

# The 2024 Annual Conference *on* **Advancing School Mental Health**



**Promoting Well-Being in School**  
On-Demand Program Booklet



**Access from  
anywhere!**



UNIVERSITY of MARYLAND  
SCHOOL OF MEDICINE



[www.SchoolMentalHealth.org](http://www.SchoolMentalHealth.org)

# 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.

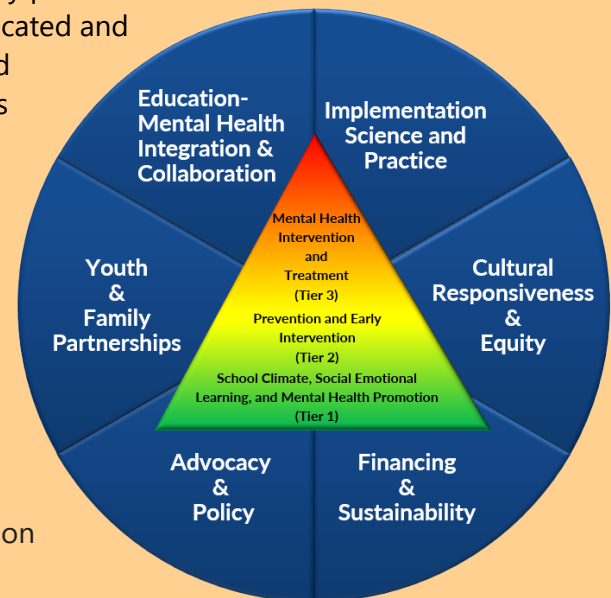
**EMH Education-Mental Health Integration and Collaboration** focuses on the active exchange of ideas and collaborative engagement between school-employed and community-employed mental health providers, educators, and families. This track addresses how to develop and implement a culture of collaboration 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 to our conference leadership team!***

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



**Sylvia McCree-Huntley**  
Director



**Taneisha Carter**  
Operations Specialist



**Lauren Wright**  
Communications Specialist



**Christina Walker**  
Manager



**Perrin Robinson**  
Operations Specialist



**Janice Mace**  
Moderator Coordinator

## **& thank you to:**

**Te'a Brown,**

On-Demand Session Coordinator!

### **The NCSMH team**

Hillarie Akinwale, Melissa Ambrose, Tiffany Beason, Yourdanos Bekele, Eliya Bernstein, Jill Bohnenkamp, Diamond Carr, Julianna Casella, Julia Clarick, Elizabeth Connors, Jennifer Cox, Dana Cunningham, Latisha Curtis, Ellie Davis, Misty Davis, Ebonee Dixon, Imogen Evans, Kristina Floyd, Aijah Goodwin, Elyse Gutekanst, Charmyn Henderson, Cecilia Hesselton, Richenda Hobbs, Ehizele Iyoriobhe, Anshruta Jadhav, Jenn Keperling, Narie Kim, Jerica Knox, Zahra Ladhani, Jennifer Lease, Victoria Louis, Molly McHugh, Caitlyn McNulty, Margo Menkes, Lindsay Moody, Madeline Morey, Alice Mullin, Claire Noll, Brittany O'Neal, Shawn Orenstein, Karah Palmer, Nikita Parson, Brittany Patterson, Nyjae Pride, Sumer Rahe, Sam Reaves, Jenna Russo, Gabrielle Sanchez, Joseph Santangelo, Cindy Schaeffer, Kelly Schaeffer, Christa Schmidt, Emma Schreier, Dawn Shanklin, Cameron Sheedy, Erin Sisk, Ashley Smith, Claudia Sosa, Rikki Spiegler, Janai Springer, Yao Sun, Courtney Vaughan, Maya Wallace, Marie Yuille, Melissa Zarger.

### **The NCSMH Advisory Board**

Dawn Anderson-Butcher, Sally Baas, Anne Bowles, Colleen Cicchetti, Lauren Cikara, Carole Clauss-Ehlers, Greta Colombi, Jill Cook, John Crocker, Gabby Doyle, Victoria Eckert, Steven Evans, Claudette Fette, Louise Fink, Lois Flaherty, Paul Flaspohler, Kierra Fulmore, Lynda Gargan, Seth Gerson, Julie Goldstein Grumet, Paul Gorski, Karen Graf, Steve Hydon, Kayla Jackson, Sandra Jeter, Janine Jones, Matthew Mock, Shweta Moorthy, Rebecca Oliver, Julie Owens, Kelly Perales, Caitlin Ryan, Diego Sanchez, Mark Sander, Emily Smith, Jacob Smith, Joel Solomon, Mary Steady, Jennifer Ulie, Kelly Vaillancourt Strobach, Adrian Van Zwoil, Miranda Virone, Jane Walker, Tony Walker, Mark Weist, Marleen Wong.

### **Conference Sponsors**

Bhworks mental health software, Goodness Education, Greenspace Health, Inseparable, Riverside Insights, University of Nebraska Medical Center: Munroe-Meyer Institute

### **Conference Exhibitors**

7-Dippity, Accutrain, Active Minds, Alongside, Be Real USA, Bi-State Primary Care Association, Bridge Educational Engineering, Cartwheel Care, Catapult Learning, The Center for Adoption Support and Education, CharacterStrong, Clark University, Clayful, Closegap, Counslr, Diggs Publishing, District of Columbia Public Schools, EduMetrisis, eLuma, Emora Health, EMPOWERU, Erika's Lighthouse, Gaggle, GEM Art Studio, The Jed Foundation, The Lincoln Center for Family and Youth, Metamorphix, Minding Your Mind, Mindwise Innovations, MIYO Health, North Kentucky Cooperative for Educational Services, Omnimed CT, Partnership to End Addiction, PM Pediatric Care, PreVenture Program, PSNI, Quiet Elegance, School Mental Health Collaborative: Research, Training, Technical Assistance Center, School Social Work Association of America, SKY Schools – International Association for Human Values, SPARK Mentoring, The Stepping Stones Group, Tennessee Department of Education, Tickit Health, Uplift Teens Today, Win the Day Planner



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

## View Video Showcase for this Specialty Track | Password: ASMH2024

### **A Statewide Evaluation of Implementation Factors Impacting Delivery of Universal Prevention Practices**

*Samanta Boddapati, PhD, Nationwide Childrens Hospital, Columbus, OH; Steve Evans, PhD, Ohio University, Center for Intervention Research in Schools, Athens, OH; Margaret Rosencrans, Nationwide Childrens Hospital, Athens, OH; Carolyn Campbell, BA, Ohio University, Center for Intervention Research in Schools, Plains, OH; Glenn Thomas, PhD, Nationwide Childrens Hospital, Columbus, OH; Abby Helsinger, PhD, Discovery Center for Evaluation, Research, & Professional Learning, Oxford, OH.* The proposed session will provide an overview and rationale for considering implementation facilitators and barriers to universal mental health prevention practices in schools. This presentation will include results from a statewide evaluation of PAX Good Behavior Game (PAX GBG), a universal prevention model. Presenters will discuss universal practices endorsed within the survey and specifically report facilitators and barriers to universal prevention models.

### **Accelerate Your District's Ability to Improve Student Wellbeing, Motivation, and Academic Outcomes**

*Karen Clarke, MA Educational Leadership, Bradford County Schools, Starke, FL; Cassie Melvin, MA Educational Leadership, Bradford County Schools, Starke, FL; Katie Dorn, FullBloom, Starke, FL.* How can educators meet growing student support needs with fewer resources and greater outcomes? Bradford County Schools Superintendent and Principal will share how they dramatically increased educator and student outcomes with a data-driven resilience program. This presentation promises to deliver actionable strategies and insights enabling districts to enhance student well-being, motivation, and academic outcomes. Join us to learn how to create resilient and academically successful schools.

### **Advancing Mental Wellness & Resilience in Higher Education: Development, Implementation, & Results of a Universal WRC Course**

*James Mazza, PhD, University of Washington, Seattle, Washington.* There is a need to address the increasing gap between the need for mental health interventions and support available for college students. The Wellness and Resilience course (WRC) is a 10-week universal preventive mental health intervention for college students. The WRC course design, structure, implementation fidelity, acceptability, and effectiveness are explored using both qualitative and quantitative analyses. Results, limitations, and recommendations for future research are discussed.

### **Beyond Behavior: Culturally Responsive Trauma Care in Education**

*Cara McGlynn, LICSW, NE Metro 916 ISD, Little Canada, MN; Jenna French, MS in Psychology with a Specialization in Applied Behavior Analysis, NE Metro 916 ISD, Little Canada, MN.* Gain practical strategies to foster safety, trust, and resilience in classrooms through trauma-informed approaches and de-escalation techniques.

### **Building a Foundation for Effective Tier 1 Supports: Intersection of Data, Systems, and Practices in School Mental Health**

*Ellen Reinhardt, CAGS, MTSS-RI, Warwick, RI; Kristen Petrarca, MPA, Rhode Island Department of Education, Providence, RI; Michele Walden-Doppke, MTSS-RI, Providence, RI.* A comprehensive Tier 1 is foundational to promoting positive mental health outcomes for all students. Achieving this goal requires an understanding of the intersection of data, systems, and practices across the state, district, and school levels. This session will explore the critical components and collaborative efforts necessary to implement an effective multi-tiered system of supports (MTSS) framework, including the use of practice profiles in reflection and action planning.

### **Changing Minds: Stories Over Stigma**

*Rylee Slapee, MA, Minding Your Mind, West Palm Beach, FL.* Changing Minds is a lecture based mental health education presentation where a young adult advocate shares their experience overcoming mental health adversity and how they are living in recovery today. We use the power of storytelling to provide evidence-based education on mental health challenges to our audiences. Our professionally-trained young adult speakers create safe communication spaces to discuss signs and symptoms often associated with mental health challenges and how to address them.

### **Character Strengths and Student Success: Investigating Connections with Well-being and Intervention Outcomes**

*Kristen Mahony-Atallah, PhD, University of South Florida, Wesley Chapel, FL; Sarah Fefer, PhD, University of Massachusetts, Amherst, Amherst, MA; Kimiya Vaezi, University of South Florida, Amherst, MA; Camryn Legra, MA, University of South Florida, Tampa, FL; Jenna Barnes, MA, University of South Florida, Tampa, FL; Aileen Kangavary, BA, University of South Florida, Tampa, FL.* This session examines the most prevalent character strengths among students with low subjective well-being. It explores how these strengths relate to outcomes following participation in a Tier 2 positive psychology intervention. Participants will learn how to identify and leverage student character strengths to enhance social-emotional well-being, promote diversity, and integrate evidence-based practices in school mental health programs.

### **Collecting and Utilizing Mental Health Check-ins**

*Rachel Miller, MS Entrepreneurship Graduate School of Business and Economics and BS Business Administration Marshall School of Business, Closegap, Los Angeles, CA.* Universal mental health screening is crucial for K-12 students. Yet, only 20% of schools conduct these screenings, with very few states providing the necessary funding. Digital check-ins, developed with extensive input from students and staff, offer a safe and supportive environment for regular student feedback. Learn how check-ins

enable early and crisis intervention and stronger student-educator relationships, while providing actionable data to inform interventions and monitor student progress

### **Connecting Relationships, Hope and MH Literacy from Prek-12**

*Rebecca Ryan, Masters Special Education, Christina School District, Newark, DE; Kristina MacBury, Masters Education Leadership, Christina School District, Millsboro, DE.* How can we help educators without formal mental health expertise foster youth mental health for students? Through intentional practice, modeling and leveraging relationships we can provide mental health literacy (MHL) strategies that integrate seamlessly into existing practices. This engaging session offers practical, awareness-raising, stigma-busting ideas for interdisciplinary integration in elementary, middle, and secondary classrooms.

### **Consulting with School Administrators to Establish Successful Tier 1 and Tier 2 Programming**

*Angela Moyer, PsyD, Child Mind Institute, School and Community Programs, New York, NY; Janine Domingues, PhD, Child Mind Institute, School and Community Programs, New York, NY; Allison Dubinski, Child Mind Institute, School and Community Programs, New York, NY; Katie Peinovich, LCSW, Child Mind Institute, School and Community Programs, New York, NY.* School administrators play a pivotal role in the successful implementation of programs and systems within educational settings, particularly those pertaining to mental health and social-emotional learning (SEL) services. There can be many barriers to successful roll out. This presentation will address these barriers and our experience with how we overcome the challenges through collaboration.

### **Crafting Resilience: Makerspace for Social-Emotional Growth**

*Emily Thomas, MA, NE Metro 916 ISD, Little Canada, MN; Cara McGlynn, Masters of Social Work, NE Metro 916 ISD, Little Canada, MN.* Discover how activities in makerspaces promote social-emotional skills like mindfulness and relaxation, supporting student mental health through playful exploration.

### **Creating Safe Places for Self-Regulation: "Empowering Students to Thrive and Promoting Emotional Resilience in the Classroom"**

*Brittney Downs, MA Curriculum and Instruction, Laveen School District, Phoenix, AZ; Denise Hawk, MA Social Work Clinical Concentration MA Curriculum and Instruction, Avondale School District, Avondale, AZ.* Discover the transformative power of a safe place dedicated to supporting students in developing self-regulation skills in their classroom. Students lose valuable learning opportunities when they are removed from a class to regulate their emotions affecting academic achievement. In this interactive workshop, attendees will be provided with practical tools and a shared language to promote emotional resilience from tier 1 to tier 3 within the school.

### **Cultivating Positive School Environments and Mental Health Literacy: An Evidence-Based, Tier 1 Curriculum for Educators**

*Abbie Rosenberg, PMHNP, Mental Health Collaborative, Hopkinton, MA; Elizabeth Brown, PhD, George Mason University, Fairfax, VA; Kristina Floyd, National Center for School Mental Health, Fairfax, VA; Karen Renaud, MEd, CiWPP, CiHS, Mental Health Collaborative, St Augustine, FL.* This presentation will highlight an evidence-based, tier 1 curriculum for teaching mental health literacy to educators. We will detail key curricular elements and implementation strategies, expand upon preliminary research on the impacts of our program regarding educator knowledge and student outcomes, and highlight extensions of this curricula for students, parents/caregivers, and athletic coaches. Implications for future dissemination, research and practice will be discussed.

### **Developing a Statewide, Tier 1 Resiliency Curriculum for Adolescents**

*Cheryl Gelley, PhD EdS MA, University of South Florida, Tampa, FL; Frances Coolman, MEd MA, University of South Florida, Tampa, FL; Angelina Venetto, University of South Florida, Tampa, FL; Nicole Pacateque Rodriguez, MA, University of South Florida, Tampa FL; Aileen Kangavary, BA, University of South Florida, Tampa, FL; Ashley Dreiss, MS MA, University of South Florida, Tampa, FL.* This session will describe a comprehensive process for developing a resiliency curriculum for adolescents. Participants will learn about typical barriers encountered during consultation and effective strategies to overcome these challenges. Participants will also gain practical knowledge on culturally responsive practices in the development and implementation of a resiliency curriculum. Additionally, example lesson plan activities will be shared with participants.

### **Diving Deeper Into The Mental Health Informed Classroom & Educator**

*Jordan Terhaar, Med, Project AWARE Westminster Public Schools, Westminster, CO; Lacey Mahleres, EdS, Project AWARE Westminster Public Schools, Westminster, CO.* What does it mean to be a mental health informed educator? Attendees in this presentation will learn and engage with a mental health informed educator tool. This tool provides staff to dive deeper into their current practices and confidence levels with proficiencies related to Mental Health Informed Classrooms. Attendees will leave with practical strategies to utilize with all staff members, groups, and for building professional learning to reflect, plan, and monitor progress with best practices.

### **Empowering Educators, Enriching Students: Wellness Matters**

*Emma Jurrens, PhD, Stafford County Public Schools, Stafford, VA; Elizabeth Wolff, MA AC, Stafford County Public Schools, Stafford, VA; Deb Andrus-Lokrantz, Stafford County Public Schools, Stafford, VA.* This session will present a model for staff wellness paired with mental health awareness training. The initiative was developed to address high levels of stress and anxiety post-pandemic, and aimed to increase staff satisfaction and retention. Trauma-informed approaches, whole-person wellness

programming, and the integration of restorative practices will be highlighted. Outcome data and strategies for addressing challenges to systems-wide wellness advocacy will be shared.

### **Empowering Schools: Integrating Research and Action in Threat Assessment and Intervention Strategies**

*Cara McGlynn, Master of Social Work, NE Metro 916 ISD, Little Canada, MN; Kelly Meir, Master of Arts and Educational Specialist, NE Metro 916 ISD, Little Canada, MN.* Explore proactive threat assessment, crisis intervention, and reintegration strategies tailored to your district's needs. Learn to apply research insights through interactive case exercises for effective school-based responses.

### **Feel Your Best Self: Bringing Joyful Exploration to Learning Emotion Coping Strategies**

*Jessica Koslouski, PhD, University of Connecticut, Storrs, CT; Kimmia Lyon, MA Med, University of Connecticut.* Feel Your Best Self offers fun, accessible, evidence-informed materials for kids to learn 12 emotion-coping strategies. In our award-winning toolkit (freely accessible online), three puppet friends teach one another coping strategies as they navigate the challenges of everyday situations. In this presentation, we share the rationale behind FYBS, review available materials and examples of practitioners' use, and explore opportunities for participants to integrate FYBS in their own setting.

### **Getting to the H.E.A.R.T. of the Matter: Lessons Learned by Trauma Informed Clinical School Staff**

*Mary Catherine Hawks, MSW, Walton County School District, Monroe, Georgia.* Explore lessons learned from starting as Trauma Informed Specialists in the midst of the pandemic to becoming a more seasoned clinical educator. Interventions explored will include direct support and system wide policy and practices that serve both students and staff. We will invite participants to collectively reflect, regulate, and share information through healing centered practice, elevated voices, acceptance based, regulating practices, and tangible reflections (H.E.A.R.T. framework).

### **Implementation of Social Media Literacy to Support Mental Health Promotion Among Middle and High School Students**

*Miranda Virone, OTD, American Occupational Therapy Association, Harrisville, PA.* Social media use has become a common component of student socialization. Problematic social media use can have potentially deleterious effects on adolescent mental health and well-being. This conference sessions examines the use of social media literacy as a Tier 1 mental health promotion program to mitigate the potentially negative impact of social media use on middle and high school students' academic, mental, and social health and well-being.

### **Initial Evaluation of a State-Funded School Mental Health Training Institute for Rural School Teams**

*Miranda Zahn, PhD, University of Iowa, Iowa City, IA; Daphne Darter, EdS, Educational Service Unit #1, Wakefield, NE; Chantelle Nelsen, Educational Service Unit #1, Wakefield, NE; Alecia Heimes, EdS, Educational Service Unit #1, Wakefield NE.* In this session, presenters will share about a state-funded school mental health institute as enacted by a regional educational cooperative to support learning and implementation among rural school teams. The institute and consultation included didactic training, facilitated planning, and technical assistance. Preliminary data suggest that the institute and consultation led to an increase in educator and administrator knowledge, confidence, and efficacy to implement school mental health systems.

### **LIFT: A Case Study to Develop a Comprehensive Approach to Supporting Educator, Student and Family Mental Wellness**

*Steph Jensen, MS, Boys Town, Boys Town, NE; Bethany Lacey, MS, Boys Town, West Palm Beach, FL.* Boys Town is partnering with Broward County Public Schools and the School District of Palm Beach County, service providers, community leaders, local governments, and funders to implement a school-centered strategy that strengthens schools and families with the purpose of increasing school success, family stability and community improvement. This session will share strategies, outcomes and future planning.

### **Mental Health Literacy: Building the bridge between SEL and Suicide Prevention**

*Shantal Saldana, MAIOP, Erika's Lighthouse, Winnetka, IL.* Schools often jump from SEL to suicide prevention programs leaving a significant gap in student mental health knowledge. This session explores a mental health literacy model that builds a bridge and fills the gap by educating students on mental health, reducing stigma, how to recognize when someone needs help, and how to reach help. Participants will gain access to no-cost resources including classroom education, student empowerment, family engagement, and staff training

### **Project AWARE: A Launchpad for Partnering with Students, Staff, Families and the Community**

*Dayna Browning, Med, Copper Country Intermediate School District, Houghton, MI; Dave Sim, BA, Copper Country Intermediate School District, Hancock, MI; Ashley Sepeter, Michigan Department of Education, Hancock, MI.* In this session, participants will learn how an Intermediate School District utilized a Project AWARE grant in a rural and remote area of Michigan to address inequities in service, remove barriers to access, and build partnerships. Discover their approach to building a sustainable mental health team and how engaging schools, students and community partners through sustainable programming are creating a lasting impact.

### **Putting the Whole School, Whole Community, Whole Child (WSCC) Model into Action to Strengthen Intervention Integration**

*Kathleen Williamson, PhD, University of Connecticut, Storrs, CT; Jessica Koslouski, PhD, University of Connecticut, Storrs, Connecticut.* Learn how to put the Whole School, Whole Community, Whole Child (WSCC) model into action: Develop a foundational understanding of the WSCC model, learn key concepts from implementation science to promote systems-level

change, & consider opportunities for strengthening integration of school mental health supports in your setting using the WSCC model as an organizational framework. Presenters will also highlight authentic school examples and share free resources to bring back to your setting.

### **Reframing Trauma Informed Practices: How to Increase Anti-Racist Practices to Center Students and Families of Color**

*Maria Alejandra Mosquera, MSW, Making Human Technical, LLC., Boston, MA.* Trauma-informed approach has a term in which its usage as increase during and after the COVID-19 pandemic. We know students and families are still recovering and nothing has been the same. Yet, systemic racism in our education system continues in new formulated ways. In this session, participants will be able to develop a racial justice framework to trauma informed approaches. Participants will learn the SBAR tool and how it can increase tier 1 that cultivates an anti-racist culture.

### **Responding to Students with Anxiety Using a Skill-Building Lens**

*Krista Kapczynski, MsEd BSL Certificate in Applied Behavior Behaviors, Chester County Intermediate Unit, Downingtown, PA; Adrienne Dever, MsEd ESL, Chester County Intermediate Unit, Downingtown, PA.* In this session, participants will learn how to recognize the signs/symptoms of individuals who are experiencing anxiety, utilize suggested strategies to decrease student's anxiety, and maximize opportunities in order for students to access supportive strategies through a supportive lens. Presenters will highlight up to date research, evidence based application of strategies, access to resources, as well as sharing personal experiences utilizing evidence based strategies.

### **Revolutionizing Educator Well-Being and Why It Matters: How to Support Teacher Joy as a Best-Practice for School Mental Health**

*Danna Thomas, Masters, Happy Teacher Revolution, Baltimore, MD.* This research-based session explores caregiver burnout, vicarious trauma, and the necessity for caregivers to feel empowered to claim happiness as their own as a best-practice to help students. We believe educators deserve the time and space to feel, deal, and be real about the social-emotional demands they face on the job. Join this session as an opportunity to reflect upon your own sustainability as well as consider the importance of community care alongside your self-care practice.

### **School-Based Universal Mental Health Screening: Does Asking about Suicide Improve Identification?**

*Nicole Skaar, PhD, University of Northern Iowa, Cedar Falls, IA.* This presentation aims to inform school leaders and school mental health professionals as they determine if there is value in asking students directly if they are experiencing suicidal and self-harm thoughts. The purpose of this research was to determine if the addition of suicidal and self-harm ideation items to a more general universal mental health screener, the Strengths and Difficulties Questionnaire (SDQ), was successful at determining suicidal and self-harm risk beyond the SDQ alone.

### **Self-Care and Communities of Care to Support Student, Educator, and Mental Health Provider Wellbeing**

*Jacqueline Zeller, PhD, Harvard University Graduate School of Education, Cambridge, MA.* School professionals who attend to their own wellbeing can best support the important work of advocating for equity. Educators who nurture their own wellbeing are better positioned to support the wellbeing of students and staff with practices that celebrate the diversity in schools.

### **Single Session Interventions in Schools: A Systematic Review and Meta-Analysis**

*Imad Zaheer, PhD, St. John's University, Queens, NY; Talida State, PhD, Montclair State University, Montclair, NJ; Kim Keller, St. John's University, Montclair, NJ.* This presentation will highlight the results of a systematic review and meta-analysis of single session interventions (SSI) in schools. The focus of the research was two folds: (1) to describe the characteristics of school-based SSIs reported in the literature and (2) evaluate the efficacy of the school-based SSIs, including how they compare to non-school based SSIs. Research and clinical implications will be discussed based on the results of the meta-study.

### **Social Media Use, Sleep, and Adolescent Mental Health: Current Understanding and Implications for Schools**

*Jonathan Platt, PhD, University of Iowa College of Public Health, Iowa City, IA; Bengi Baran, PhD, University of Iowa, Iowa City, IA.* Nearly one-third of American adolescents engage with social media "almost constantly", which may affect their sleep and mental health in turn. Social media and sleep may be actionable targets for school- and home-based mental health programs. The overall goal of this symposium is to unpack the complex relationships between social media, sleep, and adolescent mental health, highlighting existing and emerging research directions that may inform effective prevention efforts.

### **Student Assistance Programming at Kinder Elementary: A School Turnaround Journey Fueled by Collective Care**

*Rebecca Huber, BSBA MBA MaED, Kinder Elementary School, Miamisburg, OH; Alison Masters, BA MaED, Kinder Elementary School, Miamisburg, OH.* Kinder Elementary's Student Assistance Program (SAP) promotes collective care through staff development, referral processes, problem-solving teams, direct services, and wellness focus. Key elements include Collaborative Problem Solving Circles, staff/student regulation rooms applying "nervous system aware" strategies, and specialized PD. Data shows reduced discipline incidents, unprecedented gains in academic achievement, and improved belonging, climate, and wellbeing.

### **Success Mentors the Secret SEL and Chronic Absenteeism Sauce**

*Elisa English, PhD, Counseling In Schools, New York, NY; Janna Bruner, LCSWR, Counseling In Schools, New York, NY; Neil Harris, NYCS/ATECH HS, New York, NY; Keiron Darnley, Counseling In Schools, New York, NY.* The pandemic has disproportionately affected communities of color, leading to a decline in school attendance among young people in these communities. Success



Mentors have played a crucial role in providing support to young people grappling with uncertainty, resulting in substantial reductions in chronic absenteeism. It is crucial to consider how to better support Success Mentors as community helpers and integrate their role into systemic responses.

### **The Comprehensive School Mental Health Framework and Project AWARE: A Coaching Model for Indiana Schools**

*Brandie Oliver, BA Journalism Public Relations, MS School Counseling EdD, Butler University, Lafayette, IN; Bethany Goetz, BS Sociology, Indiana Division of Mental Health and Addiction, Indianapolis, IN; Sarah Allison, Indiana Department of Education, Indianapolis, IN; Leslie Caliz, BS Secondary Education Spanish Language, Indiana Department of Education, Indianapolis IN.* This session will provide a history of Project AWARE grants in Indiana and how the state agency partnership led to the development of a framework to support schools in implementing Comprehensive School Mental Health (CSMH). The session will share key components of the CSMH Framework, its systematic approach to holistically address the needs of students, educators, and families, and the guidance within five phases of implementation to support social, emotional, physical, and mental wellness.

### **The Proactive and Positive Classroom: Supporting Student Learning through Tier 1 Teaching**

*Gwendolyn Murray, PhD, Louisiana State University, Baton Rouge, LA.* This interactive session will introduce participants to Tier 1 teaching—four trauma-informed proactive classroom management techniques to create safe and supportive conditions for all learners—and how teachers, administrators, and mental health professionals can monitor implementation. Participants will walk away with a classroom observation rubric to be used during climate or learning walks to measure the health of Tier 1 classroom-based supports.

### **The Value of a Dedicated School-Based Behavioral Health and Wellness Coordinator and Student Assistance Program**

*Jessica Muhlenkamp, BA, Miami University, Wapakoneta, OH.* Understand the role of a Dedicated School-Based Behavioral Health and Wellness Coordinator and how they can provide value to your school. Learn more about how a Coordinator can integrate staff wellness, student assistance programs and increase tiered services for students so that they can better access services in your community. Learn more about how the role actually functions in an Ohio school and the success they have seen in student services, prevention, and more.

### **The Zones of Regulation: The Impact of Social-Emotional Learning in Elementary Schools**

*Annie Goerdt, PhD, University of Minnesota, Saint Paul, MN.* Attendees of this session will gain an understanding of the importance of social, emotional, and behavioral (SEB) development, the five pillars of social-emotional learning (SEL), and the impact of SEL implementation in schools. Specifically, this session will describe the impact of one widely used SEL curriculum, The Zones of Regulation Digital Curriculum, a framework for teaching strategies for emotional regulation, executive functioning, and social cognition.

### **“They’re Actually Looking at Me”: Teacher Perceptions of School Wide Cell Phone Removal Policy in an Urban Secondary School**

*Ethan Engelhardt, PhD, MSW, Auburn University, Auburn, AL; Hilary Joyce, PhD MSW, Auburn University, Auburn, AL; AnnMarie Early, Auburn University, Auburn, AL.* This presentation will discuss the emerging issue of cell phone use in secondary schools and strategies to manage cell phone use. The presentation will share key findings from a study exploring the impact of a school cell phone removal policy on teacher perceptions of the school, student behavior, and classroom climate. Implications for future research and school-based mental health practice will also be discussed.

### **Transforming School Mental Health through Trauma-informed MTSS and Interconnected Systems Framework (ISF)**

*Imad Zaheer, PhD, St. John's University, Queens, NY; Elissa Brown, PhD, St. John's University, Flushing, NY.* This presentation will highlight key two innovations in service delivery that build on MTSS (1) expansion towards cross systems care with “Interconnected Systems framework” to link school and community care and (2) adding specificity to MTSS process to accommodate trauma-specific needs across tiers that are often not present in school-based services. In addition to describing these innovations in the abstract, detailed examples based on a nation-wide SAMSHA implementation grant will be provided.

### **Trauma Effects on Students: Creating Trauma Sensitive Educational Environments**

*Shelia Thomas, LMSW, Jackson Public School District, Jackson, MS.* People who have experienced trauma are all around each of us daily. The degree of trauma and the effects may differ from person to person. This presentation will focus on the effects of trauma on school age children and adolescents. How teachers and staff can be aware of interventions and supports for trauma exposed students. We will discover how to create trauma sensitive environments to promote educational success. Participants will become familiar with interventions that can be used.

### **Understanding School Climate: A Blueprint for a Positive Learning Environment**

*Christine Conceison, MSW, LICSW, Burlington Public Schools, Burlington, MA.* The presenter will discuss the various aspects of school climate and how they influence a student's learning journey. Strategies to foster a positive school culture will be explored. Additionally, a case study on a school district utilizing a climate survey, analyzing data, and taking action to align with their core values will be presented. The use of artificial intelligence in data analysis will also be introduced and explored.

### **UPLIFT: Foundations of Trauma-Informed Care for Schools**

*Tianna Hill, LMSW, LEARN, Old Lyme, CT; Diana Perry, PsyD, CREC, Cromwell, CT; Dana Bossio, CES, Cromwell, CT; Jennifer Harris, MS, EdAdvance, Litchfield, CT.* Albert Einstein once said, “Insanity is doing the same thing over and over again and



expecting different results.” It’s time to reframe our thinking when it comes to addressing students’ trauma. This conference session will help participants develop a deeper understanding of a trauma-informed care (TIC) framework and learn how TIC practices can intersect with existing school initiatives at all tiers from universal practices to individualized supports.

### **Working Well: The Importance of Staff Wellbeing to Support School Success**

*Greta Colombi, MA, AIR/NCSSLE, Rockville, MD; Catherine Bradshaw, PhD, University of Virginia, Charlottesville, VA.* This session will address the growing concerns related to teacher and staff wellbeing, including a review of strategies and resources to support a healthy workforce. We will highlight the role of staff equity as a foundation for promoting a supportive work environment for both students and staff. We will also consider the importance of staff wellbeing as a cornerstone for student mental and behavioral health, as well as recruitment and retention.

## **Prevention and Early Intervention (Tier 2)**

### **View Video Showcase for this Specialty Track | Password: ASMH2024**

#### **A Tier 2 Social Emotional Health Intervention to Manage Stress, Enact Social Support, and Teach Goal Setting**

*Christine Malecki, PhD, Northern Illinois University, DeKalb, IL; Michelle Demaray, PhD, Northern Illinois University, DeKalb, IL.*

Participants in this workshop will learn about a Tier 2 social emotional intervention that has a focus on reducing stress, building social support, and setting goals. Participants will learn a key instructional routine to teach students and several behavioral routines students will learn and practice to enhance outcomes.

#### **Beyond Threat Assessment: Don't Drop the Ball on Student Wellness**

*Alex Javna, MSW, Virginia Department of Education, Richmond, VA; Sarah Bazemore, Med, Virginia Department of Education, Richmond, VA; Martha Montgomery, Virginia Department of Education, Richmond, VA.*

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.

#### **Community-Centered Partnership to Support Data-Informed Tier 2 Mental Health Supports in Under Resourced Schools**

*Sally Rushing, PhD, University of South Florida, Tampa, FL; Asia Barnett, BS, University of South Florida, Tampa, FL; Gabrielle Patrin, University of South Florida, Tampa, FL; Amber Rivera, BA, University of South Florida, Tampa, FL; Stacy Ann January, PhD, University of South Florida, Tampa, FL.* This session will describe an ongoing and collaborative school-university partnership to increase access to culturally responsive school-based mental health services for students attending under-resourced elementary schools. Participants will learn actionable approaches to school-university partnerships and how data-informed decision making can be implemented within a partnership to provide Tier 2 mental health support in impoverished communities.

#### **Cultivating Resilience: Restorative Justice in School Grief Healing**

*Shanaya Walker, Masters of Social Work, NE Metro 916 ISD, Little Canada, MN; Cara McGlynn, Masters of Social Work, NE Metro 916 ISD, Little Canada, MN.* Explore how Restorative Justice practices be leveraged to provide compassionate support for grieving students, fostering healing and resilience in the school community.

#### **Developing a school-based tiered intervention to supporting school aged youth.**

*Suzi Millar, PsyD, Rutgers UBHC, Piscataway, NJ; Sonia Rodrigues, MA LPC LMFT LCADC NCC ACS, Rutgers UBHC, Piscataway, NJ.* Youth mental health continues to be of upmost concern. The needs of our youth continue to grow, particularly post-COVID. Rutgers UBHC has developed a model to partner with schools and assist with the development and implementation of tiered interventions. This presentation will review the process of utilizing a needs assessment to identify needs and focus on tiered interventions which can be incorporated in schools. Data from our 50 school programs will be used to discuss impact of model.

#### **Free Your Feels: Empowering Youth Voice through Awareness and Peer Support**

*Dimple Desai, MSW, Voices for Georgia's Children, Marietta, GA; Maria Ramos, BA, Voices for Georgia's Children, Atlanta, GA; Layla Fitzgerald, Georgia Department of Behavioral Health and Developmental Disabilities, Atlanta, GA; Taji Givens, BS, Clayton County Public Schools, Jonesboro GA; Stanford Cox, BA, Clayton County Public Schools, Jonesboro, GA.* This presentation details the collaborative journey of a state mental health (MH) agency and a child advocacy organization developing a youth-informed MH awareness campaign (Free Your Feels) to address the need for support in schools. Additionally, school and campaign partners will discuss the development and piloting of a Peer Wellness Group for kids at higher risk. Evaluation results will be shared along with a discussion of how it will inform programming, sustainability, and scalability.

#### **From Programs to Systems: Restructuring Tier 2/3 Services for an Interconnected Continuum of Care**

*Kim Huffer, MSW LICSW, Cambridge Public Schools, Cambridge, MA; Amanda Laws, MS MA LMHC, Cambridge Public Schools, Boston College, Cambridge, MA; Sarah Nichols, Cartwheel, Cambridge, MA.* Despite record investments in mental health care, only half of school district leaders believe they can meet the needs of all students – particularly early intervention for more acute diagnosis. Learn how to evaluate your existing programs, identify systemic gaps, and leverage virtual partnerships to

transition new resources and roles into sustainable Tier 2/3 systems of support. Leave with actionable insights and tools to establish an integrated mental health ecosystem in your district.

### **Inspiring HOPE with Early Childhood Mental Health Consultation**

*Grace Schoessow, MS Clinical Psychology, Greene County Educational Service Center, Yellow Springs, OH; Melanie Estes, LPN ECMHC, Greene County Educational Service Center, Yellow Springs, OH.* In recent years, Ohio has initiated comprehensive efforts to prevent early childhood exclusion and expulsion while promoting well-being through the Ohio Model of Early Childhood Mental Health Consultation (ECMH-C). This session will delve into how ECMH-C strengthens existing support systems by addressing equity and inclusion innovatively. Participants will learn how ECMH-C ensures safe and supportive schools through the integration of mental health services and community collaboration.

### **Navigating the Mandates: Strategies for Successful Behavior Threat Assessment and Management in Schools**

*Amy Grosso, PhD, Raptor Technologies, Houston, TX; Maris Randazzo, PhD, Raptor Technologies, Houston, TX; Will Durgin, Raptor Technologies, Houston, TX.* As states mandate comprehensive behavior threat assessment and management teams, schools must adopt best practices. This presentation covers three key objectives: the elements of an effective threat assessment and management system, the importance of recognizing low-level concerns for campus safety and equitable intervention access, and the dual role of technology in supporting or impeding these efforts. Three industry experts will lead the discussion.

### **Ohio's Model Programs: Student Assistance Programs and Behavioral Health & Wellness Coordinators**

*Debora Robison, LSW, School-Based Center of Excellence for Prevention & Early Intervention, Oxford, OH; Jessica Muhlenkamp, Ohio Certified Prevention Specialist, School-Based Center of Excellence for Prevention & Early Intervention, Oxford, OH.* Ohio's Student Assistance Program is designed to improve students' mental health and wellness through awareness, prevention, early identification, evidence-based intervention, referral processes, and guided support services for students who exhibit behavioral health concerns. Ohio's SAP strengthens MTSS supports for students. Ohio's Behavioral Health & Wellness Coordinator model ensures that schools have strong personnel coordinating the implementation of SAPs.

### **Project Amp: drawing on the power of youth peers to deliver a youth substance use and wellness intervention**

*Catriona Wilkey, MSW MPH, C4 Innovations, Lexington, MA; Adrienne Kasmally, BA, C4 Innovations, Lexington, MA.* Project Amp is a brief mentorship intervention that pairs youth peer mentors with adolescents at risk of substance use, combining motivational interviewing, peer support, and positive youth development to support youth in exploring issues of well-being, alcohol and drug use, stress, and social supports. A pre-/post- evaluation found that youth who participated in Project Amp had increased quality of life, self-efficacy, coping skills, and social connectedness.

### **Reel Talk - Group Cinematherapy For High-Risk Black Males: One District's Success**

*Jamaal Scott, PsyD, Reel Talk Psychology, PLLC, Raleigh, NC; Jeannie Kerr, MSW LCSW, Nash County Public Schools, Nashville, NC.* Black adolescent males are at risk for mental health problems but are hesitant to participate in therapy. Group peer therapy helps reduce stigma, strengthens relationships and normalizes feelings related to lived experiences. Reel Talk addresses issues such as decision-making, friend choices, effects of music on mood, father absenteeism and legal charges and consequences for felonies. Participants view movie clips, listen to music and discuss real cases to increase understanding.

### **The Whole Child: Promoting an Integrated Model of Care to Enhance Students Well-being**

*Abigail Escobar, MSW ACSW, Social Wise Consulting, Irvine, CA; Nancy Rich Villa, MSW ACSW/PPSC, Social Wise Consulting, Irvine, CA; Golnaz Agahi, DSW/LCSW, Social Wise Consulting, Irvine, CA.* Recent data shows an increased prevalence of behavioral concerns among youths in schools. A student's socioemotional needs can impact their academic and overall well-being. Presenters will demonstrate how the social-ecological model framework can be implemented by mental health providers in schools for support.

### **Youth SAVE: A Virtual Youth Suicide Prevention and Intervention Training**

*Monica Parmley-Frutiger, LCSW, REAP, Milwaukie, OR.* Launched in Fall 2020, Youth SAVE is a virtual suicide prevention and intervention training for professionals serving youth and young adults. Participants will learn about the creation of Youth SAVE and how the training promotes the use of an equity framework, prompting participants to reflect on identity, intersectionality, and bias. We will discuss tools to collaboratively engage youth and families with the Youth SAVE safety plan, including the use of digital tools.

## **Mental Health Intervention and Treatment (Tier 3)**

[View Video Showcase for this Specialty Track](#) | Password: ASMH2024

### **Culturally Sustaining and Legally Compliant School-Based Mental Health Services: Lessons from Year 1 of Implementation**

*Krystal Duncan, EdD, Kultivating Liberation, LLC, Redlands, CA.* The American educational system has seen significant shifts in how the mental health needs of students have been addressed over the last four decades. Increasingly, the mental health needs of students have grown and are manifesting themselves in school, thus impacting their ability to fully access their education. This presentation will provide a blueprint for schools that are seeking to implement a school-based mental health program that is both culturally sustaining and legally compliant.

## **Effective School-Community Partnerships in Oregon**

*Fran Pearson, MSW, Oregon Health Authority, Salem, OR; Jessie Eagan, LCSW, Oregon Health Authority, Salem, OR.* Learn how Oregon is supporting student mental health and well-being through school-community partnerships. Hear the impact of this collaborative approach from a panel of guests including district staff, mental health agency staff, and youth and families receiving services from the program.

## **Expanding Regional School Based Mental Health Treatment Services through Recruitment, Retention and Partnership Strategies**

*Natalie Gustafson, MS MFT Licensed Marriage and Family Therapist, Northwest Educational Service District, Anacortes, WA; Chris Allen, MA Mental Health Counseling LMHC, Northwest Educational Service District, Anacortes, WA; Eleven Vexler, Northwest Educational Service District, Anacortes, WA.* School Based Mental Health Providers who can provide a broad spectrum of supports, including clinical mental health treatment, are in high demand. The Northwest Educational Service District is implementing a five-year federal grant to recruit and retain school based mental health professionals to meet the mental health treatment needs of students within a five-county region of Washington State. We will discuss our services model, school district partnerships, and sustainability efforts.

## **Integrating Positive Psychology Interventions and CBT in Comprehensive School-Based Mental Health Care**

*Sarah Fefer, PhD, University of Massachusetts, Amherst, Amherst, MA; Kristen Mahony-Atallah, PhD, University of South Florida, Tampa, FL; Shannon Suldo, University of South Florida, Tampa, FL; Daijah Hines, MA, University of South Florida, Tampa, FL; Nicole Pacateque, MA, University of South Florida, Tampa, FL; Aileen Kangavary, BA, University of South Florida, Tampa, FL.* Discover how integrating Positive Psychology with traditional CBT enhances student well-being and overall mental health. This session covers integrated assessment, case conceptualization, and intervention approaches such as specific positive activities (e.g., gratitude) through multi-component intervention within multi-tiered models of school mental health. Emphasizing cultural responsiveness and a dual-factor model, participants will learn strategies for addressing wellness and illness.

## **Location Matters: Comparing Youth Therapy Show Rates Across Behavioral Health Clinic Settings**

*Maggie Cox, PhD, Munroe-Meyer Institute, Evergreen, CO.* Child and Adolescent behavioral health clinics help young people and families by offering assessments, counseling, and therapy to improve well-being and coping skills. Behavioral health clinics can be in various places like primary care offices, outpatient behavioral health hospitals, and schools. School-based behavioral health clinics allow students to access services during the school day, and thus decrease common barriers to mental health care for this population.

## **Post-Pandemic Impacts on School-Age Youth Mental Health**

*Sonia Rodrigues-Martó, MA, Rutgers University, Piscataway, NJ; Suzi Millar, PsyD, Rutgers University, Piscataway, NJ.* Mental health issues among youth have been a concern long before the COVID-19 pandemic, but the crisis has exacerbated the situation. Before the pandemic, studies showed increasing rates of anxiety, depression, and other mental health disorders among young people. Post-pandemic, these issues have intensified due to various stressors which will be identified. This presentation will explore using a multifaceted approach to designing and implementing programs to support youth mental health.

## **Seeing and Hearing Youth: Using Creativity, Vulnerability, and Trust**

*Jennifer Ulie, PhD, Mensana Wellness Solutions, Encino, CA; Hernst Krunkadelic Bellevue, Various Recording Labels & Ascend Healthcare, Encino, CA.* This presentation, led by Dr. Jennifer Ulie and Grammy-nominated producer Hernst Bellevue (Krunkadelic), explores how adults can better support youth by developing emotional intelligence grounded in empathy, vulnerability, & trust especially to work with youth struggling the most. The session emphasizes the role of creativity in helping youth develop coping skills, self-expression, and voice. Attendees will learn strategies to reimagine youth engagement to create thriving environments for youth.

## **Supporting Bereaved Students Using a Multidimensional Grief Framework**

*Oscar Widales-Benitez, PhD, The Trauma and Grief Center at The Hackett Center for Mental Health, Meadows Mental Health Policy Institute, Houston, TX; Laura Cornell, PhD, The Trauma and Grief Center at The Hackett Center for Mental Health, Meadows Mental Health Policy Institute, Houston, TX.* The death of a loved one is one of the most common and distressing life events in childhood and adolescence. Using Multidimensional Grief Theory as a guiding framework, attendees will explore its three key domains and learn about Multidimensional Grief Therapy's efficacy in mitigating grief-related distress. Practical insights into integrating grief-sensitive practices within schools will be offered, empowering attendees to foster resilience and positive outcomes among bereaved students.

## **Telehealth Services in a Rural State: The Pathway from Referral to Delivery**

*Dustin Brown, MS Healthcare Management, Wyoming Department of Education, Cheyenne, Wyoming; Danielle Ingleby, BS, Wyoming Department of Education, Cheyenne, Wyoming; Susan Shebby, McREL International, Cheyenne, Wyoming.* In Wyoming, Project AWARE pioneers telehealth for mental health care, streamlining referrals, ensuring consent, and analyzing data for efficacy. Partnerships navigate Medicaid. Lessons learned drive continuous improvement, making it a beacon of innovation for rural mental health care.



## **The Potential of School-Based Health Centers to Mitigate Youth Mental Health Disparities**

*Anne Bowen, MS, University of Wisconsin – Madison, Madison, WI; S. Andrew Garbacz, PhD, University of Wisconsin – Madison, Madison, WI.* This presentation reviews literature that addresses the potential of school-based health centers (SBHCs) to address mental health disparities. We will discuss core components of SBHCs, population characteristics of youth who seek healthcare at SBHCs, youth perceptions of SBHC mental health services, and mental health outcomes associated with SBHCs. We will also outline current gaps in research and future directions to evaluate SBHCs as an avenue to mental health equity.

## **Implementation Science and Practice**

### **View Video Showcase for this Specialty Track | Password: ASMH2024**

#### **Associations Between School Mental Health Capacity and Implementation Readiness among Schools Implementing STOP Programs**

*Anna Abella, PhD, University of South Florida, Tampa, FL; James Angelo Suarez, MPH, CPH, College of Behavioral and Community Sciences, University of South Florida, Tampa FL.* A nationwide cross-site survey was conducted to assess the experiences of Local Education Agencies (LEAs), States, and non-profit organizations who have been awarded Violence Prevention and Mental Health Training funding from BJA STOP grants. The purpose of this study was to assess the relationship between school mental health capacity and implementation readiness among agencies implementing violence prevention and mental health training programs.

#### **Building Strong Foundations: Implementing Comprehensive Mental Health Systems in Schools**

*Christy Berger, MSW, Center Grove Community School Corporation, Greenwood, IN; Brooke Lawson, MSW, Carmel Clay Schools, Carmel, IN.* This session explores the critical components and strategies for implementing such systems effectively. Drawing from research and best practices, attendees will gain insights into the integration of mental health services into the fabric of school environments, including early intervention programs, counseling and social work services, and collaboration with community resources. Furthermore, the session will address the importance of destigmatizing mental health issues and promoting resilience.

#### **Comprehensive Approaches to School Mental Health: Equitable Implementation Insights for Practitioners and Educators**

*Ryan Bunts, MEd, The Jed Foundation, New York, NY; Kristelle Aisaka MSW, MPH, CHES, The Jed Foundation, New York, NY; Michelle Mullen, PhD, CRC, CPRP, The Jed Foundation, New York, NY; Kurt Michael, PhD, MS, BA, The Jed Foundation, New York, NY.* This presentation highlights the critical role of implementation science and equitable implementation in identifying, adapting, and implementing evidence-based approaches to support student mental health in schools. Attendees will explore and apply foundational principles of implementation science, data-driven decision-making, and strategic planning, empowering them to navigate complexities and effectively promote the well-being of all students in their own work.

#### **Comprehensive School Mental Health in Action: A District's Journey Transforming Systems**

*Jennifer Ulie, PhD, Mensana Wellness Solutions, Encino, CA; Lindsey Good, MSE, Gilbert Community Schools, Ames, IA; Carrie Clark, MSE, Gilbert Community Schools, Ames, IA; Ashley Smith, BS, Gilbert Community Schools, Ames, IA; Tovar Smith, Gilbert Community Schools, Gilbert, IA.* This session features a multidisciplinary team from Gilbert Community Schools, including youth and staff, sharing insights on the comprehensive school mental health process they used to leverage existing resources, increase youth voice, build strong community collaborations, and implement evidence-based practices. They will share their journey, challenges, & outcomes. Learn practical strategies and best practices for creating sustainable, impactful mental health systems within school districts.

#### **Cross System Collaboration: Tier 1, 2 & 3 Integrative Mental Health Services**

*Melissa Tebbs Bitalvo, DSW, LCSW, Columbia University Medical Center/ NewYork-Presbyterian Hospital, New York, NY; Paula Richter, MSW, MPA, NewYork Presbyterian Hospital, New York, NY; Julie Flanagan, NewYork-Presbyterian Hospital, New York, NY; Matthew Derbin, MPH, NewYork Presbyterian Hospital, New York, NY; Sofia Escalante, MPH, NewYork Presbyterian Hospital, New York, NY; Evelyn Berger Jenkins, MD, MPH, Columbia Medical Center, New York, NY.* Providing a comprehensive approach is vital to mental wellbeing. Prevention and treatment services are both essential components and complimentary. NewYork-Presbyterian Hospital's Turn 2 Us Program and Columbia University Medical Center's School Based Mental Health Program, provide Tier 1, 2 and 3 mental health services in elementary schools in Northern Manhattan. This presentation focuses on effective implementation strategies to successfully provide mental health services across three Tiers.

#### **Empowering Tomorrow's Workforce: Innovations in Internship Programs for Sustainable Development**

*Kim Griffin Esperon, MSW, Los Angeles County Office of Education, Downey, CA; Elsa Garcia-Sanda, MSW, Los Angeles County Office of Education, Downey, CA.* Discover the Los Angeles County Office of Education's model internship training program addressing the shortage of mental health providers in schools. Through an innovative partnership with 12 universities and 15 school districts, graduate-level interns receive hands-on training, guidance, and support in providing multi-tiered mental health services to youth across our county to bridge the gap in mental health services and cultivate a skilled workforce.

#### **Evidence-Based Strategies and Lesson Learned from Implementing a Statewide, State-funded SBMH Program in Georgia**

*Natasha DeVeause Brown, PhD, MPH, Georgia State University, Atlanta, GA; Ashley Salmon, MPH, Center of Excellence for Children's Behavioral Health, Atlanta, GA; Lupe Arteaga, Center of Excellence for Children's Behavioral Health, Atlanta, GA; Layla Fitzgerald, MA, Georgia Department of Behavioral Health & Development Disability, Atlanta, GA; Danielle Alexander, PhD, LPC, Georgia Department of Behavioral Health & Development Disability, Atlanta, GA.* The Georgia Apex Program has been providing multitiered mental health services and supports to K-12 students across the state since 2015. Its successes are due largely to implementing effective strategies such as leveraging community-school partnerships and fully integrating clinicians to deliver mental health services in schools. Participants will learn about barriers, challenges, facilitators, and best practices for effectively implementing and sustaining a SBMH program.

### **How to Implement Scalable and Sustainable Multi-Tiered, Identity Affirming School Mental Health Practice**

*Kevin Runions, PhD, School Mental Health Ontario, Wakefield, Quebec; Kathy Short, School Mental Health Ontario, Wakefield, Quebec.* In 2023, Ontario mandated all school districts to provide culturally responsive, evidence-informed student mental health services. One year later, boards published their action plans, showing remarkable progress in service delivery across tiers 1-3. This session presents on board progress and the role that School Mental Health Ontario has played in setting the strategic direction and in implementation coaching to board leadership, with lessons for replication of Ontario's success.

### **Implementation Fidelity Tool Development for a School-Based, Peer-to-Peer Suicide Prevention Program**

*Ashley Taeckens, MSW, Hope Squad, Dallas, TX.* School-based suicide prevention programs are rapidly expanding, but most have yet to adopt program fidelity measures. The second iteration of Hope Squad's program fidelity tool was presented to a culturally diverse group of adult advisors (e.g., rural, urban) to identify how to tailor it best to measure model adherence while considering school districts' unique needs. This presentation will discuss their expressed needs and said integrations into the next iteration of Hope Squad's fidelity tool.

### **Implementing a Comprehensive Mental Health Action Plan in Your School**

*Timothy Dohrer, PhD, Northern Illinois University, Mount Prospect, IL; Thomas Golebiewski, PhD, Wolcott College Prep High School, Evanston, IL.* Schools must play a role in supporting positive mental health in students, staff, and families.. This session will explore what it means for a school to implement a comprehensive "Mental Health Action Plan" that focuses on neuroscience, SEL, a continuum of care, equity, restorative justice, and community partnerships. Participants use a Mental Health Action Plan Template during the session to develop their own plan through self-reflection and sharing of best practices between participants.

### **Lessons Learned from Comprehensive, Schoolwide Initiatives to Enhance Mental Wellbeing of Students**

*Al Stein-Seroussi, PhD, Pacific Institute for Research and Evaluation, Chapel Hill, NC.*

This session provides lessons learned from three Project AWARE grants providing funds to build mental health capacity in 18 Indiana school districts. It draws on the perspectives of state coordinators, districts, and evidence from the evaluation. The session reviews findings from staff and parent surveys, focus groups with district leadership, staff and students, and student behavioral health data. The session provides guidance for building school-based mental health capacity.

### **Promoting School Attendance and Addressing Difficulties through a Multi-Tiered System of System of Supports**

*Jon Quach, PhD, Faculty of Education, University of Melbourne, Carlton, Victoria; Patricia Graczyk, PhD, University of Illinois, Chicago, IL.* Although school attendance is crucial for gaining an education, attendance rates have declined internationally since the Covid-19 pandemic. This is alarming given absenteeism is associated with negative long-term student mental health and learning outcomes. We will present key implementation and outcomes findings from the Pathways 2 Participation project, which aimed to use a multi-tiered system of support approach to addressing school attendance difficulties in primary and secondary schools.

### **Unleashing the Power of Data: Enhancing School Mental Health Programming To Promote Equity**

*Kim Griffin Esperon, MSW, Los Angeles County Office of Education, Downey, CA; Elsa Garcia-Sanda, MSW, Los Angeles County Office of Education, Downey, CA.* Discover how to develop effective and equitable school mental health programs by harnessing the power of data. Join the Los Angeles County Office of Education's School Mental Health Program for a workshop on data-driven decision-making, designed to address the evolving needs of students, especially in response to the pandemic. Gain the skills needed to ensure the success and well-being of students through evidence-based practices.

### **Utilizing Implementation Science To Lift Up Tier 3 Supports**

*Kathy Francoeur, MEd, Institute on Disability, Rochester, NH; JoAnne Malloy, PhD, Institute on Disability, Durham, NH; Michelle Cassavaugh, Institute on Disability, Durham, NH*

Struggling to implement Tier 3 supports and maintain them over time? Key elements from the Implementation Science Framework will be highlighted to guide implementation and provide a formula for success. This session will highlight tools used to install, implement, and sustain a Tier 3 highschool intervention.

### **Workforce Development: Attract, Train and Retain a Culturally-Responsive and Linguistically-Diverse Workforce**

*Andria Amador, EdD, NCSP, Behavioral Health Services - Boston Public Schools, Dorchester, MA; Alex Freeman, EdS, Behavioral Health Services - Boston Public Schools, Dorchester, MA; Ryan Sunda, UMass-Boston, Boston Public Schools, Dorchester, MA.*

In this presentation, representatives from a large, urban public school district will discuss the proactive measures taken to address shortages in the school psychology workforce and the development of culturally responsive practitioners to support the racially and ethnically diverse student body. Strategies for the attraction and retention of university trainees, implementation of culturally responsive professional development training, and district-wide mentorship networks are discussed.

## Education-Mental Health Integration and Collaboration

### View Video Showcase for this Specialty Track | Password: ASMH2024

#### **A Statewide Landscape Analysis of School Mental Health: A Case Study of Minnesota and Guidance for Other States**

*Mengchen Su, PhD, Center for Applied Research and Educational Improvement, University of Minnesota, St. Paul, MN; Annie Goerd, PhD, Center for Applied Research and Educational Improvement, University of Minnesota, St. Paul, MN.* Explore the landscape of school mental health (SMH) in Minnesota, including strengths, challenges, and outcomes across the state. This presentation will serve as a practical example of how states can leverage existing data to understand the landscape of SMH systems in their state. The findings will guide the development of targeted, system-wide initiatives and strategies aimed at strengthening SMH systems in Minnesota and in other states across the country.

#### **Behavioral Health Support for Culturally Diverse Students through Innovative School Social Work Training & Practice**

*Gabriella McBride, DSW, NYU Silver School of Social Work, New York, NY; Carmen Villavincencio-Hein, DSW, New York City Public Schools, Jamaica, NY.* Youth are grappling with numerous behavioral health challenges while burnout and attrition have reduced the mental health workforce. In response, NYU Silver School of Social Work developed the School Social Work Training Academy, placing trained MSW students in schools to address the critical needs of culturally diverse students. This presentation will provide an overview of this innovative program, share insights from the pilot year, and provide direction to schools on workforce development.

#### **Breaking the Stigma: Mental Health Supports for Black Youths in Schools**

*Jillian Kelton, MEd, Daybreak Health, Sudbury, MA; Dentavius Barber, MA, Daybreak Health, Rock Hill, SC; Juan Trevino, Daybreak Health, Rock Hill, SC; Norina Asante, MS, Daybreak Health, Durham NC.* Black youth are at higher risk of experiencing mental health challenges due to discrimination, trauma, poverty, and more. Our schools are primed to support the mental health of Black youths but long-standing stigmas exist in the Black community around getting mental health support. This panel discussion brings together experts that work across education, mental health, and community activism to share how schools can work to address the mental health stigma so Black students can heal and thrive

#### **Community-Led Suicide Prevention: A Comprehensive Approach**

*Julie Ebin, EdM, EDC, Waltham, MA.* School mental health and wellness efforts will be most effective when paired with community-wide suicide prevention efforts. The Community-Led Suicide Prevention framework can help schools build partnerships with local mental health practitioners and organizations and youth-serving organizations in the community. Through a comprehensive, whole-community approach to suicide prevention, schools can most effectively improve their students' mental health and well-being.

#### **'Do We Really Need That Service?' A Look into Data Share Partnerships between Schools and Human Service Systems**

*Emily Born, MS in Organizational Leadership, Allegheny County Office of Behavioral Health, Pittsburgh, PA.* Just as each child has individual needs, so does each school building, school district and community. Allegheny County utilizes a data share agreement between School Districts and community agencies. These partnerships have helped school districts identify specific needs within their buildings and work with an assigned School Based Liaison from the county to help locate programs that can help meet those needs and determine the possible sustainability of a program.

#### **Empowering School and Clinical Staff to Embrace Using Data to Support the Whole Child Within a School-wide MTSS Framework**

*Rosanna Grund, EdD, Onondaga Cortland BOCES, Liverpool, NY; Dominique Ricciardelli, PsyD, OCM BOCES, Liverpool, NY; Christine Woodring, CAS, OCM BOCES, Liverpool, NY.* This session will discuss the evolution of a comprehensive MTSS framework across multiple special education and alternative education programs for students with social-emotional and behavioral needs who have been impacted by trauma. Topics addressed include data-based decisions, specific Tier 1-3 interventions, and supports. Data driven protocols that were created and utilized by all staff including teaching and clinical staff that support students' growth in all areas will be highlighted.

#### **Georgia's Project AWARE – Lessons Learned, Activities Sustained and Opportunities Identified**

*Deborah Chosewood, MS, Georgia Department of Education, Atlanta, GA; Emily Graybill, PhD, Rutgers University, Piscataway, NJ; Danielle Alexander, EdD, Georgia Department of Behavioral Health and Developmental Disabilities, Piscataway, NJ.* The Georgia State Education Agency and State Mental Health Co-ordinators, Local Education Agency Coordinators, and grant evaluators will discuss lessons learned from the implementation of two AWARE grants in six LEAs. In addition to sharing lessons learned,



panelists will share experiences with statewide scale-up of AWARE activities and the sustainability of AWARE 2014 and 2020 policies, practices, and services.

### **Growing Stronger Together: Cultivating Partnerships for Sustainable School Mental Health Systems in the Heartland**

*Erika Franta, PhD, Munroe-Meyer Institute, University of Nebraska Medical Center, Omaha, NE; Brandy Clarke, PhD, Munroe-Meyer Institute, University of Nebraska Medical Center, Omaha, NE.* Expansion of comprehensive, effective, and efficient school mental health systems help to provide access in mental health workforce shortage areas. However, limited opportunities of federal, state and local funding make implementation of comprehensive school mental health service delivery models challenging. This symposium will highlight innovative solutions by three Midwestern partners to address funding barriers in rural and urban areas.

### **Helping Young People Detoxify Their Online World**

*Courtney Conley, EdD, Lindsey Wilson College, LaPlata, MD.* This presentation by Dr. Courtney Conley explores the complex impact of social media on adolescents. It provides a comprehensive overview of current statistics, the appeal and risks of social media, and highlights the mental health challenges it poses. Attendees will gain actionable strategies for fostering healthier social media habits through nonjudgmental conversations, setting boundaries, and promoting digital literacy. Practical tips for parents, educators, and professionals will be shared.

### **Interconnecting School-Community-University Partnerships to Provide Full Continuum of Tiered Mental Health Services**

*Kathryn Trainor, PhD, University of Florida, Gainesville, FL; Joni Splett, PhD, University of Florida, Gainesville, FL; Kelsey Anhalt, Alachua County Public Schools, Gainesville, FL; Anntwanique Edwards, PhD, School Board of Alachua County, Gainesville FL.* Education and mental health professionals must collaborate to meet students' growing mental health challenges. This presentation overviews a partnership between interdisciplinary university training programs and a local school district to increase the capacity of the SBMH workforce locally. District, school, and university staff will share the partnership building process, effective teaming strategies for school-based multi-tiered systems of support, and lessons learned from the first year.

### **It Takes a Village: Supporting At-Risk Students with Disabilities & Their Families Using Family Systems & Labeling Theories**

*Bich Do, MA, EdS, NCSP, Louisiana State University, Social Research and Evaluation Center, Baton Rouge, LA; Kimberly Allen, MA, LMFT, LPCS, Louisiana State University, Social Research and Evaluation Center, Denham Springs, LA; Hana Khan, Pasadena Independent School District, Denham Springs, LA; Sarah Harrell, MSNPA, LMSW, Louisiana State University, Social Research and Evaluation Center, Louisiana State University, Baton Rouge, LA.* At-risk students, especially those with disabilities, experience several risk factors that enumerate the need for early prevention and intervention services. Family-school partnerships are often identified as critical interventions. Applying Family Systems Theory and Labeling Theory may help participants working with at-risk students with identified or underlying disabilities understand complex family systems when promoting partnerships and developing home interventions and services.

### **Perceptions of School Mental Health: Aligning Services to the Needs of the District**

*Laura Ainsworth, PhD, Louisiana State University, Baton Rouge, LA; Kimberly Allen, MA, Louisiana State University, Baton Rouge, LA.* Understanding the perceptions school and district administrators have of their mental health workforce and of the mental health needs of the student population is key to program development. This presentation will identify and explain steps to take in creating or updating a school or district school mental health program. Steps in the process that are shared throughout the presentation include conducting needs assessments, using evidence-supported program design, and evaluating program outcomes.

### **Practical Short-Term Interventions to Increase Trusted Adult Confidence in Supporting Youth Mental Health**

*Haley Bierk, Med, Children's Hospital of Colorado, Aurora, CO; Sherry Burkhard, BSN, Children's Hospital of Colorado, Aurora, CO.* This session will introduce evidence-based skill sets that have applicability in addressing the mental health needs of young people. The goal is to give participants practical tools that can be applied to support youth mental health in various contexts. We will discuss how you can return to your community and spread the knowledge of these skills. By fostering a network of support around young people, we can create a more resilient and responsive environment that meets their mental health needs.

### **The Georgia School-Based Behavioral Health Collaborative - Nurturing Synergy, Prioritizing Well-Rounded Expertise in Advocacy**

*Francesca Bentley, Master's, The Carter Center, Marietta, GA; Dimple Desai Desai, MSW, Voices, GA; Mary Kathryn Velazquez, JD, Georgia Appleseed Law Center, GA.* Georgia is at the precipice of breaking into the truly innovative school-based behavioral health space. This presentation session will illustrate the increased success and harmony a collaborative finds when members have defined, strategic roles that fit their area of expertise and strengths appropriately. Additionally, this session will inevitably give a window into what the policy landscape for SBBH in Georgia currently looks like and where it is going.

### **Universal Prevention at Population-level for School Mental Health**

*Jason Fruth, PhD, PAXIS Institute, Oakwood, OH.* Multiple states have implemented PAX at population level with significant outcomes. PAX provides evidence-based universal prevention with proximal outcomes for the practitioner and lifetime outcomes of improved mental health and others for young people. The PAX Good Behavior Game is implemented in the

classroom to significantly improve numerous outcomes. PAX Tools is implemented in the community by equipping youth-serving professionals across the system of care to improve mental health.

## Cultural Responsiveness and Equity

[View Video Showcase for this Specialty Track](#) | Password: ASMH2024

### **Schools and the Power of Ethnic-Racial Socialization: Culture, Context, and Critical Consciousness-Raising**

*Leslie A. Anderson, PhD, Morgan State University; National Center for the Elimination of Educational Disparities, Baltimore, MD.* This workshop will illuminate the critical importance of school ethnic-racial socialization (ERS) approaches for racially minoritized youth. Participants will learn about practical ways that schools can integrate ERS practices and how family engagement can be fostered through these processes. Through dialogue and interactive participation, attendees will be able to identify ways to establish or enhance ERS across multiple levels of the school environment.

### **The Mental Health Impact of the COVID-19 Response on Teachers at Predominately Black Schools and What to do Going Forward**

*Llewellyn Cooper, MS Clinical Mental Health, Monroe County Schools, Loudon, TN; Christalyn Cooper, DBA, A Gate Called Beautiful Consulting, Loudon, TN.* This presentation shares how the response to COVID-19 affected the mental health and well-being of teachers at predominantly Black schools during the pandemic. The goal is for participants to understand how teachers' mental health and well-being were impacted when major changes occurred in American society, such as rapid curriculum changes requiring adaptation. The CrSMHP framework was used as a guide for this study.

## Advocacy and Policy

[View Video Showcase for this Specialty Track](#) | Password: ASMH2024

### **Occupational Therapy as an Opportunity to Support the Mental Health and Wellness**

*Breanna Lynch, MOT, Mason City Schools, Cincinnati, OH; Nicole Pfirman, MEd, MindPeace Cincinnati, Hamilton, OH; Abe Saffer, MPM, American Occupational Therapy Association, Hamilton, OH.* This presentation serves as a catalyst for educational leaders to recognize occupational therapy practitioners' distinct value as experts and advocates for school-based mental health needs to inform mental health care for students and educational staff at all levels. Attendees will engage in meaningful conversations that explore systems-level thinking and walk away with resources to create a realistic framework for program implementation and both large- and small-scale funding opportunities.

