Center for School Mental Health, Co-Director; Aubrie Hoover, MS, Northeast Service Cooperative, Manager.* The last few years have been challenging for schools, impacting mental health of both students and staff. We know that staff need support, to enhance their own well-being and their capacity to meet students' academic and emotional needs. How do we best provide this support? What do school staff think will be most helpful? What happens when districts try to offer resources and supports? We will share highlights from a 15-district initiative to strengthen staff well-being in northeast Minnesota.

**Implementation and Satisfaction with the Teacher WISE Program to Improve Educator Wellbeing** *Michelle Sobon, PsyD, MedStar Georgetown University Hospital, Assistant Professor; Justina Hanna, PsyD, MedStar Georgetown University Hospital, Psychologist; Aubrey Harrison, PhD, MedStar Georgetown University Hospital, Psychologist; Elizabeth Demeusy, PhD, MedStar Georgetown University Hospital, Assistant Professor; Megan McCormick, PhD, MedStar Georgetown University Hospital, Associate Professor.* Teacher burnout affects student success and exacerbates educational inequalities. The TeacherWISE curriculum aims to provide scalable, accessible, and feasible interventions to promote teacher well-being. Utilizing the Train-the-Trainer model, staff are trained in facilitating the curriculum. When implemented in a large rural county school system (n=55 schools), results indicated that the program was feasible, accessible, and had high satisfaction ratings.

**Improving School and Mental Health Provider Partnerships with Focus Groups** *Emily Born, Masters, Allegheny County Office of Behavioral Health, School Based Liaison Supervisor; Ruth Ann Koss, M.Ed, Allegheny County Office of Behavioral Health, Heidi Sasson, Bachelors, Allegheny County Office of Behavioral Health, School Based Liaison; Haley Dillman, Bachelors, Allegheny County Office of Behavioral Health, School Based Liaison; Ashley Kostrub, Bachelors, Allegheny County Office of Behavioral Health, School-Based Liaison.* This presentation will review how Allegheny County's Office of Behavioral Health utilized focus groups to identify communication barriers between schools and mental health providers, related to school safety, and what supports are being used to remedy this. We will review how focus groups identified a gap between support felt by mental health direct staff and that which was provided by supervisors and upper management. Plans will be reviewed regarding next steps to remedy this disconnect.

**Inspiring HOPE with Early Childhood Mental Health Consultation** *Grace Schoessow, MS, ECMHC OIMHP, Greene County Educational Service Center, Director Infant Early Childhood Mental Health; Melanie Estes, LPN, Greene ESC, Mental Health Consultant & Trainer.* In Ohio, efforts are underway to prevent early childhood expulsion and to promote positive, mentally healthy early childhood experiences by expanding Early Childhood Mental Health Consultation. Teaming strategies can help successfully integrate Early Childhood Mental Health Consultation (ECMH-C) into a multi-tiered system of support (MTSS) by instilling HOPE.



## **Integrated System Model Framework: Supporting the Mental Health Needs of all Students. Education-Mental Health**

**Integration & Collaboration** *Mary Wise, Masters in School Counseling and Social Work, Educational Service Center of Northeast Ohio, Student Wellness Coordinator; Denise Pietrzak, Masters of Science in Social Administration, Educational Service Center of Northeast Ohio, Student Wellness Coordinator; Amanda Nowak, Master of Science in Education, Educational Service Center of Northeast Ohio, Student Wellness Consultant; Linda Blanch, Master of Education, Educational Service Center of Northeast Ohio, Student Wellness Consultant; Katherine Lewis, Master of Science in Social Administration, Begun Center for Violence Prevention Research and Education, Mandel School of Applied Social Sciences, Case Western Reserve University Research Associate.* The Educational Service Center of Northeast Ohio (ESCNEO) established the Student Wellness Department to enhance system partnerships and reduce barriers to student success. This session will review a consultation model to support districts in their alignment of a comprehensive, integrated mental health system. Various examples of processes, templates and resources will be shared with participants to identify next steps to strengthen current efforts.

**Maximizing Partnerships for School Mental Health** *Tania Leonard, MS, Rutgers University, Senior Training and Consultation Specialist; Sonia Rodrigues-Martó, MA, LPC, LMFT, ACS, Rutgers University UBHC, Senior Director Child & Adolescent School and Community Based Programs; Suzi Millar, PsyD, Rutgers University, Program Director Child & Adolescent Services.* Successful school mental health systems integrate partners so that a full spectrum of supports are sufficiently coordinated to meet student needs. Schools and partners should collaborate to provide mutually beneficial, culturally and trauma sensitive supports to an entire school community. Participants will walk away with an understanding of the benefits of partnerships, how to use a needs assessment, as well as, how to develop a resource map for the purposes of organizing supports.

**Mental Health and Schools: Policy Recommendations to Support Students & Families** *Robert Franks, PhD, Baker Center for Children and Families, President and Chief Executive Officer; Andria Amador, EdD, NCSPP, Boston Public Schools, Senior Director of Behavioral Health Services; Matthew Pecoraro, MSW, Baker Center for Children and Families, Director, The Evidence-Based Policy Institute; Samantha Matlin, PhD, Baker Center for Children and Families Senior Policy Associate.* This presentation will explore findings from The Baker Center for Children and Families' recent policy report, Mental Health and Schools: Best Practices to Support Our Students. The report highlights key issues and recommendations related to implementing policies and programs to support positive outcomes for all students. The presentation will focus on the role of Multi-Tiered Systems of Support (MTSS) and Evidence-Based Practices, workforce and school staffing, and implications for policy.

**Mental Health Needs in Rural Schools: Are Partnerships Needed?** *Tabitha Cude, PhD, University of Tennessee at Martin, Assistant Professor; Claire Dempsey, EdD, University of Tennessee at Martin, Assistant Professor.* Children in rural communities and schools do not have the same access to services, specifically mental health services, as do people in urban schools and communities. Participants of this session will learn the need for mental health services and providers in rural communities and schools, school counselors' perceptions of the mental health needs of students and their abilities to meet those needs, and factors that will contribute to a successful partnership with a mental health agency.

**Mental Health Supports for High School Peer-to-Peer Mentoring Programs** *Ryan Etheridge, MSA, School Administration EdD Candidate Educational Leadership and Policy, Cleveland County Schools, Director Project AWARE; Tammy Hollifield, Master of Human Development and Learning NBPTS School Counseling, Cleveland County Schools, Director of CCS PGC; Charlie Ruff, MA Biology, Shelby High School, PGC Leader, Teacher.* The NC Project AWARE team has helped student mentors at a local high school better recognize mental health concerns, respond appropriately, and make referrals to qualified staff. Junior and senior mentors hold weekly outreach groups to mentor small groups of incoming freshmen. Over time, as the relationships between mentors and mentees deepen, there are more frequent disclosures of mental health concerns and interpersonal issues. Mental health awareness is essential to program success.

### **Partnership with Purpose – Building School District Capacity to Respond to Student Mental Health**

*Rebecca Astorga, MA, Arizona Department of Education, Kendra Byrd, LMSW, Maricopa Unified School District, Kyle Holschlag BA, Arizona Health Care Cost Containment System (AHCCCS),*

Intentional partnerships in comprehensive school mental health systems are formed to address the intersection of policy, procedure, and practice, and can be the most effective way to address student mental health in the educational setting. In this session, Arizona AWARE and Maricopa Unified District co-present to demonstrate the power of intentional partnerships, discuss key considerations and how formalizing these partnerships can ensure sustainability of mental health supports.

### **Partnering with Schools to Improve Youth Mental Health: Lessons Learned from a Six-Month Learning Collaborative**

*Adriane Van Zwoell, MJ, MSW, School Based Health Alliance, Senior Program Manager.* Schools have been tasked with providing services to address the youth mental health crisis. Certified community behavioral health clinics (CCBHCs), non-profits, and school-based health centers (SBHCs) are uniquely positioned to be able to provide these services for students in their schools and in their communities. This presentation will explore a resource developed for community mental health and behavioral health organizations and discuss lessons learned from a six-month learning collaborative.

**Social-Emotional Learning to Support Wellness** *Steph Jensen, MS, Boys Town, Director.* With the pandemic, the recession, and systemic racism disrupting schools, families, and public mental health, students are coming to school with bigger social-emotional and behavioral deficits than ever before. In this interactive session, you will identify the foundations of social-

emotional learning, explore skills that can help students be successful, brainstorm a bank of relationship-building strategies, and make a plan of skills and routines to teach students.

**Supporting Educators' Mental Health and Wellbeing: A Socio-Ecological Approach** *Lauren Gilman, MA, Education Development Center, Senior Training and Technical Assistance Specialist; Shai Fuxman, EdD.* Promoting social-emotional skills and wellness practices among teachers is an important step for helping them thrive. But that's not enough. Teachers' wellbeing also requires relational care and supportive work environments. In this interactive session, participants will engage in a workshop used across MA schools that explores a research-based, three-leveled approach for supporting educators' mental health and social-emotional wellness.

**Systemic Capacity-Building Initiatives to Address the Child Mental Health Crisis through Schools** *Allison Stiles, PhD, Golisano Children's Hospital; University of Rochester Medical Center, Senior Instructor; Melissa Heatly, PhD, University of Rochester Medical Center, Assistant Professor; Karyn Hartz-Mandell, PhD, University of Rochester Medical Center, Assistant Professor; Laura Jean Shipley, PhD, Golisano Children's Hospital, Associate Medical Director for Maternal Child Health at Accountable Health Partners; Professor of Clinical Pediatrics and Vice Chair for Population and Behavioral Health; Linda Alpert-Gillis, PhD, University of Rochester Medical Center, Professor; Director of UR Medicine: Pediatric Behavioral Health & Wellness Outpatient Services.* Presentations focus on describing the development, implementation and evaluation of three unique systemic approaches for building school-based professionals' capacity to support children and adolescents' behavioral health, including 1) an Infant and Early Childhood Mental Health Consultation program, 2) a framework for increasing cross-sector collaboration between critical youth-serving systems, and 3) a multi-tiered regional model for implementing a large-scale, capacity-building initiative.

**What is Induction? Supporting Professional Counselors Acclimation and Understanding of School Mental Health Settings** *Raymond Blanchard, MEd, Montclair State University, Lead Clinical Supervisor/ Doctoral Candidate.* This educational workshop introduces participants to the concept of induction or the process by which novice professionals are acclimated and integrated within their role at their agency or school (Ingersoll, 2012; Matthes, 1992). Drawing from a qualitative study, participants will learn collaborative approaches to induction for professional counselors in schools, as well as implementation strategies to support the integration of mental health services in the school community.

**Working Smarter Not Harder: A Team Approach to Mental Health and Behavior Assessment and Intervention Planning** *Kristin Moore, PsyD, California Department of Education, State Special Schools, Diagnostic Center North, Clinical Psychologist; Tara Zombres, MEd, BCBA, California Department of Education, State Special Schools, Diagnostic Center North, Board Certified Behavior Analyst and Education Specialist.* This presentation describes the collaboration between a clinical psychologist and a BCBA when working with students requiring tier 2 and 3 supports within the MTSS. Utilizing a case vignette, the team demonstrates how they work together to gather observational data, select and utilize assessment measures, create a written evaluation, and implement appropriate interventions. The presenters show how the teaming process best supports academic, behavioral, and social-emotional success for students.

## Youth and Family Partnerships

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**Empowering Divisions, Families, and Communities to Partner through Systems that Improve Mental Health Outcomes** *Anna Hebb, EdD, Virginia Tiered Systems of Support, LEA Lead and Systems Coach; Kris Herakovich-Curtis, MEd, MBA, Virginia Tiered Systems of Support, Systems Coach.* Participants will learn the importance of a multi-tiered system of supports as a framework to empower family engagement within mental health services and supports. A shared approach with families includes evidence-based practices that increase all stakeholders' student engagement, achievement, and mental wellness. School administrators and leaders will learn to implement a system that can be sustained through ongoing professional learning and practices that includes all stakeholder voices.

**A Participant-Centered Parenting Education Program that Strengthens Children, Youth, and Family Mental Health and Well-Being** *Annie Scheiner, MS, JD, BA, Licensed Clinical Marriage and Family Therapist; Ann C. Scheiner, LLC, Licensed Clinical Marriage, and Family Therapist (Maryland); Kathy Hedge, MBA and BA French and Political Science, Parent Encouragement Program (PEP), Executive Director; Dominique M Foulkes, MD, The Shaw Family Pediatric Emergency Center, Suburban Hospital, Johns Hopkins Medicine, Medical Director and Chairman of Pediatrics; Gabriela Cordero, BA Sociology, MS Sociology, Parent Encouragement Program (PEP), Manager, Latino Programs.* Learn about the PEP Family Resiliency Program (PEP-FRP), a program that works with primary caregivers in under-served communities to build children's resilience and mental well-being, increase caregiver efficacy, and strengthen families. PEP-FRP uses video instruction and facilitated discussion to center the primary caregivers' voice and perspective so that they can adapt the content to their family's context and culture. You will hear from the program developers, facilitators, and participants.

## Cultural Responsiveness and Equity

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### **Advancing CLAS (Culturally and Linguistically Appropriate Services) Standards in School-Based Mental Health Services**

*Jennifer Farley, PhD, University of Nebraska Public Policy Center, Senior Research Manager; Victoria Stamadianos, MA, Evidence to Impact Collaborative, Pennsylvania State University, Manager, Science Translation Platform; Megan Allen, MS, Public Health, University of Nebraska Public Policy Center Research Specialist II; Janell Walther, PhD, University of Nebraska Public Policy Center, Senior Research Manager; Amber Hartsock, MA, LMHP, Nebraska Department of Education, State Coordinator for School Mental Health Efforts.* Little is known about how the 15 Culturally and Linguistically Appropriate Services (CLAS) Standards, developed in healthcare settings, may be operationalized and assessed in schools. Through a participatory design process, school-based stakeholders were engaged to develop the School Mental Health Equity Assessment and Monitoring Instrument, to measure CLAS adherence in school settings. The tool, its use, and implications for school-based planning will be discussed.

### **Challenges and Opportunities for Measuring Cultural Responsiveness and Racially Equitable Practices in School Settings**

*Chelsea Kaihoi, PhD, University of Virginia, Research Scientist; Samantha Reaves, PhD, University of Maryland, Assistant Professor of Psychiatry; Meredith Franco, ABD, University of Virginia School of Education and Human Development, Graduate Student; Lora Henderson Smith, PhD, University of Virginia School of Education and Human Development, Assistant Professor; Taneisha Carter, MS, University of Maryland School of Medicine, Clinical Research Specialist.* This session will provide an overview of the development of two measurement tools focused on capturing culturally responsive practices – one focused on individual teachers' classroom practices, and another focused on school climate. Participants will be prompted to reflect on equitable practices and cultural responsiveness in their school settings and invited to provide ideas through an online tool for how measures of these could be used to improve student outcomes.

**How Los Angeles Teachers are Navigating the Effects of Violence-Related Trauma in the Classroom.** *Jessica Kidd, BS, University of Florida, Doctoral Student; Melanie Sonsteng-Person, PhD, University of Florida Postdoctoral Associate; Miranda Higham, MS, University of Florida, Doctoral Candidate.* With the continued support and adoption of trauma-informed practices, it is imperative to identify individual and institutional determinates that impact teachers' ability to respond to students' violence-related trauma. Findings from this qualitative convergent mixed-methods study highlight how teachers' personal attributes, identity match, and institutional limitations collectively influence their ability to support their students and their well-being.

## Advocacy and Policy

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### **Applying an Open Policy Analysis Approach in Understanding School-Based Mental Health and Related Policy**

*Kyle Pacque, MA Colorado Dept. of Public Health and Environment, Project AWARE Co-Coordinator, Morgan Seiler, MEd EdS, Colorado Department of Education, Colorado Department of Education.* The approach of policy analyses can dramatically influence equitable advocacy or policy strategies aimed at improving school climate and people's well-being. Join us as we introduce the principles of Open Policy Analysis and how its application in a school-based mental health policy analysis by Colorado's DOE better positions schools, districts, and the state equity efforts, evidence-based policy development and implementation, and improves policy alignment and coordination.

## Funding and Sustainability

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### **Supporting the Needs of Every Student: Funding Sustainable School-Based Mental Health Services**

*Duncan Young, MBA, Effective School Solutions, CEO.* It has never been more important for school districts to have a financial sustainability plan to

