Presentation Title: Advances in Multi-Informant School Mental Health Decision-Making

Presentation Type: Symposia (90 minutes)

Track: School Climate and Universal Mental Health Promotion (Tier 1), , Mental Health Intervention and Treatment (Tier 3), , , , , ,

Program Book Description: Multi-informant decision-making has long been advocated as best practice. However, there is a lack of clear guidance on how to incorporate multiple perspectives, including discrepant information. This symposium brings together novel advancements in multi-informant decision-making within school mental health, with a specific focus on applied practice. The discussant will offer a synthesis of the current state of multi-informant research and practice, and a vision for the future.

<u>**Symposium Chair Information**</u>

> **Name:** Nathaniel von der Embse, PhD

> **Organization:** University of South Florida

<u>**Symposium Discussant Information**</u>

> **Name:** Andres De Los Reyes, PhD

> **Organization:** University of Maryland

<u>**Symposium Presentations(s) Abstract:**</u>

Presentation Title	Description
Reconciling Discrepant Universal Screening Data to Improve Decision-Making: A Bayesian Logistic Regression Approach	This study incorporated a novel Bayesian analytical method to utilize prior information to generate estimates of student risk and evaluated the unique value of adding teacher and student self-reports. Results demonstrated promise in the identification of students with mental health needs. Implications for multi-informant data are discussed.
Context-based assessment to reduce discipline disparities: ABC analysis at your fingertips	Discipline disparities persist for Black students, boys, and students with disabilities. Yet the solution is at our fingertips: the Antecedent, Behavior, Consequence framework. We can use ABC analysis to make decisions in the moment, applying evidence-based practices from Project React.
Informant Discrepancies Utilizing the SAEBRS and mySAEBRS Universal Behavioral Screening at the Secondary Level	This presentation will describe two studies examining multi-informant universal screening data collected in a middle school and high school. Comparing students' and teachers' scores, informant discrepancies are reported in subscale scores as well as the teacher and student characteristics.

Presenters (note if a symposium was selected the first presenter is the chair):

Presenter Name: Stephen Kilgus, PhD

Organization: University of Wisconsin Madison

Presenter Name: Katie Eklund,

Organization: University of Wisconsin Madison

Presenter Name: Elizabeth Talbott, PhD

Organization: William and Mary University

Presenter Name: Heather Ormiston, PhD

Organization: Indiana University

Presenter Name: ,

Organization:

Presentation Title: Advancing equity in school mental health: Research collaborations in school psychology and special education

Presentation Type: Symposia (90 minutes)

Track: , , , , Education-Mental Health Integration & Collaboration, , , ,

Program Book Description: Cross-disciplinary collaboration among the fields of special education and school psychology is needed to enhance equity in mental health. This symposium will describe Project TEAMS: A Collaboration to Train Special Education and School Psychology Scholars to Advance Equity in the Study of Mental Health among Students. Three collaborative, cross-disciplinary research efforts will be described with the goal of enhancing research and practice in school mental health.

Symposium Chair Information

Name: Jennifer Green, PhD

Organization: Wheelock College of Education & Human Development, Boston University

Symposium Discussant Information

Name: Erin Dowdy, PhD

Organization: University of California, Santa Barbara

Symposium Presentations(s) Abstract:

Presentation Title	Description
School-based Interventions for Anxiety: A Systematic Review	This review explores student and family views on school-based anxiety interventions, focusing on cultural alignment. Understanding stakeholder perspectives is crucial due to anxiety's impact on well-being and academics, yet research in this area, especially regarding cultural relevance, is limited.
Supporting Culturally and Linguistically Rich Families in the IEP process: A Systematic Review	This systematic literature review explores culturally and linguistically rich (CLR) families' experiences navigating the IEP process since the passage of P. L. 94-142. This review of existing research serves to inform future research, practices, and policies involving and affecting CLR families.
Disaster Preparation in Special Education	Given that disasters impact communities and schools, it is important to understand how the needs of students with disabilities are incorporated into disaster planning. Findings from this systematic literature review would promote improvements in disaster preparedness for special education services.

Presenters (note if a symposium was selected the first presenter is the chair):

Presenter Name: Samantha Hutchinson, BA

Organization: University of California, Santa Barbara

Presenter Name: Pauline Serrano,

Organization: University of California, Santa Barbara

Presenter Name: Yvette Doss, MFA

Organization: University of California, Santa Barbara

Presenter Name: Nicole Mapp, MEd

Organization: University of California, Santa Barbara

Presenter Name: Alexandra Allen-Barrett, MA

Organization: Boston University

Presentation Title: Behavioral Health Teaming: District- and School-Level Approaches to Implementing Comprehensive Urban School Mental Health

Presentation Type: Symposia (90 minutes)

Track: , , , Implementation Science and Practice, Education-Mental Health Integration & Collaboration, , , ,

Program Book Description: This session provides multiple perspectives about the implementation of a behavioral health teaming structure across a large urban public school district. Attendees will learn about the core components of the Behavioral Health Team model and district-led strategies to scale up the adoption of this model. Recent data findings about implementation challenges and successes and exploration of the association between BHT implementation and student- and school-level outcomes will be shared.

Symposium Chair Information

Name: Mira Snider, PhD

Organization: Center for Childhood Resilience, Ann & Robert H. Lurie Children's Hospital of Chicago

Symposium Discussant Information

Name: Tali Raviv, PhD

Organization: Center for Childhood Resilience, Ann & Robert H. Lurie Children's Hospital of Chicago

Symposium Presentations(s) Abstract:

Presentation Title	Description
Leveraging Behavioral Health Teams to Enhance School-wide Culture and Climate	Chicago Public Schools is dedicated to nurturing the behavioral and social-emotional wellbeing of students through the implementation of Behavioral Health Teams. The district hosted district-wide learning communities and provided team assessment tools to support school staff leading these teams.
Supporting the Implementation of Behavioral Health Teams within a High School Cohort Model	Presenters will explore their partnership with a network of 19 public high schools in building their BHTs. Schools were divided into two cohorts over two years based on readiness and need. An overview of supports provided,

	successes, lessons, and best practices for sustainability will be discussed.
Measuring Behavioral Health Team Quality and its Relationship to Student Outcomes and School Climate and Organization	Presenters will lead a high-level overview and discussion of the collection and analysis of district-level implementation data for Behavioral Health Team key components and how these components relate to student outcomes and measures of school climate and organization.

Presenters (note if a symposium was selected the first presenter is the chair):

Presenter Name: Veronica Kalokhe, LCSW

Organization: Office of Social and Emotional Learning, Chicago Public Schools

Presenter Name: Catherine Huang,

Organization: Center for Childhood Resilience, Ann & Robert H. Lurie Children's Hospital of Chicago

Presenter Name: Maury Prieto, MSW

Organization: Center for Childhood Resilience, Ann & Robert H. Lurie Children's Hospital of Chicago

Presenter Name: Dave Johnson, PhD

Organization: Center for Childhood Resilience, Ann & Robert H. Lurie Children's Hospital of Chicago

Presentation Title: Bridging the Gap: Hospital-School-Youth Perspectives on Interconnected Systems for Mental Health Services

Presentation Type: Symposia (90 minutes)

Track: , , , , Education-Mental Health Integration & Collaboration, , , ,

Program Book Description: The symposium discusses three unique perspectives (i.e., hospital, school, and youth) on installation and implementation of interconnected systems of mental health service delivery through a multi-system collaboration in prevention and treatment of mental health concerns. Presentations will include success and challenges of interconnected systems and innovative solutions to ISF installation across a multi-district region.

<u>**Symposium Chair Information**</u>

Name: Sam Faulkner, PhD

Organization: Geisinger Medical Center

Symposium Discussant Information

Name: Elizabeth Seasock, MD

Organization: Geisinger Medical Center

Symposium Presentations(s) Abstract:

Presentation Title	Description
Hospital Perspective on Interconnected Systems for Mental Health Services	The presentation explores the development and implementation of the Pediatric Bridge Clinic and project ECHO®. Attendees will gain insight into successes and challenges of interconnected systems, strategies for increasing hospital-school collaboration, and impact of integration on relevant outcomes.
School Perspective on Interconnected Systems for Mental Health Services	The presentation explores the strategic installation of MTSS using the ISF within several LEAs. Discussion will focus on coordination of mass training events to address gaps in prevention, innovative solutions to ISF installation across a multi-district region, and student outcomes through a regional lens.
Youth Perspective on Interconnected Systems for Mental Health Services	The presentation will offer an honest commentary on interconnected systems of care from a youth perspective. It emphasizes youth empowerment through clubs, mental health training, and platforms for advocacy. Attendees gain insights into barriers and strategies for youth advocacy.

Presenters (note if a symposium was selected the first presenter is the chair):

Presenter Name: Courtney Foster, PhD

Organization: Geisinger Medical Center

Presenter Name: Jared Pajovich,

Organization: Geisinger Medical Center

Presenter Name: Danielle Kolody, MS

Organization: Geisinger Medical Center

Presenter Name: Julie Petrin, MS

Organization: Central Susquehanna Intermediate Unit

Presenter Name: Erin Demcher, BCBA

Organization: Central Susquehanna Intermediate Unit

Presentation Title: Building Resilient Schools: Design, Implementation, and Outcomes of a Statewide Trauma-Responsive Approach

Presentation Type: Symposia (90 minutes)

Track: , , , Implementation Science and Practice, Education-Mental Health Integration & Collaboration, , , ,

Program Book Description: Resilience Education to Advance Community Healing (REACH) is a statewide trauma-informed schools initiative that aims to build school and district capacity via professional learning and data-driven action planning.This session will describe the core components of REACH and describe a state-level approach to building capacity and supporting policy to install REACH. Attendees will learn about promising implementation and outcome evaluation findings and recommendations for district and state trauma

Symposium Chair Information

    Name: Tali Raviv, PhD

    Organization: Center for Childhood Resilience, Lurie Children's Hospital

Symposium Discussant Information

    Name: Sharon Hoover, PhD

    Organization: University of Maryland School of Medicine

Symposium Presentations(s) Abstract:

Presentation Title	Description
Building resilient schools: Rationale for and design of a trauma-responsive school mental health approach	REACH offers an evidence-informed process that includes national best practices to create more trauma-responsive schools. Teams assess current policies and practices, use assessment and administrative data to develop strategic planning, and participate in communities of practice to learn best practices.
Implementation of a statewide trauma-responsive school mental health approach	Illinois rapidly scaled up an intervention to support staff and students' mental health and social-emotional well-being. Training and

	supports were of high quality, and the state and implementers developed a strong collaboration. Uptake was limited by staffing shortages, turnover, and staff burden.
The effects of a trauma-responsive school mental health approach on schools, staff, and students	Schools implementing a school mental health intervention showed increased trauma responsiveness at follow-up. Interim data analyses showed that the level of engagement in the intervention was not consistently associated with changes in achievement, attendance, discipline, or school climate.

Presenters (note if a symposium was selected the first presenter is the chair):

Presenter Name: Mashana Smith, PhD

Organization: Center for Childhood Resilience, Lurie Children's Hospital

Presenter Name: Beatriz Cabello,

Organization: Ann & Robert H. Lurie Children's Hospital of Chicago

Presenter Name: Kimberly Kendziora, PhD

Organization: American Institutes for Research

Presenter Name: Ilana Barach, MA

Organization: American Institutes for Research

Presenter Name: Sana Fatima, PhD

Organization: American Institutes for Research

Presentation Title: Coalescing School Behavioral Health Initiatives to Effectively Meet Student Needs

Presentation Type: Symposia (90 minutes)

Track: School Climate and Universal Mental Health Promotion (Tier 1), Prevention and Early Intervention (Tier 2), , , , , , ,

Program Book Description: The proposed symposium will discuss how multiple school behavioral health (SBH) programs are working collaboratively to create a statewide initiative to address the current mental health crisis while simultaneously creating an SBH workforce pipeline. Building an expanded,

well-trained workforce will counteract the challenges presented by unaddressed tiered mental health needs, stigma, and burnout of the current workforce

Symposium Chair Information

    Name: Mark Weist, PhD

    Organization: University of South Carolina

Symposium Discussant Information

    Name: ,

    Organization:

Symposium Presentations(s) Abstract:

Presentation Title	Description
Utilizing Community Voice to Inform the Direction of School Behavioral Health	The team will discuss how the utilization of the Southeastern School Behavioral Health Community and Carolina Network for School Mental Health have acted as platforms for innovation and growth in the field.
Recruiting and Building the Future of School Behavioral Health	The team will discuss the steps for building a SBH workforce through the Enhancing Capacity in School Mental Health and John H. Magill School Mental Health Certificate programs. This includes the establishment of two internship programs and a training certificate program.
A Basis for School Behavioral Health Understanding: The South Carolina School Behavioral Health Academy and Mentorship Programs	The SC School Behavioral Health Academy is an initiative designed to provide professional development and coaching to districts by integrating behavioral health into the MTSS framework. The Mentorship program reduces burden for SBH professionals by training qualified individuals to act as mentors for students using an evidence-based model.

Presenters (note if a symposium was selected the first presenter is the chair):

    Presenter Name: Courtnie Collins, PsyD

    Organization: University of South Carolina

    Presenter Name: Lori Parrish,

    Organization: University of South Carolina

Presenter Name: Sam McQuillin, PhD

Organization: University of South Carolina

Presenter Name: Brooke Chehoski, MSW

Organization: University of South Carolina

Presenter Name: Samantha Martinez, PhD

Organization: Southeast Psych

Presentation Title: Cross-State Collaboration: Connecticut and New Jersey Comprehensive School Mental Health Partnership

Presentation Type: Symposia (90 minutes)

Track: , , , , Education-Mental Health Integration & Collaboration, , , ,

Program Book Description: Child Health Development Institute (CHDI) and Rutgers Center for Comprehensive School Mental Health (Rutgers-CCSMH) have developed a strong cross-state partnership to support collaboration, sharing best practices, and enhancement of comprehensive school mental health (CSMH) system quality. This session will identify how this has improved CSMH systems in both New Jersey and Connecticut, discuss the work happening in each state, and highlight the nature and benefits of cross-state collaboration.

Symposium Chair Information

       Name: Jeana Bracey, PhD

       Organization: Child Health and Development Institute

Symposium Discussant Information

       Name: ,

       Organization:

Symposium Presentations(s) Abstract:

Presentation Title	Description
Expanding Comprehensive School Mental Health in Connecticut: Where We Started, What We've Learned, and Where We're Going	CHDI will review its approach to expanding CSMH by utilizing the SHAPE system, customized implementation plans, and a process for collecting data. Presenters will share results specific to professional development knowledge increase, pre/post survey data, SHAPE baseline

	and reassessment data, and "promising practices" over two school years.
From Theory to Practice: A New Jersey Statewide Approach to Implementing Comprehensive School Mental Health	Rutgers CCSMH will describe the NJ ESMHS project and its use of intensive training and coaching supports to build capacity of NJ schools to provide social-emotional and mental health services to students utilizing a comprehensive school mental health framework. Key areas of focus include staff buy-in, needs assessment, resource mapping, and teaming.
Putting it All Together	This presentation will highlight the importance and key components of collaboration at the state level. This collaboration is helping to solve problems of practice, share vital resources, and avoid duplication of work. The connection between states created a space that allows teams to use one another as a "sounding board" for common CSMH barriers.

Presenters (note if a symposium was selected the first presenter is the chair):

Presenter Name: Mackenzie Wink, PhD

Organization: Child Health and Development Institute

Presenter Name: Rebekah Behan,

Organization: Child Health and Development Institute

Presenter Name: Rosie Breindel, MA

Organization: Child Health and Development Institute

Presenter Name: Kristy Ritvalsky, MPH

Organization: Rutgers Center for Comprehensive School Mental Health, Department of Psychiatric Rehabilitation & Counseling Professions

Presenter Name: Alicia Lukachko, DrPH

Organization: Rutgers Center for Comprehensive School Mental Health, Department of Psychiatric Rehabilitation & Counseling Professions

Presentation Title: Detecting and responding to racial bias in school mental health service delivery decisions

Presentation Type: Symposia (90 minutes)

Track: , Prevention and Early Intervention (Tier 2), , , , , Cultural Responsiveness & Equity, ,

Program Book Description: Racial disparities persist in school discipline and mental health services for Black students related to biases in educators' language during these decisions points. Project Thrive addresses this through bias-reduction strategies like the mindset monitor role in team meetings. Presentations outline the role of a parent advisory board, detection of biases in language during team meetings, and implementation of bias-reducing strategies emphasizing the need for interventions like Project Thrive.

Symposium Chair Information

      Name: Joni Williams Splett, PhD

      Organization: University of Florida

Symposium Discussant Information

      Name: Aijah Goodwin, PhD

      Organization: National Center for School Mental Health

Symposium Presentations(s) Abstract:

Presentation Title	Description
Engaging parents and families to make school mental health service delivery more equitable	Members of the parent advisory board will share about the structure, process, and significance of their involvement in Project Thrive. Presenters will describe how they advised the research team to look for biased language during team meetings based on their own experiences with school team members.
Detecting racial bias in language of school mental health service delivery team meetings	Natural language processing was used to analyze school mental health teams' language patterns. Results detected a greater proportion of biased language for Black and Hispanic students than their white peers, and more negative emotionality and negative adjectives when discussing Black students.
Iteratively improving strategies to monitor and mitigate racial biases in team meetings	Following initial implementation and evaluation of an intervention to reframe racial biases during team meetings, adjustments to the mindset monitor's role were made along with the content and regularity of training and coaching. Results of the evaluation and adjustments made will be shared.

Presenters (note if a symposium was selected the first presenter is the chair):

Presenter Name: Colleen Halliday, PhD

Organization: Medical University of South Carolina

Presenter Name: Raijah Yarborough-Hayes,

Organization: University of North Florida

Presenter Name: Tennisha Riley, PhD

Organization: University of Florida

Presenter Name: Melanie Sonsteng-Person, PhD

Organization: Salem State University

Presenter Name: Jinnie Shinn, PhD

Organization: University of Florida

Presentation Title: Implementation of a Comprehensive School Mental Health Systems Framework: Multiple District Perspectives

Presentation Type: Symposia (90 minutes)

Track: , , , Implementation Science and Practice, , , , ,

Program Book Description: Project AWARE grantees from Minnesota will review how a Comprehensive School Mental Health Systems framework was implemented in metro, rural, and intermediate school districts and how it was utilized to advance mental health supports across all tiers of a multi-tiered system of support. Presenters will demonstrate how implementation was tailored to fit the needs of districts with varying geography, population, and resources, and how the SHAPE System was used to guide continuous improvement.

Symposium Chair Information

Name: Brienne LaHaye, Master of Arts in Counseling Psychology

Organization: Minnesota Department of Education

Symposium Discussant Information

Name: Emily Denight Kelly, Master's Degree in Public Health

Organization: Minnesota Department of Education

<u>Symposium Presentations(s) Abstract:</u>

Presentation Title	Description
Supporting Mental Health and Positive School Climate Through Equitable Multi-Tiered Systems	Duluth Public School District will share about their school mental health and social, emotional, and behavioral efforts across a multi-tiered system of support with a specific focus on PBIS and restorative practices. North St. Paul School District will share about their work to increase their early intervention supports and culturally appropriate services.
Supporting Mental Health across a Multi-Tiered System of Supports using the Neurosequential Model in Education (NME)	St. Louis County School District will share about their school mental health work using Dr. Bruce Perry's Neurosequential Model in Education, particularly to support student mental wellbeing needs at the Tier 1 and Tier 2 levels. Examples will be given about integrating sensory and regulation needs as well as staff well-being.
Supporting Mental Health in Special Ed: Northeast Metro 916	Discover how Northeast Metro 916 ISD fosters staff well-being in special education, ensures equal student access to services, and equips school staff, district members, families, and community with tools for identifying and addressing student mental health.

Presenters (note if a symposium was selected the first presenter is the chair):

Presenter Name: Callie DeVriendt, Master of Social Work Licensed Independent Clinical Social Worker

Organization: Duluth Public School District

Presenter Name: Stephanie Lindekugel,

Organization: ISD 622 North St. Paul, Maplewood, Oakdale

Presenter Name: Alicia Dick, Master of Social Work Licensed Independent Clinical Social Worker

Organization: St. Louis County Schools, ISD #2142

Presenter Name: Cara McGlynn, Master of Social Work Licensed Independent Clinical Social Worker

Organization: Northeast Metro 916 ISD

Presentation Title: Project PROVIDE: Strengthening collaborations across school psychologists, counselors, social workers, and community partners

Presentation Type: Symposia (90 minutes)

Track: , , , , Education-Mental Health Integration & Collaboration, , , ,

Program Book Description: This symposium will describe how Boston Public Schools used funding from a Mental Health Demonstration Grant to build collaboration among school psychologists, counselors, and social workers in the district. The grant focused on preparing providers who are (1) on a pathway to employment and retention in the district (2) prepared to provide evidence-based and culturally, linguistically, sustaining mental health services, and (3) ready to build connections between school and community partners.

<u>**Symposium Chair Information**</u>

Name: Andria Amador, EdD

Organization: Boston Public Schools

<u>**Symposium Discussant Information**</u>

Name: Melissa Pearrow, PhD

Organization: University of Massachusetts, Boston

<u>**Symposium Presentations(s) Abstract:**</u>

Presentation Title	Description
Strengthening teamwork among school mental health providers in Boston Public Schools	This presentation will describe how Boston Public Schools used funding from a Mental Health Demonstration Grant to strengthen collaborations across school psychologists, school counselors, and social workers in the district, as well as connections with community mental health providers.
Building Professional Development pathways focused on evidence-based and culturally-linguistically sustaining services	This presentation will describe how BPS created a professional development plan focused on (1) pathways to employment and retention (2) preparation to provide evidence-based and culturally/linguistically sustaining services, and (3) readiness to build connections with community services.
Evaluating provider preparation programs for school mental health interns	This presentation will describe an evaluation plan to assess the readiness of school-based mental health interns to provide evidence-based practices and use culturally and linguistically sustaining

	approaches. The presentation will discuss implications for improving district-based training.

Presenters (note if a symposium was selected the first presenter is the chair):

    Presenter Name: Jenna Parafinczuk, MSW

    Organization: Boston Public Schools

    Presenter Name: Ayana Bass,

    Organization: Boston University

    Presenter Name: Jennifer Green, PhD

    Organization: Wheelock College of Education & Human Development, Boston University

    Presenter Name: Alexander Freeman, MEd

    Organization: Boston Public Schools

    Presenter Name: Anjana Ranjit, MPH

    Organization: Boston Public Schools

Presentation Title: Tailoring Mental Health Interventions: Cultural and Contextual Adaptations for Rural and Mexican Youth

Presentation Type: Symposia (90 minutes)

Track: School Climate and Universal Mental Health Promotion (Tier 1), Prevention and Early Intervention (Tier 2), , Implementation Science and Practice, Education-Mental Health Integration & Collaboration, Youth and Family Partnerships, Cultural Responsiveness & Equity, ,

Program Book Description: We summarize components of the Early Adolescent Coping Power Program (EACP), aimed to help middle schoolers prevent future behavioral and mental health challenges. The Rural-EACP version was adapted to meet needs of rural students through a two-tiered format, including universal classroom sessions for all students and targeted sessions for small groups. Finally, we introduce Coping Power-Mexico, a culturally adapted version, targeting violence and mental health issues among Mexican youth.

Symposium Chair Information

Name: Catherine Bradshaw, PhD, MEd

Organization: University of Virginia

Symposium Discussant Information

Name: ,

Organization:

Symposium Presentations(s) Abstract:

Presentation Title	Description
Evaluating the Early Adolescent Coping Power Program: Reducing Aggression and Improving Mental Health in Middle School Students	The Early Adolescent Coping Power (EACP) Program helps middle school students with aggressive behavior to prevent future issues. Middle school often sees increases in bullying, truancy, and declines in mental health and academic performance. Our study evaluated EACP's impact in 40 middle schools using the Behavior Assessment System for Children. We included 709 7th graders and found that EACP reduced externalizing problems and internalizing issues in students with greater initial difficulties. Girls showed better personal adjustment, and students in challenging schools had decreased inattention/hyperactivity. EACP's preventive and promotive effects highlight its potential to improve mental and behavioral health in middle school students, especially those at higher risk.
Adapting the Early Adolescent Coping Power Program for Rural Schools: Pilot Testing and Results	Educators in rural schools face challenges in delivering mental health supports. This study details the adaptation and pilot testing of the Early Adolescent Coping Power program, a prevention program for youth with aggressive behavior, into a two-tiered intervention for rural upper-elementary and middle schools. Thirteen schools across six rural districts participated in the adaptation process. In 2023-24, the finalized program was tested in six new schools with 234 students and 60 staff. Surveys assessed student wellbeing and behavior, and teacher self-efficacy and burnout. Results showed high satisfaction and successful adaptation to the rural context, suggesting potential for broader implementation.
Coping Power-Mexico: Reducing Violence and Promoting Youth Mental Health with Culturally Adapted Strategies	We introduce Coping Power-Mexico, a culturally adapted approach aimed at reducing violence and promoting mental health among youth in Mexico. Violence and mental health issues are significant

	challenges faced by youth in Mexico, necessitating culturally relevant and effective intervention strategies. Coping Power Mexico builds upon the evidence-based Coping Power program, integrating cultural considerations to address the unique needs and contexts of Mexican youth. This presentation will provide an overview of adaptation development strategies, key components of Coping Power Mexico including an overview of materials, and results from a focus group. By showcasing Coping Power Mexico as a culturally adapted approach to addressing violence and promoting mental health abroad, this presentation aims to contribute as a model to the advancement of procedures to develop culturally competent interventions for youth worldwide.a

Presenters (note if a symposium was selected the first presenter is the chair):

Presenter Name: Amanda Nguyen, PhD MA

Organization: University of Virginia

Presenter Name: Paloma Perez,

Organization: University of Virginia

Presenter Name: Gabriela Orozco, PhD MS

Organization: Universidad de Guadalajara

Presenter Name: Katelyn Birchfield, MA

Organization: University of Virginia

Presentation Title: The Parkland Tragedy: A Father; A Social Worker, A Researcher and Professors Speak About the Impact of Gun Violence Over Time

Presentation Type: Symposia (90 minutes)

Track: , Prevention and Early Intervention (Tier 2), Mental Health Intervention and Treatment (Tier 3), , , , , ,

Program Book Description: After the massacre of 17 students and adults at Marjory Stoneman Douglas High School in Parkland, Florida, presentations include 1) drawing insights from the father whose son

was among the murdered in Parkland 2) describing the pioneering role of the school social work role to ensure long term family support for secondary adversities and ever changing students and staff 3) reviewing current research on the readiness of school mental health professionals in threat management and crisis response

Symposium Chair Information

Name: Marleen Wong, PhD

Organization: Center for Safe and Resilient Schools and Workplaces

Symposium Discussant Information

Name: ,

Organization:

Symposium Presentations(s) Abstract:

Presentation Title	Description
A Parkland Father: Loss Grief and Work	A Traumatic Journey of Six Years - Secondary Adversities
Long Term Recovery: Meeting Needs of Survivors and Families	The Social Work Role of Supporting Survivors and Families
Identifying Training Needs	Research about SMH Preparedness to Respond to School Violence

Presenters (note if a symposium was selected the first presenter is the chair):

Presenter Name: Max Schacter,

Organization: Safe Schools For Alex

Presenter Name: Lisa Wobbe Veit,

Organization: USC School of Social Work

Presenter Name: Kerry Doyle, DSW

Organization: USC School of Social Work

Presentation Title: Trauma Informed Skills for Educators (TISE): Enhancing educators' ability to effectively support trauma-exposed students

Presentation Type: Symposia (90 minutes)

Track: School Climate and Universal Mental Health Promotion (Tier 1), , , Implementation Science and Practice, , , , ,

Program Book Description: Trauma Informed Skills for Educators (TISE) is a tier 1 trauma-informed curriculum for educators. The symposium describes three studies that evaluate training and implementation modalities for TISE including how virtual on demand TISE training impacted educators' declarative and procedural knowledge. The symposium concludes with a case study describing how TISE was disseminated in a large urban school district using a multi-pronged approach including online training, live training, and coaching.

Symposium Chair Information

Name: Erum Nadeem, Phd

Organization: Rutgers University

Symposium Discussant Information

Name: ,

Organization:

Symposium Presentations(s) Abstract:

Presentation Title	Description
The impact of Trauma-Informed Skills for Educators (TISE) on educator declarative and procedural knowledge.	TISE is an online, on-demand training designed to enhance educators' trauma-related knowledge and trauma-responsive skills. Results of this pilot study are promising, with significant gains in educator knowledge related to the impact of trauma on students and how educators can effectively respond.
Longitudinal evaluation of Trauma-Informed Skills for Educators (TISE)	Educators who participated in the pilot study of Trauma-Informed Skills for Educators (TISE) were qualitatively interviewed eight to 10 months following their participation. Themes related to educator changes in knowledge will be discussed as will educator reported implementation considerations.
Implementation of Trauma-Informed Skills for Educators (TISE) in a large urban school district	Educators are flooded with professional development opportunities, but in order for optimal uptake and sustainability to occur, follow up is needed. One large urban school district was provided access to TISE and given follow up coaching over the course of the school year.

Presenters (note if a symposium was selected the first presenter is the chair):

Presenter Name: Pamela Vona, MA MPH

Organization: Center for Safe & Resilient Schools and Workplaces

Presenter Name: Vivien Villaverde,

Organization: University of Southern California

Presenter Name: Megan Blanton, PhD

Organization: Rutgers University

Presentation Title: Enhancing Access & Connection to Healthcare for EACH Youth: An Innovative Exemplar for Addressing Health Inequities in School

Presentation Type: Symposia (90 minutes)

Track: , , , , Education-Mental Health Integration & Collaboration, , Cultural Responsiveness & Equity, ,

Program Book Description: This symposium offers an exemplar for establishing a collaborative, integrated approach to enhancing equitable access to behavioral healthcare, particularly in under-resourced communities. Presentations describe three core models within this comprehensive approach, including 1) a Telemedicine in Schools initiative, 2) a model for increasing cross-sector collaboration between schools and other youth-serving systems, and 3) a BH-focused specialty training series for school professionals.

Symposium Chair Information

    Name: Laura Jean Shipley, MD

    Organization: Golisano Children's Hospital

Symposium Discussant Information

    Name: Jeff Kaczorowski, MD

    Organization: Golisano Children's Hospital

Symposium Presentations(s) Abstract:

Presentation Title	Description
Leveraging Telehealth and Systems Integration to Foster Healthcare Access for EACH Youth in RCSD	This presentation highlights innovative approaches to providing equitable access to adequate healthcare for EACH Youth in RCSD. First, we will introduce a Telemedicine in Schools initiative that addresses healthcare disparities by: 1) embedding telehealth equipment directly in each RCSD school; 2) training school nurses to conduct telehealth visits with PCPs and BH providers; and 3) implementing a dedicated program of BH screening, referral, and treatment. We will share core data from this initiative,

	including projected increases in annual telehealth visits from 800 to 3,000.
	We will also share strategies for aligning in-person clinical supports across disparate systems. RCSD houses 5 school-based health centers and 9 school-based mental health clinics, operated by 5 healthcare systems across 7 departments. Incongruous referral streams and disconnected clinical practices led to confusion among parents and staff, and uncoordinated service delivery. We will share the development of an innovative RCSD School Mental Health Collaborative Consortium, with representation from each clinical service, RCSD, and parent liaisons. We will discuss strategies for convening disparate systems with common goals, aligning referral streams across healthcare systems, and developing common school health services literature to facilitate communication with families.
We're on the Same Team… Now How do We Start Acting Like One?	This presentation offers a novel model – Connecting for Kids (C4K) – for addressing youths' BH needs more effectively via cross-sector collaboration between schools and other critical youth-serving systems, including primary care (PC), BH, and families. The C4K model involves a guided, 1.5-hour virtual dialogue between schools, PC, caregivers, and BH partners to a) build relationships, b) examine strengths/barriers to collaboration, and c) identify and commit to actionable next steps for enhancing partnership to support youth BH. As part of EACH, C4K dialogues were conducted between 26 RCSD schools and related primary care teams and BH providers serving their students (115 participants total). Data will be presented regarding the acceptability, feasibility, and immediate and longer-term impacts of this model on enhancing professionals' attitudes, knowledge, and skills related to cross-sector collaboration. Presenters will also describe how this model has evolved to better integrate caregivers' expertise and perspective in enhancing school partnership across systems.
ABCDE's of Project ECHO in Education: Advancing and Building Capacity, Delivering Equity in School Mental Health	Project ECHO is a tele-mentoring model that seeks health equity by "moving knowledge, not people" to extend the reach of evidence-based practices to under-resourced areas via specialty didactics and case-based learning. We describe a

	unique ECHO series designed to increase school professionals' knowledge and skills to support student BH needs within RCSD – an under-resourced district where educators often feel underprepared to respond to the high rates of BH challenges. We share data demonstrating model effectiveness: school teams reported improved BH competence and interprofessional connectedness, and high model acceptability. We describe positive downstream outcomes: our ECHO series led to enhanced collaboration between schools and primary care and ECHO support for school nurses to address mental health.

Presenters (note if a symposium was selected the first presenter is the chair):

Presenter Name: Allison Stiles, PhD

Organization: University of Rochester Medical Center

Presenter Name: Melissa Heatly,

Organization: University of Rochester Medical Center

Presenter Name: Andrew Cohen, PhD

Organization: Golisano Children's Hospital

Presenter Name: Dina Johnson, MFT

Organization: University of Rochester Medical Center

Presenter Name: Erin Graupman, RN

Organization: Rochester City School District