

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



**Building Hopeful Futures for All Youth**  
Poster Session | December 6, 2023



**Marriott Hotel**  
3<sup>rd</sup> Floor  
Ballroom(Arcadia)



UNIVERSITY of MARYLAND  
SCHOOL OF MEDICINE



**NCSMH**  
NATIONAL CENTER FOR  
SCHOOL MENTAL HEALTH

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# 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	<i>Break</i>
10:30-11:30a	Conference Session 1
11:30-11:45a	<i>Break</i>
11:45a-12:45p	Conference Session 2
12:45-1:15p	Boxed Lunch
1:15-2:15p	Conference Session 3
2:15-2:30p	<i>Break</i>
2:30-3:30p	Conference Session 4
3:30-3:45p	<i>Break</i>
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	<i>Break</i>
10:00-11:00a	Conference Session 6
11:00-11:15a	<i>Break</i>
11:15a-12:45p	Symposia
12:45-1:15p	Boxed Lunch
1:15-2:15p	Conference Session 7
2:35-2:30p	<i>Break</i>
2:30-3:30p	Conference Session 8
3:30-3:45p	<i>Break</i>
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
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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 [nscmh@som.umaryland.edu](mailto:nscmh@som.umaryland.edu).

## CONFERENCE OBJECTIVES

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

## CONFERENCE SPECIALTY TRACKS

**T1 School Climate, Social Emotional Learning, and Mental Health Promotion (Tier 1)** focuses on mental health promotion services and supports (Tier 1), social emotional learning, and school climate. These include mental health-related activities, such as the promotion of positive social, emotional, and behavioral skills and wellness that are designed to meet the needs of all students, regardless of whether they are at risk for mental health problems. These activities can be implemented school-wide, at the grade level, and/or at the classroom level. This track also focuses on policies and practices to promote positive school climate by fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community.

**T2 Prevention and Early Intervention (Tier 2)** focuses on selective services and supports (Tier 2) to prevent mental health and substance use concerns for groups of students who have been systematically identified through referral, needs assessments and/or school teaming processes as being at risk for a given concern or problem. When student needs are identified and supported early on, problems can be eliminated or reduced, and student success is promoted. Sometimes these are referred to as mental health prevention or secondary prevention services.

**T3 Mental Health Intervention and Treatment (Tier 3)** focuses on indicated and individualized services and supports (Tier 3) to address mental health and substance use concerns to meet the unique needs of each student who is displaying a particular concern and significant functional impairment. Sometimes these supports are referred to as mental health intervention, treatment, tertiary services, or intensive services.

**ISP Implementation Science and Practice** focuses on frameworks, strategies, and methods that support successful implementation of evidence-based services and supports in schools, especially as they relate to a multi-tiered system of student mental health supports and services (MTSS). Implementation frameworks, strategies, and methods can be applied to support the adoption, installation, ongoing implementation, and sustainability of practices in the "real world." This includes the internal and external factors that influence the implementation of evidence-based school mental health services and supports.

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

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

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

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

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



## 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 Haight, 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?** *Yasmin 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 Parcels, 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 cisgender 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, YMHA, & 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 Wehl, 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.

