The 2023 Annual Conference *on*
ADVANCING SCHOOL MENTAL HEALTH

Building Hopeful Futures for All Youth

Program Booklet | December 5-7, 2023

Marriott Hotel
555 Canal Street
New Orleans, LA

UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

www.SchoolMentalHealth.org

AGENDA

Tuesday, December 5

7:30-8:30a	Continental Breakfast / Check-in
8:30-8:45a	Welcome
8:45-9:45a	Keynote Address, Dr. Nadia Ward
9:45-10:15a	School Mental Health Awards
10:15-10:30a	*Break*
10:30-11:30a	Conference Session 1
11:30-11:45a	*Break*
11:45a-12:45p	Conference Session 2
12:45-1:15p	Boxed Lunch
1:15-2:15p	Conference Session 3
2:15-2:30p	*Break*
2:30-3:30p	Conference Session 4
3:30-3:45p	*Break*
3:45-4:45p	Conference Session 5

Wednesday, December 6

7:30-8:30a	Continental Breakfast / Check-in
8:30-8:45a	Welcome
8:45-9:45a	Keynote Panel, Bill Smith
9:45-10:00a	*Break*
10:00-11:00a	Conference Session 6
11:00-11:15a	*Break*
11:15a-12:45p	Symposia
12:45-1:15p	Boxed Lunch
1:15-2:15p	Conference Session 7
2:15-2:30p	*Break*
2:30-3:30p	Conference Session 8
3:30-3:45p	*Break*
3:45-4:45p	Conference Session 9
5:00-7:00p	Poster Session & Networking Reception

Thursday, December 7

9:00a-12:15p	Intensive Training Sessions

Each year, the Annual Conference on Advancing School Mental Health brings together leaders, practitioners, researchers, family members, advocates, and other partners in the school mental health field to share the latest research and best practices. The conference emphasizes a shared school-family-community agenda to bring mental health promotion, prevention, and intervention to students and families as part of a multi-tiered system of supports. This conference is hosted by the National Center for School Mental Health (NCSMH). If you have any questions, please contact the NCSMH team at 410-706-0980 or ncsmh@som.umaryland.edu.

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

Sylvia McCree-Huntley, EdD, Conference Director

Christina Walker, MS, Business Manager

Taneisha Carter, MA, Operations Coordinator

Perrin Robinson, MS, Communications Director

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.

Thank you to our conference sponsors!

Inseparable, Medical Decision Logix (mdlogix) by bhworks, Mental Health Technology Transfer Center (MHTTC) Network, Mountain Plains Mental Health Technology Transfer Center (MHTTC), Sisu.

Thank you to our conference exhibitors!

321 Insight, Active Minds, Andrus – The Sanctuary Institute, Aperture Education, August Schools, Black Mental Wellness Corporation, BMOXI, Casey's Clubhouse, Center for Adoption Support and Education, Closegap, EduMetrisis, LLC, eLuma, Erika's Lighthouse, Feel Your Best Self - University of Connecticut, Hope Squad, The Kim Foundation, Medical Decision Logix (mdlogix) by bhworks, The Mental Health Technology Transfer Center Network, The Mid-America Mental Health Technology Transfer Center, Mindwise Innovations, Momentus Institute, Mountain Plains Mental Health Technology Transfer Center, Munroe-Meyer Institute, National Center for Safe Supportive Schools, PM Pediatric Care, Rainbow for All Children, Raptor Technologies, School-Based Health Alliance, South Southwest MHTTC, Stanford University, The Stepping Stones Group, Talkspace, Teleteachers, Inc., Tickit Health, Youme Healthcare (Backpack Healthcare), YouthLight.

8:30a-8:45a   **Welcome**

Sharon Hoover, PhD, Co-Director & Professor, National Center for School Mental Health at the University of Maryland School of Medicine
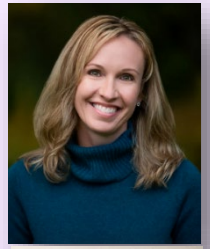
Sam Reaves, PhD, Assistant Professor, National Center for School Mental Health at the University of Maryland School of Medicine

Perrin Robinson, MS, Lead Clinical Research Specialist & Communications Director, National Center for School Mental Health at the University of Maryland School of Medicine

**8:45a-9:45a**   **Keynote Address** *introduced by Sam Reaves, PhD*
The Digital Dilemma: The Role of Technology in School-Based Mental Health
Nadia Ward, MEd, PhD
Professor of Practice, Education Department and Frances L. Hiatt School of Psychology, Clark University
Director, Mosakowski Institute for Public Enterprise
This presentation will explore the root causes of the mental health crisis being experienced by our nation's youth and how technology presents new opportunities for re-imagining a system of care that is responsive to the needs of all students. Information on how to navigate the digital mental health landscape will be discussed as well as promising new approaches, digital health tools and resources that can be used to support mental health professionals in their work with youth and families. Implications for research, policy, practice will be highlighted.
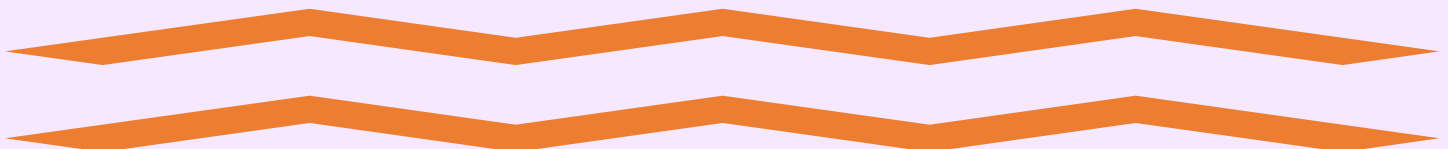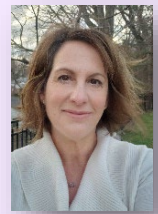
9:45a-10:15a   School Mental Health Awards

Juanita Cunningham Evans Memorial Award
Awardee: Julie Goldstein Grumet, PhD
Presented by Sharon Hoover, PhD

School Mental Health Champion Award
Awardee: Ayada Bonilla, MEd
Presented by Brittany Patterson, PhD

School Mental Health Research Award
Awardee: Ron Avi Astor, PhD
Presented by Sam Reaves, PhD

Youth and Family Partnership Award
Awardee: Rise Recovery
Presented by Taneisha Carter, MA

Conference Session 1 10:30a-11:30a

T1 **CS 1.01 Creating Partners in School Mental Health: Developing, Implementing, & Evaluating a Comprehensive Educator Training Program** *Gerta Bardhoshi, PhD, Ebonee Johnson, PhD, Kari Vogelsang, PhD, Duhita Mahatmya, PhD, Ashley Banta, MA, Tevin Middleton, MA, The University of Iowa.* Utilizing principles and practices of community engaged research, presenters co-developed Project PEARLS (Prepare, Engage, Assess, Respond, Link, and Sustain). PEARLS is an evidence-informed mental health awareness curriculum, co-developed with K-12 stakeholders, centering the voices of Iowa youth. Participants will be provided with an overview of development, implementation, and evaluation process. Participants will also leave with skills for engagement and outreach to further this work.

T1 **CS 1.02 Leadership Guided by Trauma Informed Commitments** *Aviva Kafka, MS SDA SBA, Sanctuary Institute, Hyde Park Central Schools***.** In this interactive session, participants will hear about how the presenter utilized the seven commitments in her leadership role over the past few years as a way to support staff and families during unprecedented chronic stress. They will have the opportunity to reflect on their own relationship with the commitments and work with another participant in making a plan to strengthen their skills.

T1 **CS 1.03 Grief and Loss: Impact and Strategies for Your Classroom and School** *Kate Tetuan Parent, LICSW, Boston Children's Hospital Neighborhood Partnership***.** This presentation offers an opportunity to gain insight and understanding into the impact of grief and the grieving process that can be difficult to navigate and support. Our time together will identify and explore some long-standing BIPOC practices that can be used in a school setting to build a foundation of safety and support in relation to grief and other hard spots that our students experience; looking at the role of community, validation and storytelling as strategies.

YFP **CS 1.04 Is School Mental Health Career for Me? Pilot of a School Mental Health Workforce Development Program with Latinx Youth** *Ashley Mayworm, PhD, Reese Hyzer, BA, Pamela Fenning, PhD ABPP, Loyola University Chicago***.** Learn about the development, implementation, and evaluation of a school mental health (SMH) workforce development program that exposes culturally and linguistically diverse youth to SMH careers (e.g., job descriptions; distinctions between careers; education requirements), while also increasing youths' mental health literacy and community engagement. Presenters will discuss the 8-session curriculum and initial evaluation outcomes from a pilot cohort of 15 youths.

EMH **CS 1.05 Creating an Ethical and Equitable School Mental Health Collaborative** *Katie Johnson, EdS, Kate Weisenbeck, MS, School District of Amery***.** Public schools are for all students. Too often, community-employed school mental health services are reserved for students who have families who are strong advocates and have the right insurance carrier. We will describe a model of ethical and equitable school mental health practice which integrates in a comprehensive school mental health framework. In our model, school-employed and community-employed practitioners collaborate to support all students through tiered levels of support.

EMH **CS 1.06 Facilitating Student Access to Pediatric Behavioral Health Urgent Care** *Jenifer Urff, JD, Lina Stolyar, MPP, Massachusetts Association for Mental Health*. Pediatric Behavioral Health Urgent Care is a multifaceted service providing timely assessment, intervention, stabilization, and treatment for emerging behavioral health conditions affecting children and adolescents. Under this model, clinicians rapidly assess and provide treatment or refer students to appropriate program options. This session will present the key components of this model and its use in a multi-year pilot program in Massachusetts.

ISP **CS 1.07 From Theory to Practice: Addressing the Realities of Implementing Early Interventions for Trauma in High-Stress Schools** *Sybil Baker, AM LCSW, Saadia Elahi, PhD, Center for Childhood Resilience, Lurie Children's Hospital of Chicago, Beth Cooney, MSW LCSW BACS, Mercy Family Center, Project Fleur-de-lis, Nelsie Stern, MS LPC, Journey Mental Health Center*. In this presentation, experts in evidence-based early interventions for trauma in schools will unpack the current landscape and realities of implementing CBITS, Bounce Back, and STRONG in schools. This presentation will include data about the use of universal screening, description of training and implementation support for clinicians trained in the interventions, and data pertaining to the impact of clinicians' personal and professional stress on implementation of these interventions.

ISP **CS 1.08 Integrating Trauma-Informed Techniques and Protective Factor Strategies in Existing Teacher Evaluation Systems** *Gwendolyn Murray, PhD, Louisiana State University, Toni Bankston, MSW, Independent Consultant*. This interactive session will introduce participants to strategies to engage trauma-informed protective factors in the classroom and how these strategies align with evidence-based practices in classroom management within a research-based rubric to support effective teaching. Participants will walk away with an original rubric to integrate observable trauma-informed and culturally responsive techniques within key performance indicators of excellent teaching.

ISP **CS 1.09 Utilizing Shared Mental Health Ontologies to Facilitate Statewide Evidence-Supported Treatment Implementation in Schools** *Daniel Wilkie, PhD, Center for Cognitive Behavior Therapy, Caroline Acra, PhD, Center for Cognitive Behavior Therapy*. Hawai'i's education system recently enacted an electronic health record system that shares the same ontological framework of practice elements, treatment targets, and progress ratings with Hawai'i's state youth public mental health system. This presentation will discuss how sharing an ontology of mental health can facilitate evidence-based practice utilization, organizational collaboration, school-based mental health treatment research, and quality improvement initiatives.

T2 **CS 1.10 Positioning Racial/Ethnic Minoritized College Students as Culturally Affirming Mentors: Helping Marginalized K12 Youth Thrive** *Janise Parker, PhD, Corinne Polk-Trauman, MEd, Amaiya Mauney, Jada Jones, William & Mary*. This presentation underscores key considerations for cultivating racial/ethnic minoritized college students' capacity to mentor K-12 racial/minoritized youth through social-emotional and behavioral health programming. Specifically, the presenters will demonstrate how school mental health providers can implement structured training and ongoing support for racial/ethnic minoritized university students who desire to serve as youth mentors.

T2 **CS 1.11 Comprehensive Social Emotional Behavioral Mental Health Screening: A State-wide Approach to Policy and Capacity** *Mari Meador, MEd, Rayann Silva, MEd, Kelcey Schmitz, MSEd, University of Washington School of Medicine, Psychiatry and Behavioral Sciences*. This session will provide an overview of universal screening as part of a comprehensive school mental health system. Best practices, tool selection, and critical steps (with resources) for implementation including data analysis and connecting students to support will be shared. Participants will hear a state-level approach to policy and capacity for installing universal screening with practical examples from district exemplars. Action planning tools and briefs will be provided.

CRE **CS 1.12 Making the Bipartisan Safer Communities Act Mental Health Provisions Work for Black and Brown Youth** *Isha Weerasinghe, MSc, Deanie Anyangwe, MPH MCRP, Kayla Tawa, BA, Center for Law and Social Policy (CLASP)*. The Bipartisan Safer Communities Act makes significant investments in youth mental health while simultaneously bolstering carceral systems that harm young people. This includes school-hardening measures that fuel the school-to-prison pipeline and leveraging new technologies and data-sharing techniques with school systems and social service agencies. This session will outline the law's positive and harmful provisions and provide implementation recommendations to support Black and brown students.

Conference Session 2 11:45a-12:45p

ISP **CS 2.01 Innovative Implementation of a Robust Executive Function Intervention Delivered in Elementary Schools** *Bruno Anthony, PhD, University of Colorado School of Medicine*. Unstuck and On Target! is a school-based treatment that improves the executive functioning of children and youth that showed positive outcomes in a cluster randomized comparative effectiveness trial. This presentation reports on efforts to address limitations for widespread dissemination through a virtual, asynchronous web-based training and coaching implementation strategy and estimating the resources and cost of implementing Unstuck in 229 elementary schools in Colorado and Virginia.

T1 **CS 2.02 The Power of Supporting Positive Teacher-Student Relationships in Trauma-Informed Care** *Aleksandra Krupina, MEd, Kris Varjas, PsyD, Ravea Rodriguez, MEd, Carrie Lorig, EdS, Georgia State University*. Qualitative study findings

indicated that teachers perceive positive student-teacher relationships as a crucial tool of TIC. This presentation will discuss teacher-identified barriers and facilitators to the relationships-building process and describe how school mental health professionals can support teachers in building trauma-informed relationships with their students. Presenters will focus on equitable strategies that can be implemented at universal level of support.

EMH **CS 2.03 How Teachers Respond to Student Wellness Needs: The Role of Training, Competency, and Supports Sought in Schools** *Elizabeth Levine Brown, PhD, Naomi Brown, MA, George Mason University, Linda Galib, MPH, Kate Phillippo, PhD, Ken Fujimoto, PhD, Loyola University, Beth Hosek, MS, George Mason University***.** This presentation examines findings from a mixed method study on how teacher training, competency, in-school supports, and out-of-school supports contribute to teachers' wellness response practice. We discuss results from a national survey of PK-12 US teachers at the onset of the pandemic and share implications for policy and practice to strengthen teacher competency and interdisciplinary collaboration between teachers and wellness personnels critical to comprehensive student wellness work.

EMH **CS 2.04 Using Mental Health Team Relationships to Maximize Student Potential** *Christine Baker, EdD, James Garner, MS, Abigale Terrana, MS, Kevin Bruyns, MS, Greece Central School District.* This session will explore role delineation for school-based mental health teams highlighting strengths and training of disciplines within our MTSS system. Various interventions and the resource mapping process utilized to build more evidence-based interventions within each of the 18 schools in our district will be explored. As the mental health needs have grown, we capitalize on the strengths of our mental health disciplines and leveraged strategic community partnerships to lessen existing gaps.

EMH **CS 2.05 School Behavioral Health Academy: A Statewide Initiative to Strengthen the Integration of School Behavioral Health into MTSS** *Lori Parrish, MA, Taylor Davis, EdS, Samuel McQuillin, PhD, Mark Weist, PhD, University of South Carolina, School Behavioral Health Team.* Never before has the health and wellbeing of our K-12 staff, students, and families been more important. The John H. Magill South Carolina School Behavioral Health Academy (SBHA) aims to support the social, emotional, and behavioral needs of students and significantly enhance mental health education for all district and school professionals to improve the learning outcomes for students. This session will highlight the overarching goals of SBHA and share specifics on the coaching model.

EMH **CS 2.06 Promoting Wellbeing for Students and Staff Through Collaboration Between Principals and Mental Health Providers** *Jacqueline Zeller, PhD, Harvard University Graduate School of Education, Linda Anderson, MEd, St. Bernards High School.* This session will describe the importance of collaboration between school principals and mental health professionals to support the wellbeing of students, staff, and school communities. The presentation will incorporate literature and research that describes the importance of principal-mental-health professional collaboration, the importance of creating a school climate of care to support the wellbeing of students and school staff, and strategies for supporting staff wellbeing.

CRE **CS 2.07 Addressing Clinician Bias to Promote Equitable Implementation of Evidence-Based Practice in School Mental Health** *Freda Liu, PhD, Rosemary Reyes, BA, Yasmin Landa, BA, Roger Goosey, BS, University of Washington School of Medicine, Elizabeth Connors, PhD, Yale School of Medicine***.** Clinician implicit bias has long been identified as a contributor to youth health and mental healthcare inequities, but this work has rarely included school mental health clinicians (SMHC). This conference session will present preliminary findings from a pilot feasibility study of a Virtual Implicit Bias Reduction and Neutralization Training (VIBRANT) with SMHC, including VIBRANT's effect on clinicians' implicit bias and their implementation of an evidence-based practice measurement-based care.

ISP **CS 2.08 Technical Assistance for School-based Behavioral Health: A Statewide, Equity-focused Center** *Sara Whitcomb, PhD, University of Massachusetts Boston & BIRCh Project.* The Behavioral health Integrated Resources for Children (BIRCh) Project, a collaboration between the University of Massachusetts Boston and Amherst, leads a School-based Behavioral Health Technical Assistance Center. The mission is to provide professional development and resources for schools and strengthen coordination of behavioral health supports provided by school- and community-based agencies through an Interconnected Systems Framework. The presentation shares the 5-year implementation plan.

T2 **CS 2.09 Beyond Disruption: Supporting Students with Internalizing Needs** *Allison Bruhn, PhD, Gerta Bardhoshi, PhD, University of Iowa, Scanlan Center for School Mental Health.* This presentation moves beyond typical Tier 2 interventions for disruptive behavior by addressing the growing need for effective targeted support for students with or at risk of significant internalizing issues. Attendees will learn about Tier 2 assessment (e.g., screening tools) and intervention techniques (e.g., cognitive-behavioral strategies) uniquely tailored for internalizing needs.

T2 **CS 2.10 Supporting Newcomer Students Through Tier 2 Interventions in Schools** *Bianca Ramos, LCSW, Rebecca Ford-Paz, PhD, Center for Childhood Resilience at Lurie Children's Hospital in Chicago, Vanja Pejic, PhD, Jeff Winer, PhD, Dorys Lemus, Boston Children's Hospital.* Presenters will describe two evidence-informed and culturally responsive models for school-based group-service delivery for refugee/immigrant youth (TST-R and STRONG). Will explore areas of convergence and difference, as well as associated dissemination/implementation strategies. Actionable steps for further integration with other NCTSN programs will be explored.

CRE **CS 2.11. Disrupting the School-to-Prison Pipeline: A Roadmap for Equity-Focused Discipline Reform** *Linda Webb, PhD, Layla Fry, MSCJ, Meadows Mental Health Policy Institute, Matthew Smith, LPCS, Williamson County Juvenile Services.* This

workshop explores how to use Sequential Intercept Model (SIM) mapping to disrupt the school-to-prison pipeline and foster a culture of equity. Participants will learn how the Meadows Mental Health Policy Institute leveraged SIM mapping to identify opportunities to reduce the use of exclusionary discipline in communities across Texas. Participants will take home tools to replicate the process in their own communities.

CRE **CS 2.12 LGBTQ Youth Mental Health: Affirming Classrooms and Inclusive School Policies** *Gabrielle Doyle, MA, The Trevor Project.* Through this workshop, participants will gain insight into the status of LGBTQ young people's mental health nationwide, and the unique barriers they face in accessing LGBTQ-affirming spaces. In addition, the audience will learn about essential steps they can take to cultivate safe environments for LGBTQ young people and needed policies to create systemic change in their schools and districts.

Conference Session 3 1:15p-2:15p

T1 **CS 3.01 K-12 Universal Mental Health Screening: A Learning Collaborative Model to Expand Implementation Across Massachusetts** *John Crocker, Med, Methuen PS / MASMHC, Christine Conceison, MSW LICSW, Burlington PS / MASMHC.* Presenters will provide a review of a learning collaborative that promoted the implementation and replication of universal mental health screening in Massachusetts. An overview of two school districts, one with a 10-year implementation timeline and one with a 2-year implementation timeline, will be reviewed. Each district will share how screening was piloted, tested, and scaled-up. Practical strategies and utilization of data to promote systematic change will be offered to attendees.

T1 **CS 3.02 The Impact of Resilience in School Environments (RISE): Supporting School Teacher and Staff Wellbeing** *Mariah Lafleur, MPH, Kaiser Permanente, Dana Cunningham, PhD, Karah Palmer, MEd, National Center for School Mental Health.* Kaiser Permanente supports educators and staff through Resilience in School Environments (RISE). RISE is the only national initiative available online at no cost to all schools in the nation that provides tools and strategies to support educator and staff mental wellbeing. Through these customizable resources, RISE builds supportive school environments for educators and staff enabling positive student relationships. Evaluation of schools that participated in RISE during the COVID-19 pandemic.

T1 **CS 3.03 Transforming School Communities through the Compassionate School Leadership Academy** *Martha Staeheli, PhD, Yale School of Medicine- Department of Psychiatry, Christine Mason, PhD, Center for Educational Improvement.* In this session, participants will learn about the evidence base for the CSLA and the S-CCATE to assess school culture and preparation for a nationwide Randomized Controlled Trial beginning in Fall 2023. We will present the results of a cultural adaptation of the S-CCATE to evaluate and monitor elements of equity, cultural responsiveness, and antiracist school practices, as well as the results of a Feasibility Study with ten middle schools across the country.

EMH **CS 3.04 How Assessing Educators' School Mental Health Competency and Support Inform Student Wellness** *Naomi Brown, MA, Elizabeth Levine Brown, PhD, George Mason University, Duhita Mahatmya, PhD, University of Iowa, Christy Galletta Horner, PhD, Bowling Green State University, Heather Walter, EdD, Megan Sharkey, MS, George Mason University.* This presentation highlights research from a mixed methods study that examines how PK-12, novice teachers' learning experiences inform their mental health competency. Presenters will share key factors related to teachers' mental health competency and the development of an assessment tool used to evaluate how teacher mental health competencies are integrated into pre-service and in-service professional learning programs. Implications for research, practice and policy will be highlighted.

EMH **CS 3.05 Reduce Chronic Absenteeism through an Innovative School-Based Wraparound Model** *Jason Keppe, MA Counseling Psychology, Seneca Family of Agencies, Sahara Evans, MPA, Valor Collegiate Academies.* As schools work to support the Whole Student, we also need to keep evolving our practices to better support the Whole Family. Participants in this workshop will learn how to apply principles and tools from a school-based family-focused wraparound model that aims to improve student attendance, build family engagement, and lead to sustainable progress. Participants will learn adaptive ways in which schools and networks can utilize this model either with dedicated family partners or existing staff.

FS **CS 3.06 Building the Workforce for School Mental Health: Washington State's Workforce for Student Well-Being Initiative** *Eric Bruns, PhD, Jennifer Stuber, PhD, University of Washington.* Washington's "Workforce for Student Well-Being" (WSW) Initiative uses conditional scholarships and training and professional development to increase the number, skills, and diversity of school behavioral health practitioners. This presentation will describe the goals, funding strategies, collaboration, details on conditional scholarships to trainees, professional development activities, and use of data, with a goal of inspiring and informing other workforce efforts across the U.S.

ISP **CS 3.07 MTSS Systems of Care for Student Mental Health Includes School Nurses** *Elizabeth Clark, MSN, RN, NCSN, FNASN, National Association of School Nurses, Denise Herrmann DNP RN CPNP FNASN, Minnesota Department of Health.* Engaging the full repertoire of health professionals on the school-based mental health team is critical. Integrating school nurses into the team can enhance efforts to equitably address student's mental health, contribute to the home-community-school continuum, and reduce the overburdened mental health system. We will demonstrate the alignment of The NASN

Framework™ and MTSS which can strengthen school mental health teams to meet the needs of students at the national, state, and local level.

ISP **CS 3.08 The Minnesota Model of School-based Legal Diversion for Students with Mental and/or Chemical Health Disorders** *Charlene Myklebust, PsyD, Stone Arch Learning, LLC and EQ Learn, LLC*. The Minnesota School-based Youth Diversion Model diverts potential arrests in schools for behaviors such as disrespect, disorderly conduct, and disruptive behavior. Due to the disproportionate impact on students of color, LGBTQ students, and students with special education needs, a triage model was created. Pilot site teams make decisions about diversion to Restorative Practices, and mental and chemical health support. Robust staff development is a key part of the grant-funded initiative.

T2 **CS 3.09 Resilience Education Program: A Tier 2 Internalizing Intervention for Elementary Youth** *Katie Eklund, PhD, Maddie Wadington, PhD, Ellen Anderson, EdS, Stephen Kilgus, PhD, Andy Garbacz, PhD, University of Wisconsin-Madison*. Participants will learn about the Resilience Education Program (REP), a brief Tier 2 intervention for students with early signs of internalizing behaviors. Participants will gain access to intervention materials that focus on skill instruction around coping and problem-solving skills, parent skills instruction, and reinforcement of these skills in school and at home. Participants will receive guidance on making cultural adaptations to REP lessons and procedures.

T2 **CS 3.10 Tier 2 Teaming: Improving the Efficiency and Effectiveness of Targeted Interventions** *Sara Teeter, MSW, Katie Pohlman, MSW, Midwest PBIS Network*. Ineffective targeted interventions? This session will assess current systems for monitoring intervention integrity. In addition, tools to assist in establishing structures for problem solving conversations to improve implementation of tier 2 interventions will be offered.

CRE **CS 3.11 Evaluation of Trauma-Informed, Culturally Responsive Training for SBMH Trainees, Practitioners, and Supervisors** *Melanie Sonsteng-Person, PhD, Joni Splett, PhD, Robretta Campbell, EdS, University of Florida*. Historically minoritized students often cope with experiences of interpersonal and structural trauma and racism which is not typically assessed nor treated either through counseling or referral. However, SBMH providers are not taught how to implement culturally responsive and trauma-informed care, making it unclear how to best train providers. In response, this study evaluates the curriculum for culturally responsive and trauma-informed training for trainees, practitioners, and supervisors.

CRE **CS 3.12 Leading with Equity: Engaging a Transformativist Methodology to Develop a Comprehensive and Contextual School-Based Screener** *Jessica Koslouski, PhD, Sandra Chafouleas, PhD, University of Connecticut*. We illustrate our use of transformative methodology to promote equity by engaging key groups from the outset of measure development. Funded by IES, we aim to create a school-based screener that is comprehensive (spanning multiple domains) and contextual (assessing assets and barriers). We share 3 phases of data collection and measure iteration based on feedback from our interdisciplinary advisory board, school-based advisory board, and interviews with school personnel and family caregivers.

Conference Session 4 2:30p-3:30p

T1 **CS 4.01 The 10 Elements of Hip-Hop as Psychoeducational Tools for Social Emotional Learning and Mental Health Promotion** *Paul Archibald, DrPH LCSWC MAC, Sarah's House Mental Health Services*. As we are celebrating the 50th Anniversary of Hip-Hop, this presentation will demonstrate how schools can use the ten elements of hip-hop to promote six competencies of SEL that enhances mental health: 1) self-awareness, 2) self-management, 3) self-efficacy, 4) social awareness, 5) social management, and 6) social engagement. The hip-hop skills taught can help address students' abilities to manage personal emotions and behavior and abilities to build productive relationships with others.

T1 **CS 4.02 All We Need Is Love: Analyzing the Effects of Non-Traditional, Systematic Educational Practices at Crossroads Academy HS** *Hector Lopez, EdD, Miranda Dvorak, MEd, Uvalde Consolidated ISD*. Recently disrupted by the unimaginable tragedy of a mass school shooting, Crossroads Academy Alternative High School in Uvalde, Texas explores every available resource to shatter the bounds of traditional educational models, while serving student and teacher needs in our rural community. An alternative school of choice, we are scratching the surface of what is possible in adolescent social emotional learning in a 100% at-risk population, and we seek to share and grow our impact.

YFP **CS 4.03 Exploding Myths, Examining the Data of Meaningful & Intentional Family Engagement in Schools: Hearing from the Families!** *Lynda Gargan, PhD, National Family Support Technical Assistance Center (NFSTAC), Gail Cormier, MS, National Federation of Families NFSTAC*. The data tells us that kids do better when families are engaged and connected in their community schools (2022). But too often the most vulnerable families are the least engaged. The session will include a multi-didactic approach designed with the voice of diverse families with lived experience, lessons learned in the field, researched-based strategies to engage families, an interactive discussion, and sharing of ideas and practices.

EMH **CS 4.04 Communicating About School Mental Health: A Toolkit for Connecting with School Staff** *Janet Cummings, PhD, Emory University Rollins School of Public Health Department of Health Policy and Management, Christina Borbely, PhD, Senior Advisor, Sarah Trello, MPH*. What does school mental health have to do with my job? Why am I the only one supporting this student? Answers to common questions faced by school mental health professionals can get lost in translation. This session is for those communicating about school mental health with audiences who do not have a mental

health background, and it describes a research-based toolkit designed to communicate with teachers, staff, and other adult allies about their role in supporting school mental health.

EMH **CS 4.05 The Landscape of Well-being and Belonging in Colorado's Interconnected Systems Framework** *Andrea Pulskamp, MPA, Colorado Dept of Education, Monica Fitzgerald, PhD, Colorado University Boulder, Essie Hengeveld, MEd, Jessica Gorrono, MSW, Center for Resilience + Wellbeing at University of Colorado, Boulder.* The Colorado Department of Education (CDE) launched the Landscape project to promote a "whole human" approach that integrates academics, behavior, and social and emotional skills. The web-based one-stop-shop identifies five features of well-being and belonging, with "Essentials of Practice," guiding questions, examples of successful implementation, and curated resources. The process of collaboratively creating this product will also be shared.

AP **CS 4.06 Developing a Systemwide Student Substance Use Prevention & Intervention Program: Glows, Grows, & Need-to-Knows** *Deborah Somerville, MPH, Janice Mace, MSW, Baltimore County Public Schools.* Participants will learn about the systemwide substance use prevention and intervention model Baltimore County Public Schools (BCPS) developed to provide two key supports: (1) evidence-based screening and intervention tool (SBIRT) used by school staff, and (2) specialized school-based behavioral health services provided by external community partners. BCPS will share successes, challenges, and solutions, as well as a systemwide planning resource with key implementation considerations.

ISP **CS 4.07 What makes it work? Implementation strategies, barriers, and facilitators for the HEARTS Professional Learning Institute** *Stephanie Guinosso, PhD MPH, ETR Associates, Joyce Dorado, PhD, University of California, Berkeley, Martha Merchant, PsyD, HEARTS, University of California, Berkeley, Nyasha Evans, MEd, ETR Associates, Rani Marcos, MA, UC Berkeley, HEARTS.* HEARTS is a whole-school prevention and intervention framework that aims to address trauma and chronic stress in schools. From 2021-2023, HEARTS launched a virtual Professional Learning Institute to guide schools toward becoming trauma-informed, safe, supportive, and equitable learning and teaching environments. This presentation describes the overall lessons learned from the institute, including the systems change process, implementation strategies, and barriers and facilitators to success.

ISP **CS 4.08 Evidence Based School Animal Therapy Interventions for General Well-Being, Processing Shared Loss and Post-Trauma Recovery** *Linda Porter-Wenzlaff, PhD, Melissa Allen-Jones, MA, Registered Animal Therapy Team and Crisis Animal Response Team with Indigo Moon, Barbara Chase, MS, Uvalde Consolidated Independent School District.* Evidence supported benefits of animal therapy-based interventions across mental health tiers will be discussed with a focus on enhanced general mental health, the incorporation of animal therapy teams during episodic critical incidents and during the recovery phase after a school shooting or other trauma. Collaborative program development with area therapy organizations will be outlined, including training and standards. Lessons learned from three perspectives in Uvalde, Texas will be shared.

ISP **CS 4.09 Providing Hopeful Futures for Students After Suicide in the School Community** *Lawrence Berkowitz, EdD, Riverside Community Care, Meghan Diamon, LCSW, MindWise Innovations.* As youth suicide rates increase it is more likely than ever that your students will be affected by the death of a peer, increasing their risk of depression, anxiety, PTSD, and even suicide themselves. This session will provide best practices and practical strategies for responding to suicide postvention dilemmas and providing support at all tiers, based on research in the suicide prevention field, and recommendations from young adults looking back on high school's postvention response.

T3 **CS 4.10 Building a Bridge: A Hospital-School-Community Collaboration in Crisis Care** *Sam Faulkner, PhD Health Psychology Pediatric School concentration, Geisinger, Julie Petrin, MS Ed, Erin Demcher, MS Applied Behavior Analysis, Central Susquehanna Intermediate Unit, Brittany Ketchem, LSW MHA, Elizabeth Seasock, MD, Courtney Foster, PhD Health Psychology Pediatric School concentration MA School Psychology, Geisinger.* The presentation introduces a novel approach to tier 3 supports for psychiatric crises (e.g., suicidal thoughts/behaviors) utilizing an Interconnected Systems Framework. The Pediatric Bridge Clinic is a rapid-access-to-care model combining crisis services and intensive care management to serve as a buffer to and step down from emergency departments. Clinical, operational, and financial outcomes, implementation barriers, and future directions across school, community, and hospital are discussed.

EMH **CS 4.11 CDC's Action Guide for School Administrators: Strategies for Supporting Mental Health and Well-being in Schools** *Natalie Wilkins, PhD Jorge Verlenden, PhD Med, Centers for Disease Control & Prevention (CDC) Anna Yaros, PhD Katy Suellentrop, MPH, Kesha Hudson, RTI International.* CDC's Division of Adolescent and School Health developed an Action Guide for School Administrators that provides six foundational, evidence-based strategies that have been shown to strengthen student resilience and promote mental health and well-being in schools. This session will briefly discuss the development of the Action Guide, provide an overview of the strategies included in the package, describe how these strategies fit within schools' multitiered systems of support, and highlight key considerations for centering equity in implementation. In this session, we will also engage participants in an interactive process to explore and provide feedback on actionable tools to support implementation of the mental health Action Guide strategies in their school or school district.

AP **CS 4.12 Policy Lessons Learned in Implementing and Evaluating California's Historic Mental Health Student Services Act** *Kai LeMasson, PhD, Latonya Harris, PhD, Tom Orrock, PhD, MHSOAC.* California's Mental Health Student Services Act

(MHSSA) is a historic investment in school mental health with a vision of establishing schools as centers of wellness through grants with local education and mental health partners. We will address the heterogeneity of local grant activities, partnership development, implementation barriers/facilitators, technical assistance planning, and the complexity of evaluation to inform State and local policy making and planning.

Conference Session 5 3:45p-4:45p

T1 **CS 5.01 Resilience in Schools and Educators: Shifting Skills to Support Youth** *Monica Fitzgerald, PhD, Marcela Torres Pauletic, PhD, Natalie Blunt, BA, Center for Resilience + Well-Being, University of Colorado Boulder.* The Resilience in Schools and Educators program is a whole-school, trauma-informed and culturally responsive prevention program focused on building educator skills to support educator well-being and the mental health of all students through healthy school climates. Many school prevention programs struggle to assess behavioral skill change in educators receiving a prevention program. We describe an innovative observational approach to measuring educator skills and present program findings.

T1 **CS 5.02 Integrating Culturally Responsive Practices to Transform Schools Through Social-Emotional Learning** *Judith Rhodes, PhD, Gwen Murray, PhD, Laura Ainsworth, PhD, Louisiana State University.* This interactive presentation provides an overview of a 30-hour professional development series on Social-Emotional Learning and Academic (SELA) Integration for district and school leaders in Louisiana. Louisiana SELA equipped school leadership to analyze and integrate SEL within the whole school environment as a proactive, sustainable, data-driven approach to building equitable and engaging schools.

YFP **CS 5.03 Promoting Family-Centered Support to Support Children's Mental Health** *Andy Garbacz, PhD, University of Wisconsin-Madison*. This presentation will provide research-based recommendations for embedding family-school partnerships within a multi-tiered system of support framework in schools to improve equity in school mental health systems. Findings will describe strategies to promote family engagement, as well as benefits for families and children. Implications will detail strategies to align and integrate family-school partnership practices within school systems.

EMH **CS 5.04 The GA School-based Behavioral Health Collaborative - Optimizing Partnerships, Leveraging Resources** *Dimple Desai, MSW, Voices for Georgia's Children, Terah Kalk, MPH, The Carter Center, Becky Hudock, JD, Caren Cloud, JD, Georgia Appleseed Center for Law and Justice.* The GA School-based Behavioral Health (SBBH) Collaborative (Carter Center, GA Appleseed, Voices for GA's Children) is developing a state-wide strategy for comprehensive school mental health (SMH). This symposium will review the identification of community-driven priorities, assembling stakeholders to develop/sustain SBBH locally, sharing resources about the implementation of MTSS including the introduction of a SMH campaign, and examining how data can inform planning.

EMH **CS 5.05 Building A Sustainable and Comprehensive Mental Health Program in a Rural State.** *Christine Litzinger, MA Counseling, Catherine Gillach, MA Education, Grand Forks Public Schools, Therese Hugg, MA Counseling, Community Violence Intervention Center, Pamela Elmquist, MA Counseling, Grand Forks Public Schools.* This presentation will explore the successes and challenges of building comprehensive mental health programming in a rural state. Areas of exploration will include the development of community partnerships and funding sustainability through grant writing and Medicaid billing. It will also discuss integrating mental health services and well-being screening into an MTSS district framework.

FS **CS 5.06 Creating a School-Based Mental Health Program Using Multiple Funding Sources - Year 5 Reflections** *Kami Wagner, MEd, Consuela Robinson, EdD, LCSW-C, Cynthia Schulmeyer, PhD, Licensed Psychologist, Howard County Public School System.* This presentation will describe strategies for enhancing school-based mental health services. Through receiving a description of a suburban school district's five-year journey in implementing and sustaining a school-based mental health program amidst numerous challenges, including COVID-19, attendees will be able to identify resources, potential partnerships, and strategies for identifying and enhancing funding sources to support students' needs.

T2 **CS 5.07 Building Trauma- and Grief-Informed Schools in the Aftermath of the Robb Elementary School Shooting** *Julie Kaplow, PhD, Trauma and Grief Center at Children's Hospital New Orleans, Beth Cooney, LCSW, Project Fleur-de-lis, Maria Hu, LCSW, Simmons University School of Social Work, Nichole Henderson, Med, LPC, Uvalde Consolidated Independent School District, Tracy Reinen, MEd, Education Service Center Region 20, Marisa Nowitz, LCSW, Trauma and Grief Center.* The tragic Robb Elementary school shooting took the lives of 19 students and 2 teachers. The earlier we can identify and treat youth who are struggling with posttraumatic stress and debilitating grief reactions, the more likely they are to remain on a healthy developmental trajectory. This presentation will describe the district-wide behavioral health response, with a focus on trauma- and grief-informed, culturally responsive, evidence-based practices for students exposed to mass shootings.

T3 **CS 5.08 Supporting Anxious Students: The Evolution and Impact of a Professional Learning Community for Implementing CBT in Schools** *Catherine Huang, LCSW, Tali Raviv, PhD, Center for Childhood Resilience, Ann & Robert H. Lurie Children's Hospital of Chicago, Osbeyda Navarrete, LSW, Anna Marie Hernandez, LPC, Naomi Peterson, LPC, Carrie Shonk, LCSW, Chicago Public Schools.* This session focuses on the development and evaluation of a training series designed to support school-based mental health professionals and educators in the use of evidence-based strategies with students suffering from anxiety. The session will include discussion from training facilitators about the core curriculum and

implementation approach, evaluation data, and firsthand experiences shared by social workers and counselors who participated in the SY23 Professional Learning Community.

YFP **CS 5.09 Respond with CARE (Child-Adult Relationship Enhancement) after Disasters: Reducing Risk and Promoting Resilience** *Jami Furr, PhD, Florida International University Center for Children and Families, Robin Gurwitch, PhD, Duke University School of Medicine, Center for Child & Family Health.* Respond with CARE (Child-Adult Relationship Enhancement) is a trauma-informed, field-initiated modification of evidence-based, positive parenting treatments for any adult that interacts with any student to strengthen connections after disasters/violent events. Participants will learn skills to enhance relationships with their students, promote healthier return to the learning environment, and reduce mild to moderate child behavior challenges that may present after disasters/violence events.

T2 **CS 5.10 Rainbows for All Children: A Grief and Loss Intervention for Students and Using Progress Monitoring to Assess Effectiveness** *Andrea Roberts, PhD, Center for Childhood Resilience, Ann & Robert H. Lurie Children's Hospital of Chicago, Stephanie Garrity, BA, Rainbows for All Children.* The experience of grief and loss in youth is common and can have long term negative outcomes. For 40 years, Rainbows for All Children has provided group interventions to youth ages 3-25 as they navigate grief and heal from loss. This presentation will describe the Rainbows intervention and the effectiveness of the program in schools. Presenters will discuss the importance of progress monitoring and outline best practices for examining the effectiveness of interventions disseminated in schools.

CRE **CS 5.11 Empowering Educators: A Train the Trainer Approach on School Mental Health Literacy** *Joseph Graham, MEd, Erika Franta, PhD, Kaitlyn Young, PhD, Munroe Meyer Institute, Amber Hartsock, MA, State of Nebraska Department of Education.* Educators are commonly the first staff to refer students for mental health concerns, making Mental Health Literacy (MHL) a crucial component for positive student outcomes. Self-efficacy is linked to the quality and rate that teachers provide social, emotional, and behavioral support to students. Classroom WISE, a free training for educators, builds evidence-based skills to support students experiencing a range of concerns. Upon completion, participants showed increases in self-efficacy in MHL.

T2 **CS 5.12 Crisis Response and Recovery after Violence in Schools: Lessons Learned from Parkland Florida** *Kerry Doyle, DSW, Lisa Wobbe-Veit, MSW, USC SDP School of Social Work, Marleen Wong, PhD, Center for Safe and Resilient Schools and Workplaces.* School mental health professionals are uniquely qualified to assist with the development of a trauma responsive school community. This session shares the lessons learned in the aftermath of the killing of 14 students and 3 staff and the wounding of 17 in Parkland, Florida. It will outline the different phases of crisis response and recovery highlighting the need for school mental health professionals to take a proactive and expanded leadership role.

8:30a-8:45a   **Welcome**

Tiffany Beason, PhD, Assistant Professor, National Center for School Mental Health at the University of Maryland School of Medicine

Jill Bohnenkamp, PhD, Associate Professor, National Center for School Mental Health at the University of Maryland School of Medicine

8:45a-9:45a   **Keynote Panel** *introduced by Sharon Hoover, PhD*
Hope for the Future of School Mental Health: Policy Update and Discussion
Bill Smith, BS, Founder and President, Inseparable
This plenary presentation offers a landscape of national and state-specific growth in school mental health, with an optimistic view of the future state of the field. Successful state legislative efforts to advance school mental health across the nation will be detailed, along with guidance on how attendees can learn from and leverage these legislative wins in their own states and local communities. Data and messaging will be provided highlighting the broad support among youth, families, and educators for integrating mental health support and services in schools.

Keynote Panelists
Senator Dafna Michaelson Jenet, D-CO
Speaker of the House Valerie Longhurst, D-DE

Conference Session 6 10:00a-11:00a

T1   **CS 6.01 Shifting Mindsets to Shift Practice: Moving from Traditional to Transformative** *Kathleen Guarino, MA LMHC, Kelly Wells, MPA, American Institutes for Research.* Adopting schoolwide approaches such as SEL, trauma-sensitivity, and mental health promotion, requires common shifts in mindset for school staff and community partners. This interactive session will explore the paradigm shifts needed to transition from a traditional to a transformative culture within which schoolwide efforts can thrive. Participants will reflect on and identify barriers and facilitators of mindset shifts and how to integrate mindsets into school wide implementation efforts.

T1   **CS 6.02 Going Upstream with What Schools Do Best: Addressing the Youth Mental Health Crisis with PK-12 Mental Health Literacy** *Anne Slease, MEd, Donna Volpitta, EdD, Jason Schofield, Mental Health Literacy Collaborative, Kristina MacBury, Sarah Pyle Academy* Mental health literacy (MHL) benefits students and educators. It fosters positive mental health,

decreases stigma, clarifies common conditions and treatments, and encourages help-seeking. Learn about MHL and discover interdisciplinary integration strategies for educators without clinical expertise. Then hear about the Mental Health Literacy Collaborative, an emerging national initiative focused on making MHL foundational in PK-12 schools.

YFP **CS 6.03 Students Inspiring Action and Creating Change Through Mental Health Advocacy: An Exploration of Pluralistic Youth Engagement** *Sabrina Khan, MPH, Mari del Casal, MPH, BC Children's Hospital.* The Balancing Our Minds Youth Advocacy Toolkit was co-created for youth, by youth to inspire students and equip them with resources to advocate for positive mental health in their school or local community. The toolkit empowers students to inspire action and create change in big ways and small ways. The creation of the toolkit involved youth engagement from the outset through pluralistic control, and involved 15 diverse youth from across British Columbia, Canada.

EMH **CS 6.04 Bounce Back for Classrooms: A Trauma-Informed Social Emotional Learning Curriculum** *Amy Foster Wolferman, MEd, Debra Hallos, LCPC LMFT, National Native Children's Trauma Center, University of Montana, Jennifer Cox, MSW LCSWC, Ebonee Dixon, MSW LCSWC, Eliya Bernstein, LMSW, University of Maryland School Mental Health Program, Malena Nygaard, PhD, National Center for School Mental Health; University of Maryland School Medicine.* This session will introduce Bounce Back for Classrooms (BBC), an adaptation of Bounce Back (Langley & Jaycox, 2015), developed by the National Native Children's Trauma Center (NNCTC). BBC is a 12-session SEL curriculum based on CBT components. Program developers, pilot project leaders, and front-line clinicians will teach about the program, present an urban-based case study, and share experiences regarding program implementation, cultural adaptations, relevance, and impact.

EMH **CS 6.05 Summertime! Building a Collaborative and Engaging Strategy to Continue School Based Mental Health Work During Summer Break** *Kamilah Twymon, Master of Science in Education and Community Counseling and MBA, Andrea Weisberger, Doctor of Philosophy in Counseling Master of Arts in Counselor Education, Sarnell Breedlove, MSW, The Buckeye Ranch*. Many students experience a loss of academic and social and emotional learning skills during the summer. There are also significant barriers to extending SBMH programs during the summer. This session will share an innovative approach to providing SBMH services in the summer. Partnership collaboration and student and family engagement are crucial for successful summer programming. Participants will explore how to generalize these strategies and implement them in their communities and partnerships.

ISP **CS 6.06 The Road to Success with MTSS, We Have Services, Now What? NC Project AWARE's Approach to Tiered Behavioral Health Services** *Heidi Austin, EdD, Laura Muse, LCMHC, NC Department of Public Instruction, Jeannie Kerr, MSW, Tineta McMillian, MSA, Nash County Public Schools, Meagan Crews, LCSW, Jackson County Public Schools, Andrea Rouse, MS, Sampson County Schools.* The session will highlight NC Project AWARE/ACTIVATE's innovative service delivery to bring high quality and evidence-based mental health promotion, prevention, and intervention to students and families as part of a multi-tiered system of support (MTSS). The session will cover the need for oversight of MTSS for Behavioral Health support, Coaching and Professional Development of EBP, and how Behavioral Health services within a MTSS serve as a level for Educational Equity.

ISP **CS 6.07 State-Wide Efforts to Strengthen Districts' MTSS Approaches: The Case of Massachusetts** *Shai Fuxman, EdD, Lindsey Minder, MS, Education Development Center.* For the past five years, the Massachusetts MTSS SEL and Mental Health Academy has provided intensive trainings and coaching to support school districts implement and sustain evidence-based, data-driven and culturally responsive MTSS approaches to SEL and mental health. This interactive session will present the Academy as a model for how states can support school districts to promote students' social-emotional growth and address their mental health needs.

ISP **CS 6.08 Cataloging and Evaluating Existing Mental Health Supports: A Community-Engaged Research Project** *Jodie Soracco, PhD, Virginia Tiered Systems of Support - Research & Implementation Center, David Naff, PhD, Metropolitan Educational Research Consortium, Virginia Commonwealth University School of Education, Jennifer Murphy, PhD, University of Texas at Arlington, Shenita Williams, PhD, Virginia Commonwealth University, School of Social Work.* This presentation will focus on a survey of school-based mental health programs and interventions conducted by a research-practice partnership between a university and six school districts in a metropolitan area. It will describe the characteristics of programs in the region and the students that they intend to serve. Participants will reflect on the findings while considering the implications for how schools approach mental health support and who is ultimately responsible for providing it.

T2 **CS 6.09 Suicide Prevention with Non-Binary Autistic and Non-Autistic Youth: A Virtual-Human Based Gatekeeper Training for Schools** *Deinera Exner-Cortens, PhD MPH, University of Calgary.* Suicide is a leading cause of death for children and youth in the United States and Canada, disproportionately impacting those who are systemically marginalized. However, the majority of suicide prevention tools were not designed with or for youth with marginalized and/or intersecting identities. We present a new Tier 2 virtual human-based gatekeeper training for schools, called VIRTUE. VIRTUE focuses on identifying and responding to suicide risk among non-binary autistic and non-autistic youth.

T3 **CS 6.10 Bryt Tier 3 Intervention: Transforming How Schools Support Students with Serious Mental Health Disruptions** *Katherine Houle, MSW, Courtney Tucker, PhD MSW MS, Paul Hyry-Dermith, MA EdD, Bryt, a program of the Brookline Center for Community Mental Health.* Bryt transforms the way schools support students experiencing a significant

mental health disruption (and their families). As of May 2023, more than 250 schools operate a Bryt Tier 3 intervention, with many more in planning. This session will include an overview of Bryt and a deep dive into Bryt's approaches to planning, technical support for implementation and continuous improvement, and professional development for Bryt model staff.

CRE **CS 6.11 Strategies for Discussing Race, Racial Discrimination, & Racial Trauma with Youth** *Dana Cunningham, PhD, University of Maryland School of Medicine, NCSMH, Nicole Cammack, PhD, Danielle Busby, PhD, Black Mental Wellness.* Specific strategies that can be utilized when navigating discussions about race, racism, discrimination, and racial stress and trauma with youth will be shared. Participants will also learn about important factors to consider prior to discussing race and race-related experiences with youth. Through discussion and interactive facilitation, participants will have an opportunity to identify ways they can help youth feel empowered, supported, and discuss race-related events.

T1 **CS 6.12 Building on the Power of Peer-to-Peer Support to Enhance Student Well-Being** *Amy Blackshaw, MSW, Amy Ranger, MPH, California School-Based Health Alliance.* Youth peer-to-peer support can be an immense and untapped resource in schools. This presentation will showcase how school communities are creating and sustaining promising peer-to-peer mental health support programs that offer youth-centered prevention and early intervention strategies to address student health and well-being. Learn about principles of effective and meaningful peer programs that build youth leadership, self-esteem and agency while ensuring safety and quality.

Symposia 11:15a-12:45p

T2 **SYM 01 Behavioral Threat Assessment in Schools: Considerations and Outcome Measurement** *Ricardo Canelo, MPH, MHTTC Network Coordinating Office, Rakima Parson, MS, University of Texas Health Science Center at Houston (UTHealth) School of Public Health at Austin, Maryam Abdel Magid, BS, Stanford University, Jessica Gonzalez, MSW, MHTTC Network Coordinating Office, Samantha Reaves, PhD, National Center for School Mental Health, Heather Gotham, PhD, MHTTC Network Coordinating Office; Chair: Jessica Gonzalez, MSW; Discussant: Heather Gotham, PhD.* Behavioral threat assessment was developed to prevent targeted attacks, such as school shootings. However, there are concerns about the use of threat assessment in schools, including as it relates to student mental health. This symposium details results of a key informant roundtable, scoping review, and white paper that examine considerations for behavioral threat assessment, research outcomes, and recommendations for the future of behavioral threat assessment in schools.

ISP **SYM 02 Examining the Usability and Preliminary Efficacy of the Helping Educational Leadership Mobilize Evidence (HELM) Strategy** *Catherine Corbin, PhD, Vaughan Collins, MSW, Roger Goosey, BS, University of Washington School Mental Health Assessment, Research, and Training (SMART) Center; Chair: Catherine Corbin, PhD; Discussant: Aaron Lyon, PhD.* Leadership and Organizational Change for Implementation (LOCI) is an organizational implementation strategy that improves leaders' implementation leadership to increase the adoption and high-fidelity use of evidence-based practice (EBP). Helping Educational Leadership Mobilize Evidence (HELM) is an adaptation of LOCI for use in schools. This symposium presents the usability testing and preliminary efficacy of HELM to (a) improve Tier 1 EBP fidelity in schools and (b) reduce educator burnout.

ISP **SYM 03 Guidance for Adoption and Implementation of Universal Mental Health Screening in Schools from Research and Practice** *Joni Splett, PhD, Jessica Kidd, BS, University of Florida, Katrina Taylor, MA, Michele Johnson, MA, Duval County Public Schools, Kira Alqueza, BA, Reilly Lord, BS, University of Florida; Chair: Joni Splett, PhD; Discussant: Kelly Perales, MSQ.* Universal mental health screening is widely recommended, yet adoption rates are low and significant barriers to adoption and implementation remain. We will share research and practice-based guidance for overcoming these barriers to make screening work. The first presentation will share research examining adoption and implementation determinants that then inform implementation support strategies described in the second presentation– a case study from one urban district screening since 2018.

EMH **SYM 04 Harnessing the Power of Partnerships to Expand the School Mental Health Workforce through Pre- and In-service Training** *Erika Franta, PhD, Kaitlyn Young, PhD, Mindy Chadwell, PhD, Mid-America MHTTC, Munroe-Meyer Institute, University of Nebraska Medical Center, Jen Pollock, EdS, Educational Service Unit #3, Taira Masek, LCSW MPA, Meaghan Delaney, MS; Chair: Erika Franta, PhD, Educational Service Unit #2; Discussant: Sharon Hoover, PhD.* 98% of Nebraska counties are recognized behavioral health workforce shortage areas (HRSA, 2022). There is a demonstrated need to expand the school-based mental health workforce in delivering comprehensive, effective, and efficient school mental health systems. This symposium will highlight three exemplars of pre- and in-service training in Nebraska and share how they adapted, implemented and provided training in this framework. Presenters will discuss innovative solutions to address barriers.

T3 **SYM 05 Lessons in Intensive School-Based Care Coordination Implementation, Student Outcomes Management, and Equity Considerations** *Eric Bruns, PhD, Katherine Soon, BA, University of Washington Psychiatry & Behavioral Sciences, Olivia Linkous, BS, Yi Fu, University of Washington; Chair: Eric Bruns, PhD; Discussant: Katherine Soon, BA.* As a part of a federally funded project to develop an intervention for Tier 3 support in schools, researchers adapted a community-based Wraparound programming and strategies to the school setting. A pilot and randomized control were conducted in collaboration with six elementary schools. The following symposium topics involve lessons learned around the

implementation, the balance of stakeholder interests and outcomes, and key issues and takeaways for improving cultural readiness.

EMH **SYM 06 Nurturing School-Research-Community Partnerships for Effective School Mental Health Programs** *Kristen Guetschow, PhD, Emily Priestaf, MA, Tracey Scherr, PhD, Madison Metropolitan School District, Nelsie Stern, MS, Journey Mental Health Center, Andy Garbascz, PhD, Katie Eklund, PhD, University of Wisconsin-Madison; Chair: Kristen Guetschow, PhD; Discussant: Katie Eklund, PhD.* This symposium highlights building and sustaining effective partnerships across schools, community agencies, and universities. Join us to learn how to create and sustain multi-tiered partnerships, and share project outcomes including universal screening, trauma-informed care, Tier 2 mental health services, family-school-community partnerships, and school-based health centers. Themes include creating shared values, norms, and practices, centering equity and the promotion of anti-racist practices.

ISP **SYM 07 Preventative Interventions: Scaling Up School-Based Interventions for Universal Settings** *Meredith Franco, MEd, University of Maryland, School of Medicine, Catherine Bradshaw, PhD, Lora Henderson Smith, PhD, University of Virginia, Julie Owens, PhD, University of Ohio; Chair: Meredith Franco, Med; Discussant: Julie Owens, PhD.* Our symposium features examples of scaling up school-based interventions to promote wellbeing for underserved students, including rural, urban, and racially minoritized populations. We will present three distinct approaches: scaling up from Tier 2 to a multi-tiered Tier 1+2 implementation design; scaling up from Tier 2 to "Tier 1.5" using mental health clinicians as classroom interventionists; and scaling up a Tier 1 teacher PD program to an online platform.

T2 **SYM 08 Research-based Early Intervention for Young Children with Challenging Behaviors: Maintenance, Cost and Dissemination** *Edward Feil, PHD, Jason Small, MPP, Oregon Research Institute, Jon Lee, PhD, University of Louisville, Steven Evans, PhD, Ohio University; Chair: Edward Feil, PhD; Discussant: Steven Evans, PhD.* Disruptive behavior disorders are one of the most prevalent disorders in young children and can result in persistent impairment. There is a dearth of comprehensive evaluations of preventative interventions. The purpose of this presentation is to share finding from a comprehensive study of the follow-up effects, cost and new online training for the First Step Next intervention, an evidence-based, Tier 2 intervention for young students exhibiting disruptive behavior in educational settings.

EMH **SYM 09 SHAPE Up New York: Advancing and Spotlighting High-Quality School Mental Health Practices Across New York State** *Melissa Heatly, PhD, University of Rochester Medical Center, Angela Keller, MS, Research Foundation for Mental Hygiene, NYS Office of Mental Health, Amanda Jones, MS, Rome City School District, Tia Rodriguez, MS, Jill Coleman, MS, Binghamton City School District; Chair: Melissa Heatly, PhD; Discussant: Melissa Heatly, PhD.* This session will identify how SHAPE Up New York has enhanced the quality of Comprehensive School Mental Health Systems (CSMHS) across NYS, as well as districts' ability to systematically collaborate with our community behavioral health partners. Presenters will share the tools and processes used to support these practices, as well as ways in which this innovative state-wide learning collaborative helped address specific barriers to collaboration that were previously difficult to overcome.

ISP **SYM 10 Substance use trends in youth: how schools can provide strategies and potential solutions.** *Kristie Ladegard, MD, Kathy Sproule, Certified Family Nurse Practitioner, Denver Health, Vicky Virnich, Principal Licensure and Master of Art Wentz, LCSW, Denver Public Schools, Thia Gonzales, Certified Physician Assistant, Denver Health ; Chair: Kristie Ladegard, MD; Discussant: Vicky Virnich, Principal Licensure and MA.* Addressing the critical public health issue of adolescent substance use, this session highlights Denver School-Based Health Centers' partnership with Denver Public Schools in delivering evidence-based support systems for care. Speakers discuss onsite screening processes, intervention strategies, and tiered implementation of substance use treatment. The presentation will demonstrate how such strategies can be adapted in other schools to improve student health and educational outcomes.

CRE **SYM 11 The Current State of Cultural Responsiveness: Teacher, Student, and Parent Perspectives** *Aijah Goodwin, PhD, Jerica Knox, PhD, National Center for School Mental Health, Tamara Lawson, PhD, The University of Arizona.* Culturally responsive practices in schools have gained substantial attention in the past decade with educators and researchers pushing forward to meet the needs of racially and linguistically minoritized students and their families. However, minimal research exists to comprehensively describe the current state of cultural responsiveness. The aim of this symposium is to shed light on the current state from three perspectives–teachers, students, and parents.

T2 **SYM 12 The Mental Health Technology Transfer Center (MHTTC) Network: Addressing School Violence and Mental Health** *Jessica Gonzalez, MSW, Mental Health Technology Transfer Center (MHTTC) Network - Stanford University School of Medicine, Kelcey Schmitz, MSEd, University of Washington SMART Center, Erika Franta, PhD, Mid-America MHTTC, Munroe-Meyer Institute, UNMC, David Brown, BA, Central East Mental Health Technology Transfer Center, Sarah Parker McMinn, Great Lakes Mental Health Technology Transfer Center, LCSW, Kira Mauseth, PhD, Seattle University.* A major concern in school communities across the country is school violence. Through an environmental scan and gap analysis, the MHTTC Network compiled existing training and resources on school violence and mental health and identified gaps that exist in addressing school violence. This symposium will provide an overview of the results and highlight training and technical assistance (TA) that the MHTTC Network is leading on addressing school violence and school mental health.

Conference Session 7 1:15p-2:15p

T1 **CS 7.01. Doing the Work: Becoming the Champion Youth Need for the Healthy Outcomes They Deserve** *Ashley Hill, MA Education and Human Development, Lauren Cikara, MSEd, Active Minds.* Youth Champions, those dedicated to creating healthy social, emotional, and academic growth for youth, deeply impact positive youth outcomes including mental health. The value of the role demands supportive learning spaces dedicated to their personal and professional development including content focused on their mental health. Active Minds is dedicated to both facilitating these spaces and also offering community leaders training and support to lead these powerful conversations.

T1 **CS 7.02. Enhancing Mental Health Education in Schools: Strategies for Suicide Prevention through Depression Education** *Shantal Saldaña, MAIOP, Erika's Lighthouse.* Depression is a common, yet serious mood disorder, and a major risk factor for youth suicide. This presentation will guide attendees through free, tier-1 mental health resources including classroom education, teen empowerment, family engagement and staff development to promote early identification, prevention and reduce stigma. Participants will discuss strategies to improve their school's tier-1 interventions and promote a stronger whole-school inclusive approach around mental health.

YFP **CS 7.03. Strengthening Family Engagement: The Whole School, Whole Child, Whole Community Method to Promote Youth Mental Health** *Kathleen Jacobson, MPH, CDC Foundation, Emily Smith, MSW, National PTA.* This presentation examines the critical role of family engagement in promoting positive youth mental health outcomes in schools. Building on the Whole School, Whole Child, Whole Community (WSCC) model, we explore strategies for strengthening family-school partnerships to foster a safe, supportive, and inclusive school environment that promotes the mental health and well-being of all students.

EMH **CS 7.04. Partnerships to Expand Access to Evidence-Based Mental Health Prevention Strategies in West Virginia Schools.** *Traci Jarrett, PhD, Jennifer Ludrosky, PhD, West Virginia University School of Public Health, Amy Kniceley, MA, Marshall University Center for Excellence for Recovery.* The West Virginia Prevention Research Center and the West Virginia University School of Medicine, Department of Behavioral Medicine partnered with key stakeholders from state and local education agencies to conduct research and evaluation for multiple school-based programs, translate findings, and strengthen capacity across disciplines (schools, researchers, and mental health practitioners/providers). Partnership and evaluation outcomes will be presented including lessons learned and next steps.

EMH **CS 7.05. Cross-Sectoral Collaborations to Promote Youth Mental Health and Wellbeing** *Jacqueline Maloney, PhD, Simon Fraser University, Alex Gist, MA, Mari del Casal, MPH, BC Children's Hospital, Hasina Samji, PhD, Simon Fraser University, BC Center for Disease Control, Michelle Cianfrone, MPH, BC Children's Hospital*. The Youth Development Instrument (YDI) is an annual population-level survey administered to high school students. The survey includes established measures validated with adolescent populations across five dimensions: social and emotional development; learning and engagement; social well-being; physical and mental health; and navigating the world. Researchers, educators, youth, and healthcare providers will share how they collaborate to mobilize YDI findings into action.

AP **CS 7.06. Strategies for Implementing School Policies that Promote Student Connectedness and Improve Student Health Outcomes.** *Melani Tiongson, JD, Tyra Satchell, MPH, Alexis Etow, JD, ChangeLab Solutions, Natalie Wilkins, PhD, Centers for Disease Control and Prevention, Division of Adolescent and School Health, Cesar De La Vega, JD, Senior Policy Analyst, ChangeLab Solutions.* While there are many points of intervention to promote student health and well-being, this interactive session provides a deep dive into how school policies affect student connectedness, how student connectedness impacts overall health and health outcomes, and demystifies the policy process for educators and school professionals who are interested in equitable school policies.

ISP **CS 7.07. System Builders: Cultivating School-Based Mental Health Leaders** *John Crocker, MEd, Methuen Public Schools / MASMHC, Laura Cinelli, JD, Rennie Center for Education Research and Policy.* This session will introduce the School Mental Health Leadership Institute, a multi-agency, statewide effort to cultivate leaders who are prepared to drive change within their school or district, leading to long-term positive impacts on student wellbeing. The Institute helps district- and school-based staff grow their capacity to act as both clinical mental health leaders and change agents for building a comprehensive school mental health system.

ISP **CS 7.08. Reimagining Graduate Training to Promote EBP Use by School-Based Providers: A Pilot Evaluation and Future Directions** *Siena Tugendrajch, PhD, University of Michigan, Department of Psychiatry, Natalie Rodriguez-Quintana, PhD MPH, TRAILS, a Project of Tides Center, University of Michigan, Department of Psychiatry.* The TRAILS (Transforming Research into Action to Improve the Lives of Students) implementation program has established a statewide and national training model for mental health (MH) professionals across all tiers of MH support (trailstowellness.org). This presentation will highlight a recent mixed methods pilot investigation examining the feasibility, facilitators and barriers associated with providing extensive TRAILS evidence-based practice (EBP) training within the graduate training setting

T2 **CS 7.09. School Mental Health and the Opioid Crisis: Supporting Children, Caregivers, and Communities** *Steven Harrod, PhD, Sayward Harrison, PhD, Sam McQuillin, PhD, Mark Weist, PhD, University of South Carolina.* The opioid epidemic is creating unprecedented challenges for children and families across the US. School mental health professionals are well-

positioned to engage in prevention and treatment, yet often feel unprepared for this role. We will review the current state of the epidemic, discuss prevention and treatment of opioid misuse and Opioid Use Disorder, and equip school mental health professionals with knowledge and basic skills to take part in the community response to the opioid crisis.

ISP **CS 7.10. Building Mental Health Infrastructure: A Colorado Case Study and Discussion on Leveraging Project AWARE Funding** *Amy Plog, PhD, Colorado Department of Education, Kyle Pacque, MA, Colorado Dept. of Public Health and Environment, Leah Jones, MSW, Poudre School District, Bree Duran, MSW, Ignacio School District, Meredith Henry, MSW LCSW, Littleton Public Schools.* Join us for an insightful presentation on Colorado's use of Project AWARE funding to build and expand state and district-level mental health infrastructure. Review evidence supporting the critical nature of this work, discover concrete examples of comprehensive school mental health systems, and learn how Project AWARE funding can be used in support of these systems. Don't miss this opportunity to be inspired and guide your state in addressing growing mental health concerns among young people.

ISP **CS 7.11. Beyond Screening and Referral: Integrating a Universal Mental Prevention Program into the Multi-Tiered Systems of Support** *Evan Elkin, MA, Reclaiming Futures - Portland State University, Carolyn McCarty, PhD, Seattle Children's Research Institute, Margaret Soukup, MA, King County Behavioral Health and Recovery.* This presentation describes a powerful universal school-based mental health screening and referral program designed to map onto and increase the effectiveness of a school's Multi-tiered System of Supports (MTSS). Presenters will describe practice strategies, implementation considerations and outcomes across all three tiers from a five-year program implementation in 60 middle and high schools, with emphasis on the impact the program has on key Tier 1 elements like school connection and equity.

T1 **CS 7.12. Harnessing the Power of ESSA to Support Occupational Therapy's Role in School Mental Health** *Miranda Virone, OTD, Sarah Greene, OTD, American Occupational Therapy Association, School Mental Health Community of Practice.* The Every Student Succeeds Act (ESSA) of 2015 identifies occupational therapy practitioners (OTPs) as Specialized Instructional Support Personnel (SISP). SISP are professionals who provide prevention and intervention services to support academic achievement for all by promoting positive mental health and well-being. With an occupation-based lens focused on participation, prevention, and inclusion, OTPs can advocate and promote their role using the Participatory Occupational Justice Framework.

Conference Session 8 2:30p-3:30p

T1 **CS 8.01 Feel Your Best Self: Bring Emotional Well-Being into a Kid's World** *Emily Iovino, PhD, Sandra Chafouleas, PhD, Emily Wicks, MA.* This session shares the development and implementation of Feel Your Best Self (FYBS), a new FREE toolkit that offers 12 simple, evidence-informed emotion-focused coping strategies to help strengthen emotional well-being for elementary-aged children. FYBS incorporates puppetry and allows for flexible implementation in English and Spanish. Participants will learn about the toolkit and how to use it, and they will make plans for when, where, and how to use it in their setting.

EMH **CS 8.02 Issues from the Field: A Discussion About the Unique Challenges (and Solutions) in School Mental Health** *Tony Walker, PhD LPCS, The Jed Foundation (JED), Paul Imhoff, EdD, Upper Arlington City Schools.* Join The Jed Foundation (JED) and AASA, The School Superintendents Association, for a discussion about how their groundbreaking collaboration is connecting district leaders committed to serving the mental and general health of their staff and their communities, establishing a new national framework to address the mental health disparities in school communities, breaking down barriers, and leveraging existing systems to support the mental health of—and reduce suicide risk for—all students.

YFP **CS 8.03 Asking IS Caring: Empowering Families to Promote School Mental Health and Suicide Prevention** *Jennifer Stuber, PhD, Taylor Ryan, MS, University of Washington SMART Center.* Asking IS Caring is a family-to-family, youth mental health promotion and suicide prevention, Tier 1 strategy, delivered in collaboration with school districts. AIC offers a robust curriculum and a T4T implementation/dissemination strategy. Preliminary AIC evaluation data based on responses from over 200 participants, supports that families are being empowered to identify and support youth who are at risk for suicide and, to take concrete actions to store medications and firearms safely.

EMH **CS 8.04 Building Capacity in Schools to Enhance Individual, Interpersonal, and Organizational Wellness for Educators** *Elizabeth Demeusy, PhD, Anna Jesseman, LICSW, Michelle Sobon, PsyD, Justina Hanna, PsyD, Denisha Carter, PsyD, Megan McCormick, PhD, Medstar Georgetown Wellbeing in School Environments Center.* High levels of educator burnout and turnover are impacting the wellbeing of educators and students. This presentation shares data from an initiative aimed at building capacity of schools to develop and strategically implement educator wellness programs that assess the root causes of educator stress and address those causes through a tiered intervention approach. We will share data on root causes identified, as well as the successes, challenges, and lessons learned from this initiative.

YFP **CS 8.05 Elevating Youth Voice: Best Practices in Engaging Youth Leaders to Advance Emotional Well-Being in Schools** *Tiffany Beason, PhD, Kathryn Trainor, PhD, Jill Bohnenkamp, PhD, National Center for School Mental Health.* Youth voice is a critical component of advancing health equity and emotional well-being in schools. This session will discuss how school districts can effectively engage youth as co-leaders in planning and building comprehensive school mental health systems,

including social and emotional learning supports, to promote emotional well-being in schools. State and local leaders and youth leaders will share best practices for engaging youth voice to advance emotional well-being.

ISP **CS 8.06 MTSS Implementation in a Rural Setting During a Global Pandemic: An Appalachian Case Study** *Laurie Baker, EdD Educational Administration and Policy Studies, Ivy Mack, MS Counseling Studies, Fredrica Nash, EdD Curriculum and Instruction, RTI International.* Expanding MTSS processes during a global pandemic requires adaptability, empathy, and engagement. Through a case study, learn how a rural school district set out to improve their MTSS processes in their unique setting, explore a conceptual framework for school-based implementation and capacity building, and walk away with practical implementation tools such as storyboards, a RACI chart, and tuning protocols that establish vision, facilitate change, and focus continuous improvement efforts.

ISP **CS 8.07 Equitable Outcomes in Children's Trauma-Focused Group Interventions: The Role of Flexible Consultation & Thoughtful Expansion** *Alice Kraiza, MPH, Heather Solak, MA, The Child Health and Development Institute.* The Child Health and Development Institute (CHDI) is the Coordinating Center for Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Bounce Back (BB), the younger child adaptation, in Connecticut. The program has grown due to the flexible implementation support model developed, and CHDI considering equity in terms of access to services when choosing to expand. CBITS and BB are school-based trauma-focused groups run by counselors, social workers, or psychologists.

ISP **CS 8.08 Replication Study of Best in Class: Coaches' Perspectives on Implementing an Evidence-Based Practice in Typical Settings** *Carl Sumi, PhD, Daniel Cohen, PhD, SRI International, Alexandra Montesion, BS, University of Florida, Anita Zucker Center for Excellence in Early Childhood Studies, Michelle Woodbridge, PhD, SRI International, Maureen Conroy, PhD, University of Florida, Kevin Sutherland, PhD, Virginia Commonwealth University.* BEST in CLASS is a tier 2 intervention to prevent and reduce challenging behaviors and promote appropriate behaviors in preschoolers. Through coaching, early childhood teachers are empowered to deliver evidence-based practices with children at risk for social-emotional and behavioral delays. In this presentation, we will share coaches' perspectives about the successes and challenges they experienced implementing BEST in CLASS under real-word conditions in Head Start classrooms.

T2 **CS 8.09 Breaking out of the Gravitational Pull of Business as Usual: An Honest Reflection of Tier 2 Implementation & Sustainability** *Megan Osborne, MPP, Maike & Associates, LLC, Jill Patnode, MSW, Kaiser Permanente Washington, Bill Cheney, ME, Mount Vernon School District, Chris Allen, MA, Northwest ESD. 189, Natalie Gustafson, MS, Eleven Vexler, MSW, Northwest Educational Service District.* The focus of this presentation is to share the honest experience of one district's four-year journey of implementing and sustaining district-wide use of universal screening, MTSS teaming, data-based decision-making, and Tier 2 school-based behavioral health supports and interventions, all while overcoming the "gravitational pull" of the school system that easily wants to revert to "business as usual."

T3 **CS 8.10 From Dreams to Teams: How to Build a Strong Support System with Transition-Age Youth** *JoAnne Malloy, PhD MSW, Kathryn Francoeur, MEd, Institute on Disability at the University of New Hampshire, Nicole Quinn, BA, Seacoast Mental Health.* Transition-age youth with emotional and behavioral challenges are often difficult to engage in mental health treatment and other traditional interventions. This presentation will describe how a youth-driven, team-based process called RENEW engages youth by building or rebuilding the social networks that can support them. The presentation will also highlight a sustained partnership between a high school, community mental health agency, and a university.

CRE **CS 8.11 Understanding and Responding to Well-being Inequalities Among LGBTQ+ Adolescents: Insights from the #Beewell Project** *Neil Humphrey, PhD, University of Manchester, UK.* This presentation focuses on the causes, consequences and commitments of wellbeing inequalities experienced by adolescents who identify as LGBTQ+. Drawing on the findings of 3 studies undertaken as part of the #BeeWell project in Greater Manchester, England, we will explore the implications for policy, prevention, and early intervention efforts, including the need for improved monitoring and assessment, combined with services that can better identify and meet the wellbeing needs of LGBTQ+ youth.

Conference Session 9 3:45p-4:45p

T1 **CS 9.01 Enhancing School Relationships Through Conversations on Mental Health: Impact of The Guide Mental Health Literacy Curriculum** *Brooke Chehoski, MSW, Tucker Chandler, MSW, Kristen Figas, EdS, University of South Carolina.* This presentation shares findings from a qualitative research study examining the impact of implementing a universal mental health literacy curriculum (i.e., The Guide) on teachers' relationships with students and other educators. Small group discussions will help participants consider introducing the curriculum at their schools. Participants will also learn about an innovative approach to strengthening implementation of a new curriculum in diverse settings.

T1 **CS 9.02 Health Education to Promote Resilience and Mental Well-Being: Using CDC's Health Education Curriculum Analysis Tool (HECAT)** *Jorge Verlenden, PhD, Leigh Szucs, PhD, Emily Young, Med, MPH, Mykal Savage, MPH, CDC Division of Adolescent and School Health.* During this workshop, participants will use CDC's Health Education Assessment Tool (HECAT) to analyze mental health education curricula including learning objectives, curriculum design, culturally responsive and inclusive characteristics, and instructional strategies. Participants will use HECAT to practice scope and sequence

development for K-12 mental health education that is customized to meet community needs and aligned with state or district requirements.

YFP **CS 9.03 Healing the Village: A Qualitative Study on Black Fathers' Experiences with Youth Violence Prevention in Baton Rouge** *Shawndaya Thrasher, PhD, Sherella Cupid, PhD, Miya Tate, BS, Portia Henderson, LCSW, Joseph Facchinei, BS, Louisiana State University.* Recently, Black fathers have responded to the urgent call and demand to prevent youth violence while supporting their mental health in Louisiana. Given the current climate of youth violence in Baton Rouge and the role of fathers in curtailing this violence, this qualitative study, titled SUPPORT, seeks to fill the gap in research by centering the experiences and needs of Black fathers. SUPPORT engaged Black fathers within Baton Rouge as key actors in addressing and preventing youth violence.

EMH **CS 9.04 Expanding Comprehensive School Mental Health: A Collaborative Effort in Connecticut** *Rosie Breindel, MA, Rebekah Behan, BA, Child Health and Development Institute, Matthew Madruga, MA, Bristol Public Schools, Mackenzie Wink, PhD, Child Health and Development Institute.* This session describes a comprehensive school mental health (CSMH) system in one Connecticut school district. By using SHAPE results and a CSMH framework, we will provide guidance to develop a customized implementation plan that promotes social-emotional well-being in the school community; strengthens collaboration with community providers; develops a communication plan; establishes a data collection process; and trains school staff to identify behavioral health concerns and trauma.

EMH **CS 9.05 Utilizing Communities of Practice in Developing Trauma Responsive K-12 Schools** *Crissy Mombela, MEd, Partnership for Resilience, Caryn Curry, MA, Lurie Children's Hospital of Chicago - Center for Childhood Resilience.* Lurie Children's Hospital of Chicago Center for Childhood Resilience and the Partnership for Resilience will present on its three-year partnership to develop Communities of Practice (CoP) that focus on trauma-responsive schools through the Resilience Education to Advance Community Healing (REACH) Initiative. The presentation will outline ways CoPs can support school communities to become trauma-responsive, healing-centered spaces.

EMH **CS 9.06 Putting the Pieces Together: The Georgia Apex Program and the Power of Collaboration** *Isis Nelson-Graham, EdS, Annelise Gilmer-Hughes, MPH, Jeniece and Jay Cordova, MPH and MPH, Lauren Stites, PhD, Center of Excellence for Children's Behavioral Health, Georgia Health Policy Center, Layla Fitzgerald, MS, Danielle Alexander, LPC, Department of Behavioral Health and Developmental Disabilities: Office of Children, Young Adults, and Families.* The GA Apex Program is a SBMH program that leverages strong community partnerships between school districts and behavioral health providers to deliver tiered, SBMH services in over 700 GA schools. The collaborative partnerships between school staff and embedded therapists increase the potential for more efficient SBMH implementation. This model also emphasizes multi-sector collaboration, including state, county, and local level stakeholders as critical elements of sustainable SBMH programming.

T1 **CS 9.07 Meeting Schools Where They Are: A Social Emotional Learning Kernels Approach** *Elizabeth Connors, PhD, Rachel Ouellette, PhD, Maegan Genovese, MS, Yale University, Sophia Selino, BA, The Consultation Center at Yale, Michael Strambler, PhD, Yale University.* School-based social emotional learning (SEL) programs have robust empirical support. However, implementing entire SEL programs with fidelity takes financial and staffing resources that exceed the capacity and budget of many schools. Join us to learn about a flexible, lower-burden approach to select, adapt and implement a handful of SEL kernels based on local strengths and needs. Step-by-step guidance, free materials, and findings from seven Title I elementary schools in Florida will be shared.

ISP **CS 9.08 Implementation Strategies to Promote Brief Accessible School-Based Mental Health** *Kelly Whitaker, PhD, Jodie Buntain-Ricklefs, MSW MPH, Freda LIU, PhD, University of Washington, SMART Center, Megan Frye, PhD EDs, Seattle Children's Hospital, Kristy Ludwig, PhD, Maddie Freeman, BA, University of Washington, SMART Center.* Attendees will learn about the iterative development of an equitable school-based mental health model of care that addresses the need for increased access to MH supports using student-centered, stepped-care, evidence-informed approaches across K-12 settings. We will share the outcomes of a pilot study conducted in existing agency-run school-based health centers in a large urban district. The content of the model and recommendations for future directions will be discussed.

T2 **CS 9.09 Data-Based Decision Making Within Interventions for Elementary School Students with Emotional and Behavior Challenges** *Julie Owens, PhD, Dillon Cara, PhD, Steven Evans, PhD, Ohio University.* The goal of the presentation is to enhance educator capacity as it relates to data-based decision making (DBDM) for behavioral support for elementary school students with social, emotional, and behavioral challenges. We will: (1) briefly summarize the literature on DBDM to provide context for the presentation and (2) engage audience members in interactive activities and case-based learning to facilitate practice with DBDM skills and strategies they can take back to their schools.

T3 **9.10 Beyond the Threat Assessment: Don't Drop the Ball on Student Well-Being** *Alex Javna, LCSW, Martha Montgomery, EdS, Sarah Bazemore, MEd, Virginia Dept of Education.* When schools conduct threat assessments, teams convene to discuss the threat and determine the immediate actions needed to ensure safety. What happens after the assessment? How can we address the root cause behind the threat? Schools can't respond with disciplinary action alone; they must also address the student's mental health needs. This presentation will offer schools best practices on designing a plan after a threat that offers on-going support, reducing the risk of future violence.

YFP **CS 9.11 Building and Sustaining Systems-wide Family-School Partnerships to Promote Child Mental Health** *Andy Garbacz, PhD, University of Wisconsin-Madison.* This session will describe systems and practices to promote family-school partnerships within a comprehensive school mental health framework. The emphasis will be on Tier 1 systems to enhance partnership-centered practices. Implementation science will be used to support alignment and integration.

Poster Session 5:00p-7:00p

EMH **A Grounded Theory Analysis of School Reentry after Psychiatric Admission from Multiple Stakeholder Perspectives** *Madeline DiGiovanni, BS, Yale School of Medicine.* This poster presentation will discuss the findings of a grounded theory analysis of perspectives on school reentry after psychiatric hospitalization for elementary and middle-school students, using the underutilized approach of incorporating interviews from children, parents, school staff, and hospital staff into a combined analysis.

YFP **Access Defined: Towards A Better Understanding of Black Youth's Access and Utilization of School Mental Health Services** *Shlon Smith, University of Georgia, Sycarah Fisher, PhD, University of Georgia; Department of Educational Psychology.* This poster will explore the barriers and facilitators to accessing and utilizing school mental health services for Black middle school youth gleaned from the voices of Black youth and school mental health providers. In addition, this poster will provide an overview on how schools can leverage already existing peer relationships to develop a culturally relevant peer-to-peer mediated school mental health prevention/intervention program for Black middle school youth.

ISP **Accessibility and Treatment Fidelity in Tier 3 Services: Social Determinants of Implementation and In-School Mental Health** *Ian Muse, BA, University of Washington, Michael Pullmann, PhD, University of Washington, Aaron Lyon, PhD, University of Washington.* Youth mental health needs have grown; but demand for services remains high. For a lack of clinicians, resources, or locality, American youth are under-served; but treatment must be delivered with fidelity. A study at the University of Washington is implementing Tier 3 interventions in schools, from which this poster pulls data. We aim to discuss 1) how does locality impact fidelity for in-school treatment? 2) How does regional poverty impact fidelity when controlled for symptom severity?

T2 **Addressing Disparities in Access to Clinic-Based Services through an Executive Function Intervention for Young Children** *Laura Campos, BA, Children's National Hospital.* Challenges with executive functions (EF), such as flexibility and planning, are observed in many developmental conditions and related to important outcomes. School-based interventions provide an equitable service delivery system for children regardless of SES, which is particularly important as chronic exposure to poverty is predictive of EF problems. This presentation examines the effectiveness of UOT-EC, an EF intervention, at improving cognitive and behavioral flexibility in young children.

T1 **Adolescent School-based Mental Health Service Use: A Qualitative Study of School Social Worker Perspectives** *Jennifer Murphy, PhD, University of Texas at Arlington.* The purpose of this study is to expand researcher, school administrator, school faculty, and school-based mental health professionals' understanding of the roles and responsibilities of school social workers in supporting the mental health needs of adolescents. The study found that across Virginia, school social workers have high variability in roles and continued changes in roles as they navigate the impacts of the COVID-19 pandemic on adolescent mental health.

CRE **Breaking Barriers and Promoting Equity and Access to Mental Health Services in School and Community Settings** *Dani Haught, BS, Madison Metropolitan School District, Kristi Nelson, EdS, Madison Metropolitan School District.* To reduce barriers and increase access to mental health care, MMSD secured funding to add two positions: Bilingual Mental Health Navigator and Mental Health Bilingual Resource Specialist. This poster provides an overview of the funding process, support systems, and district-wide roll-out for integrating these new roles. The focus will be to showcase the impact of these positions on MMSD's students, families, and staff; referrals to services; and subsequent data outcomes and challenges.

EMH **Colorado's School-Based Mental Health Professional Inquiry Project** *Morgan Seiler, MEd EdS, Colorado Dept of Education, Amy Plog, PhD, Colorado Dept of Education, Krista Klabo, EdS, Colorado Dept of Education.* Colorado Project AWARE and The University of Denver conducted a survey study to describe the current school-based mental health workforce in K-12 schools in Colorado. The study used online surveys, focus groups, and expert meetings to collect both quantitative and qualitative data. The study's findings and recommendations are crucial for policymakers, education leaders, and SBMH professionals in Colorado and are relevant to improving mental health services delivery in K-12 schools.

T3 **Demographic Characteristics of School-Based Wraparound Attrition** *Yi Fu, Student, The University of Washington, Katherine Soon, BA, the University of Washington Psychiatry & Behavioral Sciences, Olivia Linkous, BS, the University of Washington Psychiatry & Behavioral Sciences, Eric Bruns, PhD, the University of Washington Psychiatry & Behavioral Sciences.* School-based research has been used to improve program reach. It is significant to also understand program fidelity for populations served. Attrition can impede the achievement of outcomes and have a negative impact on youth in research, where collaboration across support systems is critical. The present study considers the school-based implementation of Wraparound – a coordinated, family-driven care system – to investigate factors that influence participant adherence, engagement, and attrition.

ISP **Does School-Based Mental Health Clinicians' Acknowledgement of Bias Increase Openness to Use Bias Management Strategies?** *Yasmín Landa, BA in Psychology and Sociology, University of Washington, Rosemary Reyes, BA in Psychology, University of Washington.* This poster presentation will examine whether an online implicit bias training for school-based mental health clinicians increases clinicians' willingness to acknowledge their bias and whether acknowledgement of bias is associated with openness to using bias management strategies. Data for this study comes from the randomized pilot hybrid type-3 effectiveness implementation trial of Virtual Implicit Bias Reduction and Neutralization Training (VIBRANT) with school mental health clinicians.

EMH **Education-Mental Health Integration and Collaboration: Enhancing Student Well-being and Academic Success** *Louis Laffitte, EdD, Glendale Elementary School District, Denis Parcells, MA, Glendale Elementary School District.* This session introduces a compelling presentation focused on Education-Mental Health Integration and Collaboration, highlighting the active exchange of ideas and collaborative engagement among school-employed and community-employed mental health providers, educators, and families. The presentation aims to explore the significance of seamless integration between education and mental health services and its positive impact on student well-being and academic success.

T1 **Evaluating Gifted Student Mental Health Using a Dual-Factor Model** *Grace Blyth, Bachelor of Arts, Louisiana State University, Kelly Clark, PhD, Louisiana State University.* The current presentation informs stakeholders on how to comprehensively screen for student mental health risk. They will learn more about gifted students' mental health under the dual-factor model which emphasizes both the presence of psychopathology as well as the presence of subjective well-being.

T1 **Examining Student Perspectives on a Teacher-Implemented Social Emotional Learning and Mental Health Literacy Curriculum** *Saadia Elahi, BA, Center for Childhood Resilience, Lurie Children's Hospital of Chicago.* Despite the importance of student participation in the evaluation of school-based mental health programs, prior studies of universal mental health programs in the United States lack elevation of youth voices. We examined student perspectives on the Stress and Coping Toolkit, a teacher-implemented SEL and MHL curriculum, to better understand students' satisfaction and help-seeking attitudes after participating in such a program.

ISP **First-Year Implementation of the Maryland School Mental Health Response Program.** *Michael Muempfer, MA, Sami Hartley, PhD, Jami Pittman, PhD, Catie Carpenter, BS, Sarah Barber, MPH, Jill Bohnenkamp, PhD* This poster will display first year data from the implementation of the Maryland School Mental Health Response Program (MD-SMHRP). The Maryland State Department of Education developed the Maryland School Mental Health Response Program to provide timely consultation and support to school systems to address student and staff mental health concerns. The goal of the program is to enrich and enhance, not replace the work of site-based student support personnel. The program is partnered with the National Center for School Mental Health University of Maryland School of Medicine. This program provides school mental health consultation services, technical assistance, and professional development to Maryland Local Education Agencies (LEA) across the state. The program also holds monthly learning community meetings where best practices across LEAs are shared on relevant school mental health topics, trends, and concerns.

T1 **FW-PBIS and Facility Climate in Juvenile Facilities: Youth and Administrator Voices Before, During, and After COVID** *Kristine Jolivette, PhD, University of Alabama, Sara Sanders, EdD, University of Alabama, Olivia Hester, PhD, University of Alabama, Lauren Rollins, PhD, University of Alabama, Kimberly Odom, PhD, University of Alabama.* Juvenile corrections have shifted to encompass a more evidence-based lens as a means to address and improve facility culture and climate (e.g., FW-PBIS). However, disruptions to youth treatment, programming, and education caused by COVID have affected facility climate. We present the findings of 3 administrations (before, during, and after COVID) of a facility climate survey given to 600+ youth implementing FW-PBIS and focus group of administrators to learn the action to improve facility climate.

CRE **Get REDI! Readiness for Equity, Diversity, and Inclusion Learning in Schools** *Jerica Knox, PhD, National Center for School Mental Health.* Schools across the U.S. spend millions of dollars on equity, diversity, and inclusion (EDI)-based professional development with little changed behavior to show for it. Little attention has been paid to readiness for EDI learning in education. The aim of this poster presentation is to introduce audience members to the Collective and Individual Readiness Framework—a theoretical framework with several readiness domains at the collective (whole-school) and individual levels.

CRE **Hear it from the Student Perspective: Mental Health Experiences of LGBTQ+ Current And Former High School Students** *Brandon Stratford, PhD, Child Trends, Noemie Durand, Basis Public Charter School, Joy Thompson, PhD, Child Trends, Lorena Aceves, PhD, Child Trends, Rebekah Stafford, MA, Child Trends, Bonnie Solomon, PhD, Child Trends.* To better understand differences in school mental health experiences of LGBTQ+ versus cishet students, the primary presenter, a high school senior completing an internship at Child Trends, worked with two local, youth-serving organizations to conduct focus groups that focused on LGBTQ+ youth perceptions of mental health, awareness of available mental health resources and supports within schools, and ideas on how schools can better support LGBTQ+ students.

EMH **High School Students With Serious Mental Illness Benefit From Transition to Adulthood Services: Do Schools Refer?** *Perrin Robinson, MS, National Center for School Mental Health, Cameron Sheedy, MS, National Center for School Mental Health, Arnav Garg, National Center for School Mental Health, Sylvia McCree-Huntley, EdD, National Center for School Mental Health, Sharon Hoover, PhD, National Center for School Mental Health, Natalee Solomon, MA, Maryland Behavioral Health*

Administration. With appropriate mental health, education, and employment supports in place, young people with severe mental illness transitioning out of K-12 education and clinical service settings can be successful and thrive. Healthy Transitions funds supports and services to assist young people as they segue into adulthood. This poster examines the characteristics and needs of Maryland high school students referred into Healthy Transitions.

T1 **Identifying and Responding to Students' Behavioral Health Needs in High Schools with SBIRT** *Carolyn McCarty, PhD, Seattle Children's Research Institute.* SBIRT, a public health approach to systematically identify and respond to students' behavioral health needs, was implemented across 15 high schools with 1,997 students. Anxiety, depression, and substance use were the most common behavioral health issues, and schools reported that SBIRT facilitated identification and greater understanding of students' needs. Schools used SBIRT data to guide the delivery of new curricula, to expand referral lists, and to support new policies.

T1 **Navigating Minds: Implementation of Youth Action to Address and Recognize Mental Health Barriers and Student Perspective in Schools (Tier 1 & 2)** *Amy Lei, North Carolina School of Science and Math.* As mental health illnesses and concerns continue to be on the rise with youth leading at the forefront, it is becoming very important to address the barriers in schools where youth dedicate most of their time. Many issues including peer pressure, imposter syndrome, social and academic stress, and depression may stem from various social, physical, and financial barriers at school. Actively and consistently taking the initiative to raise awareness, identify barriers, and act correspondingly.

T1 **Increasing Help-Seeking via Peer-Led Clubs: The Interactive Effect between Perceived Peer Support and Mental Health Stigma** *G Wei Ng, PhD, Our Minds Matter, Rachel Greenberg, Our Minds Matter, Jordan Booker, PhD, University of Missouri.* We examined the effectiveness of a peer-led high school club program aimed at reducing mental health stigma and increasing protective factors such as help-seeking behavior among teens. We hypothesized that perceived peer support would increase help-seeking and that mental health stigma in school would be negatively associated with help-seeking. We also expected an interaction effect between perceived peer support and stigma on help-seeking behavior. Partial support for the hypotheses was found.

EMH **Introducing AIM: A Case Study Supporting Students Through Collaboration and the Wraparound Model of Care** *Christa Ten Cate, MA CSW, Bergen's Promise CMO, Daria Tabbacchino, BA, Bergen's Promise CMO, Dr Paul Barbato, PsyD, Dumont Public School District.* Utilizing AIM (Access, Intervene, Monitor) and the Wraparound Model, this case study demonstrates the positive outcomes for students in areas of need, i.e., school behavior, attendance, and grade advancement, when professional school staff and community mental health Care Management professionals work together through collaborative meetings and open communication. This poster describes how the Wraparound Model of Care can serve as a framework for strengthening collaboration.

EMH **Mental Health Literacy for Pre-Service Teachers** *Diane Kratt, EdD, Florida Gulf Coast University, Jennifer Fulwider, MA, Florida Gulf Coast University, Jamie Shaffer, MA, Florida Gulf Coast University, Teri Byrne-Knell, MA, Florida Gulf Coast University, Sarah Vasquez, EdD, Florida Gulf Coast University, Elizabeth Reynolds, MA, Florida Gulf Coast University.* FGCU's College of Education has implemented a series of mental health literacy opportunities throughout the pre-service teachers' program of study in preparation for their future career as educators. Over the past two years, more intention and robust activities have been implemented such as three basic trainings (QPR, YMHFA, & HeartMath) and other initiatives. We will take time to review what has worked well for us and areas for improvement. Come for good conversations and collaboration.

AP **Mental Health Training for High School Coaches in the United States: An Exploration of the State of the Field** *Kathleen Williamson, PhD, University of Connecticut, Sandra Chafouleas, PhD, University of Connecticut.* This session presents the results of an exploratory analysis of mental health training requirements for high school coaches across the United States. Coaching education policies for member state associations of the National Federation of State High School Associations were reviewed and coded. Participants will learn how training requirements vary from state-to-state and consider implications for future research and policy work.

ISP **The Impact of Technology When Implementing SB-SBIRT Screening** *Sandy Whitehouse, MD, University of British Columbia.* We will explore the technical considerations for integration of Digital SB-SBIRT (School Based Screening, Brief Intervention, and Referral to Treatment) into the MTSS model in middle and high schools. We'll share case studies, screening tools, data management options, empathetic digital strategies, and the role of trauma-informed care in this framework. Discover how this approach reduces stigma, nurtures school communities, and fosters a supportive working environment.

ISP **Assessing the Evolving Landscape: A Comprehensive Analysis of Current Trends in School Mental Health Systems Nationwide** *Taneisha Carter, MS, National Center for School Mental Health at the University of Maryland School of Medicine Rick Yang, High School Student, Scarsdale High School, Samantha Reaves, PhD, Elizabeth Connors, PhD, Yale School of Medicine, Shawn Orenstein, MPH, Nancy Lever, PhD, Sharon Hoover, PhD National Center for School Mental Health at the University of Maryland School of Medicine.* We will showcase best practices in school mental health, drawing from a diverse national sample of school and district teams and utilizing the School Health Performance and Evaluation (SHAPE) system as a critical tool. Our comparative analysis explores SHAPE users' perspectives on their school mental health systems and their

use of national performance measures. Emphasizing the pivotal role of schools in addressing the youth mental health crisis, we advocate for continued prioritization and investment in comprehensive mental health support. Comprehensive School Mental Health Systems (CSMHSs) emerge as crucial, encompassing elements like a multi-tiered support system, mental health screening tools, evidence-based interventions, and collaborative partnerships between schools and families. We highlight the significance of CSMHSs in nurturing students' well-being and academic success, underscoring the need for ongoing quality improvements for optimal support and care within these systems. Don't miss this opportunity to explore insights and strategies contributing to a nurturing and inclusive learning environment.

YFP **Nothing About Us Without Us: Youth-Input Driven Systems of Care** *Rick Yang, Scarsdale High School.* This poster will outline empirically supported methods that have been successful in creating opportunities for collaboration between the school system, youth, families, and the community. Emphasizing the development of a youth-led policy council that discusses and creates policy recommendations to address mental health inequities within the school community. Students should be provided a platform that they can utilize to advocate for system changes.

ISP **Optimizing the Redesign of Implementation Strategies for Autism Supports in Schools through Expert Advisory Boards** *Olivia Michael, BS/BA, School Mental Health Assessment Research and Training (SMART) Center at the UW School of Medicine.* This presentation explores the use of expert advisory boards consisting of autistic young adults, school-based autism practitioners, and implementation science experts to aid in the redesign of ACT SMART, a packaged implementation tool for use in middle and high schools. The feedback from each group was used to improve the fit, usability, and feasibility of the tool. The presentation highlights the value of involving expert advisory groups to inform the redesign of implementation strategies.

T2 **Predicting High School Student's Social-Emotional Risk Amid a National Mental Health Crisis** *Jordan Etherington, BS, University of Southern Mississippi, Kaylee McKinney, BS, University of Southern Mississippi, Taylor Ben, BS, University of Southern Mississippi, John Kidd, PhD, Utah Valley University, Emily DeFouw, PhD, University of Southern Mississippi, Joe Olmi, PhD, University of Southern Mississippi.* A recent case example of one high school's implementation of universal social-emotional screening will be highlighted. Given the aversive outcomes associated with poor student mental health, it is important that student mental health needs are identified early for intervention. School indicators and outcomes are either poor predictors of student risk or identify students too late. The essentiality of Tier 1 strategies, including universal behavioral screening, should not be dismissed.

T1 **Student Safety Assessment and Response System in a Small, Rural School District** *Bailee Peralto, BA, RTI International.* RTI International is conducting an evaluation of the Student Safety Assessment and Response (SAR) System in a small, rural North Carolina school district. This poster discusses how the district has addressed the need for a more comprehensive response to school threats in their community by utilizing the SAR system, in addition to describing the system's mental health referral process. Key findings from threat assessment, mental health referral, survey, and focus group data will be presented.

T2 **Supporting and Strengthening Resilient Communities – Turn 2 Us Promotion and Prevention** *Julie Flanagan, LMSW, New York-Presbyterian Hospital, Evelyn Berger-Jenkins, MD MPH, Columbia University Medical Center, Paula Richter, MSW MPA, New York-Presbyterian Hospital, Cindy Cajamarca, New York-Presbyterian Hospital.* Turn 2 Us (T2U) is a school-based mental health promotion and prevention program, serving elementary schools in Northern Manhattan. T2U is dedicated to promoting mental health and academic success in at-risk children, while empowering the entire school community (students, caregivers, and school staff). This presentation aims to reach all school staff, parents, community members and mental health professionals with the goal of learning the importance of early intervention for youth.

T2 **Sustaining BEST in CLASS: Teacher-Reported Evidence-Based Practice Use with Students at Risk for EBDs amidst COVID-19** *Alexys Weihl, BS, Virginia Commonwealth University, Melissa Washington-Nortey, PhD, King's College London, Kevin Sutherland, PhD, Virginia Commonwealth University, Kristen Granger, PhD, Vanderbilt University, Maureen Conroy, PhD, University of Florida, Alexandria Montesion, BS, University of Florida.* Through qualitative methods, this study investigated whether teachers who previously participated in the BEST in CLASS intervention sustained practices one to two years after completing the intervention, which coincided with the rise of the COVID-19 pandemic. Additionally, this study sought to investigate the teachers' perceptions of how the BEST in CLASS practices impacted student academic and social outcomes when instruction was being delivered to students remotely.

ISP **The Impact of Norming Sample Choice on Student Risk Classification** *Meagan Zeitvogel, BS, Louisiana State University, Kelly Clark, PhD, Louisiana State University.* Universal mental health screeners are important in identifying and intervening on adolescents who are at risk; how practitioners use them may impact adolescents' access to these services (Glovers & Albers, 2007). The BASC-3 BESS is a widely used screener with two norming comparison groups: combined-gender and separate-gender (Kamphaus & Reynolds, 2015). The current study will assess how adolescent risk status changes based on the norming sample used in a diverse sample of high schoolers.

T2 **School Principal Interest in and Knowledge about Universal Mental Health Screening** *Brandon Wood, PhD, University of Toledo, Faith Ellis, MA, University of Toledo.* Calls for universal mental health screening, within schools, are becoming

widespread in response to the observed youth mental health crisis. Attendees of this session will have the opportunity to learn about the current universal mental health screening practice habits of P-12 schools. Additionally, attendees will be able to review results of a survey with principal respondents that focused on better understanding their interest in and knowledge about universal mental health screening.

T1 **School-based Universal Mental Health Screening: Anxiety and Depression Levels among High School Students** *Brandon Wood, PhD, University of Toledo, Faith Ellis, MA, University of Toledo.* This session will report results of a school-based universal mental health screening initiative. High school students' self-reported levels of anxiety and depression will be shared. Limitations of results will be discussed. Implications for practice and possible future research directions will be offered.

ISP **Using Implementation Science to Increase Access to Mental Health Support: A Pilot Mindfulness Telehealth Group for Students** *Melissa Bitalvo, DSW, Columbia University Irving Medical Center; NY Presbyterian Hospital, Ariel Penaranda, MD, Columbia University Irving Medical Center.* As school resumed following COVID-19 restrictions, there was an increased need for mental health services with an inadequate infrastructure. This project took place in an urban school mental health program. Implementation science was used to adapt a mindfulness intervention for telehealth delivery to students awaiting mental health services. Results suggest that the program is a viable option to meet the need for increased mental health services for students.

THURSDAY, DECEMBER 7

Intensive Training Sessions 9:00a-12:15p

EMH **IT 01 Leading School Communities in the Aftermath: School Crisis Recovery & Renewal** *Leora Wolf-Prusan, EdD, School Crisis Recovery & Renewal Project, Oriana Ides, MA LPCC PPS, Center for Applied Research Solutions*. As we continue to navigate uncertainty and heal from crises, the impacts of these challenges will continue to be felt by students and staff. This workshop provides school staff an awareness of stress, trauma, and grief, their impact on students, teachers, and schools, as well as ways to effectively address them through the lens of recovery and renewal. Whether you work in, with or alongside school contexts, join us to strengthen your school mental health leadership through and beyond crises.

AP **IT 02 Preparing State Agencies to Support Comprehensive School Mental Health Services – The Michigan Journey** *Amy Colton, PhD, RMC Research, Scott Hutchins, MA, Michigan Department of Education, Sarah Meholick, MA, AEM Corporation*. The Michigan Department of Education, Region 8 Comprehensive Center, and a workgroup with expertise in student mental health collaborated to develop responsive state-level supports and policy for districts implementing comprehensive school-based mental health systems that ensure high-quality mental healthcare for all students. The findings from a feasibility study conducted by Region 8 CC revealed district needs and guided workgroup development of contextually responsive resources and policies.

T3 **IT 03 Preventing Firearm Suicides in Youth: Counseling on Access to Lethal Means (CALM) for School-Based Service Providers** *JP Jameson, PhD, Appalachian State University, Kurt Michael, PhD, Jed Foundation*. This session will teach participants how to utilize safety interventions in school settings to reduce adolescent suicides. The workshop will present a rationale for reducing access to lethal means of suicide, information on various options for reducing access to firearms and medication and coaching on how to collaborate with students and families to reduce access during periods of heightened risk. The training will be highly interactive with an emphasis on group discussion and practice.

EMH **IT 04 Project ECHO in Education: A Tool for Building Capacity and Advancing Equity in School Mental Health** *Melissa Heatly, PhD, University of Rochester Medical Center, Andy Cohen, PhD, Allison Stiles, PhD, Golisano Children's Hospital, Cari Glantz, BS, Wyoming University, Canyon Hardesty, MS, University of Wyoming Institute for Disabilities (WIND)*. Project ECHO is a telementoring program utilizing didactic and case-based presentations, fostering an "all learn, all teach" approach. This workshop will cover the development and logistics required to establish and execute an ECHO series designed for implementation in educational settings. The workshop will first provide exemplars of three unique ECHO in Education series, followed by small groups to help participants to develop a plan for successful implementation of their own ECHO series.

CRE **IT 05 School Tools: Everyday Anti-Racist Actions Everyone Can Use** *Monica Fitzgerald, PhD, University of Colorado - Center for Resilience + Wellbeing, Martha Merchant, PsyD, Healthy Environments and Response to Trauma in Schools (HEARTS), Jessica Gorrono, MSW, University of Colorado - Center for Resilience + Wellbeing, Rani Marcos, MA, Healthy Environments and Response to Trauma in Schools (HEARTS), Essie Hengeveld, MEd, University of Colorado - Center for Resilience + Wellbeing* This interactive, experiential workshop focused on educators will provide practices from two whole school trauma-informed prevention programs, Healthy Environments and Response to Trauma in Schools (HEARTS) and Resilience in Schools and Educators (RISE), and the National Child Traumatic Stress Network's (NCTSN) Principles of an Anti-Racist Trauma Informed Organization focused on disrupting racism, microaggressions and bias.

T2 **IT 06 Trauma in the Dark: Strategies to Overcome Barriers of Trauma Disclosure for Elementary School-Age Youth and Their Families** *Tiffany Beason, PhD, University of Maryland, Kathleen Connors, MSW LCSW, Gloria Reeves, MD, University of Maryland School of Medicine, Rachel Edoho-Eket, EdD, Howard County Public School System (Waverly Elementary School)*. The overarching goal of this training is to increase help-seeking by elementary school-age youth and families after an adverse childhood event has occurred. Participants will learn about the types of adverse childhood events that young children experience, common barriers to disclosure, and population health and mental health literacy strategies to enhance help seeking. Participants will develop a draft plan of action items to implement in their unique school community.

CONTINUING EDUCATION

This program is co-sponsored by the University of Maryland School of Medicine, National Center for School Mental Health, and the Institute for Continuing Education. The program offers a total of 15.00 CE hours as follows:

Dec 5, 2023 6 contact hours total	Dec 6, 2023 6 contact hours total	Dec 7, 2023 3 contact hours total
Opening Keynote - 1.00 hrs Conference Session 1 - 1.00 hrs Conference Session 2 - 1.00 hrs Conference Session 3 - 1.00 hrs Conference Session 4 - 1.00 hrs Conference Session 5 - 1.00 hrs	Panel Presentation - 1.00 hrs Conference Session 6 - 1.00 hrs Symposia Session - 1.00 hrs Conference Session 1 - 1.00 hrs Conference Session 1 - 1.00 hrs Conference Session 1 - 1.00 hrs	Intensive Training Session - 3.00 hrs

Continuing education credit is awarded on a session-by-session basis with full attendance required for each session attended. Partial session credit is not offered. There is no additional fee to apply for continuing education credit. CE forms will be made available from the National Center for School Mental Health via their website. Completed CE packets should be returned to The Institute for Continuing Education at the address listed below. Completed CE packets should be postmarked no later than 45-days following the Conference.

- *To receive continuing education credit, applicants must complete all CE materials, comply with attendance monitoring regulations, and submit a completed CE Packet for the Conference.*
- *It is the responsibility of the attendee to determine if CE credit offered by The Institute for Continuing Education meets the regulations of their state licensing/certification board.*
- *It is the responsibility of attendees to determine if continuing education credit offered by The Institute for Continuing Education meets the regulations of their licensing/certification board.*
- *All sessions may not be approved for the awarding of continuing education credit. CE packets will clearly note any non-credit CE sessions.*

Target Audience: psychologists, social workers, counselors, MFTs, nurses, graduate students, health educators, school health personnel, other school mental health professionals, allied mental health professionals.

Questions: If you have any questions regarding continuing education, the program, faculty, grievance issues, or for a listing of learning objectives, comprehensive speaker bios, please contact The Institute at: e-mail: instconted@aol.com. Telephone: 800-557-1950

Learning Objectives: For a listing of learning objectives by session, contact The Institute at: instconted@aol.com.

Commercial Support: The Institute for Continuing Education receives no funds from any commercial organization for financial support of its activities in providing continuing education sponsorship of the Colloquium. The Institute's sponsorship of this Conference does not imply endorsement of featured exhibits.

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For additional conference information, you can contact Dr. Sylvia McCree-Huntley, Director, Professional Development and Training, the National Center for School Mental Health, shuntley@som.umaryland.edu, 410-706-0981.

ADA: For disability accommodations please contact: Shuntley@som.umaryland.edu

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

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

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

Directions by Profession

Counselors: For counselors seeking CE credit, The Institute for Continuing Education has submitted a co-sponsorship application to NBCC for this program. This website will be updated regarding accreditation.

- **New York**: The Institute for Continuing Education is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for licensed mental health counselors. Provider MHC-0016.

Psychologists: The Institute for Continuing Education is approved by the American Psychological Association to sponsor continuing education for psychologists. The Institute for Continuing Education maintains responsibility for this program and its content.

- **New York:** The Institute for Continuing Education is recognized by the New York State Education Department's State Board for Psychology as an approved provider of continuing education for licensed psychologists #PSY-0043.

Social Workers: Application for continuing education credit approval has been submitted. This website will be updated regarding accreditation.

- **New York:** The Institute for Continuing Education is recognized by the New York State Education Department's State Board for Social Work as an approved provider of continuing education for licensed social workers, Provider SW-0025.
- **Illinois Dept. Professional Regulation**: Social Work Provider: 159-000606.
- **Ohio Board Counseling/Social Work:** Provider RCS 030001.
- **New Jersey**: This program has NOT been submitted for prior approval for New Jersey licensed social workers.

Health Educators: Sponsored by the National Center for School Mental Health / University of Maryland School of Medicine, a designated provider of continuing education contact hours (CECH) in health education by the National Commission for Health Education Credentialing, Inc. This conference is designated for Certified Health Education Specialists (CHES) to receive up to 15.0 total entry-level CECH. NCHECH Provider Number is 101713. You must sign in at the CE table. Your certificate will be emailed from Dr. McCree-Huntley.

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Occupational Therapists: For occupational therapists abiding by NBCOT's requirements for continuing education, 1 hour of conference session attendance equals 1 professional development unit. Reference the Certification Renewal Activities Chart for additional information. You will be able to receive a certificate from Pamela Walker, pamela.walker@umm.edu

Physicians and Psychiatrists: The University of Maryland School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians. The University of Maryland School of Medicine designated this Live activity for a maximum of 16.00 *AMA PRA Category 1 Credits*™. Physicians should claim only the credit commensurate with the extent of their participant in activity. You must sign in at the CE table. You will receive an email from the Accreditation Office with account information for you to complete. After the completion, you will print out your certificate.