

The 2024 Annual Conference *on*
Advancing School Mental Health
Promoting Well-Being in School

Request for Proposals
Information Guide & Planning Template



December 5-7, 2024 · Orlando, FL



UNIVERSITY of MARYLAND
SCHOOL OF MEDICINE



Conference Description

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 Objectives

Participants will be able to:

1. Identify three strategies for effectively implementing a full continuum of comprehensive, evidence-based, school mental health approaches to support students' academic, behavioral, and social-emotional success.
2. Identify three action steps to meaningfully partner with youth and families in school mental health.
3. Consider adaptations that may be needed in response to the COVID-19 pandemic.
4. Identify strategies for integrating diversity, equity, and inclusion considerations across all aspects of school mental health.

*This document is for planning purposes only. **All proposals must be submitted online to be considered for acceptance.** We strongly recommend using this template to prepare information prior to online submission. This document is organized in the same manner as the online submission portal. **Please save a copy of the proposal before submitting to the online portal.***

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**SUBMIT PROPOSAL
ONLINE HERE**

Submission Deadline

May 20, 2024, 11:59 PM (PT)

Notes & Guidelines

Proposal Planning

- Character limits include spaces and punctuations.
- Align proposals with conference objectives and the priorities of at least one specialty track.
- Proposals that incorporate data, outcomes, evidence-based practice, practice-based evidence, multi-tiered system of supports, and youth and family collaboration are encouraged.
- Proposals should be appropriate for a diverse group of stakeholders.
- Gather a current and complete CV or resume for each presenter.

After Submitting

- If accepted, the primary presenter must complete an online confirmation of acceptance and inform all co-presenters.
- All presenters must register for this conference and are responsible for their own registration fees.
- Presenters must provide digital copies of their content to the NCSMH in advance of the conference. Information on this process is provided prior to the conference.

Presentation Title *125-character limit*

Presentation Category *Select one*

- Conference Session (60 min)
- Intensive Training Session (180 min)
- Poster (90 min)
- Symposium (90 min)

Intended Audience(s) *Select all that apply*

- Administrators
- Child and Family Advocates
- Child-Serving Agency Staff
- Community Leaders
- Educators
- Families
- Health Providers
- Juvenile Service Staff
- Mental Health Providers
- Paraprofessionals
- Policymakers/Legislators
- Researchers
- Youth
- Write-in: _____

Presentation Tracks *Select one, with an optional secondary selection*

- School Climate, Social Emotional Learning, and Mental Health Promotion (Tier 1)
- Prevention and Early Intervention (Tier 2)
- Mental Health Intervention and Treatment (Tier 3)
- Implementation Science and Practice
- Education-Mental Health Integration and Collaboration
- Youth and Family Partnerships in Mental Health
- Cultural Responsiveness and Equity
- Advocacy and Policy
- Financing and Sustainability

Abstract *5,000-character limit*

The abstract is a comprehensive description of your intended presentation. Include the following elements (if applicable): Background/Context, Methods, Results/Data/Impact information.

Program Booklet Description *500-character limit*

This description of your intended presentation will be available to attendees if your presentation is selected.

Cultural Responsiveness and Equity *300-character limit*

Describe how your proposed content is relevant to cultural responsiveness and equity.

References *Not required for posters*

List 3 peer-reviewed journal articles and/or book references that support your presentation content in [APA style](#). We do not need the actual documents. Example:

Dillard, J. P. (2020). Currents in the study of persuasion. In M. B. Oliver, A. A. Raney, & J. Bryant (Eds.), *Media effects: Advances in theory and research* (4th ed., pp. 115–129). Routledge.

Grady, J. S., Her, M., Moreno, G., Perez, C., & Yelinek, J. (2019). Emotions in storybooks: A comparison of storybooks that represent ethnic and racial groups in the United States. *Psychology of Popular Media Culture, 8*(3), 207–217.

<https://doi.org/10.1037/ppm0000185>

Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin Books.

Objectives *Not required for posters*

List three learning objectives that are clearly defined using measurable behavioral verbs such as classify, compare, demonstrate, describe, discuss, differentiate, explain, list, and name.

Example:

1. Participants will be able to list three strategies to successfully engage families in student learning.
2. Participants will be able to describe how comprehensive school mental health is consistent with a multi-tiered system of support.
3. Participants will be able to demonstrate three effective skills related to reducing anxiety in students.

Continuing Education *Not required for posters*

Outline how you will cover the material described in your objectives. Identify three primary content/topic areas, the time spent on each area, the presenter, and teaching method.

Objective 1.

Content/Topics	
Duration (in minutes)	
Presenter(s)	
Teaching Method(s)	

Objective 2.

Content/Topics	
Duration (in minutes)	
Presenter(s)	
Teaching Method(s)	

Objective 3.

Content/Topics	
Duration (in minutes)	
Presenter(s)	
Teaching Method(s)	

Symposium Presentation Titles & Descriptions *Symposia only*

#	Title 125-character limit	Description 300-character limit
1		
2		
3		

Symposium Chair & Discussant *Symposia only*

The chair and discussant can be the same individual or two separate individuals. The chair must have an advanced degree for continuing education credits. CV/resume required.

	Chair	Discussant
Name		
Degrees/Licensure		
Title		
Organization		
Address		
City, State, ZIP Code		
Phone & Email		

Presenter Information

Provide the name and contact information for all presenters (up to 6 total). For conference and intensive training sessions, the primary presenter must have an advanced degree for continuing education credits. CV/resume required for each presenter (excluding poster sessions). There is a maximum of 2 individuals per presentation for symposia (up to 6 total).

Primary Presenter Name	
Degrees/Licensure	
Title	
Organization	
Address	
City, State, ZIP Code	
Country	
Phone & Email	
Presenter 2 Name	

Degrees/Licensure	
Title	
Organization	
Address	
City, State, ZIP Code	
Country	
Phone & Email	
Presenter 3 Name	
Degrees/Licensure	
Title	
Organization	
Address	
City, State, ZIP Code	
Country	
Phone & Email	
Presenter 4 Name	
Degrees/Licensure	
Title	
Organization	
Address	
City, State, ZIP Code	
Country	
Phone & Email	
Presenter 5 Name	
Degrees/Licensure	
Title	
Organization	
Address	
City, State, ZIP Code	
Country	
Phone & Email	
Presenter 6 Name	
Degrees/Licensure	
Title	
Organization	
Address	
City, State, ZIP Code	
Country	
Phone & Email	

Submissions Decisions

All presenters will be notified of a decision regarding acceptance by July 1, 2024.

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Presentation Category Descriptions

Conference Session (60 minutes). A session that allows individuals to gain new knowledge, skills, and enhanced understanding of a topic related to research, training, policy, and/or practice in school mental health. Conference session presenters must allow 5-10 minutes for audience Q&A and discussion.

Intensive Training Session (180 minutes): An extended session that offers intensive, hands-on, interactive training for individuals interested in gaining advanced knowledge and/or skills on a specific topic or practice.

Poster (90 minutes). A session that offers an opportunity to visually share and discuss innovative research, training, policy, or practice in school mental health with attendees. Format content typically includes title, authors' names, introduction and abstract, methods, results, conclusions, tables and figures, and references. We encourage using the newer poster format.

Symposium (90 minutes). Each symposium consists of 2-3 related presentations that address a topic from different perspectives or discuss several components of a research project. The symposium chair introduces a symposium and its presenters, and the symposium discussant closes the session by integrating the contributions of the presenters. The chair and discussant can be the same or different individuals. Presentations should include time for summaries and discussion. There is a maximum of two speakers per sub-presentation in a symposium, for a total of 3-8 speakers (1-2 chair/discussant, 2-6 presenters).

Presentation Track Descriptions

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 to meet the needs of all students, regardless of risk for mental health problems. These activities can be implemented school-wide, at the grade level, and/or at the classroom level. This track incorporates 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.

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.

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 displays a particular concern and significant functional impairment. Sometimes these supports are referred to as mental health intervention, treatment, tertiary services, or intensive services.

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.

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.

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.

Cultural Responsiveness and Equity emphasizes promoting school mental health by identifying and promoting policies and prevention and intervention programs that are antiracist, culturally responsive, and equitable for all students. Issues of race, ethnicity, culture, gender identity and expression, sexual orientation, and more are explored in this track.

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.

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.