

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



Promoting Well-Being in School • December 5-7
Poster Program



Hyatt Regency Orlando
9801 International Drive
Orlando, FL 32819



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.

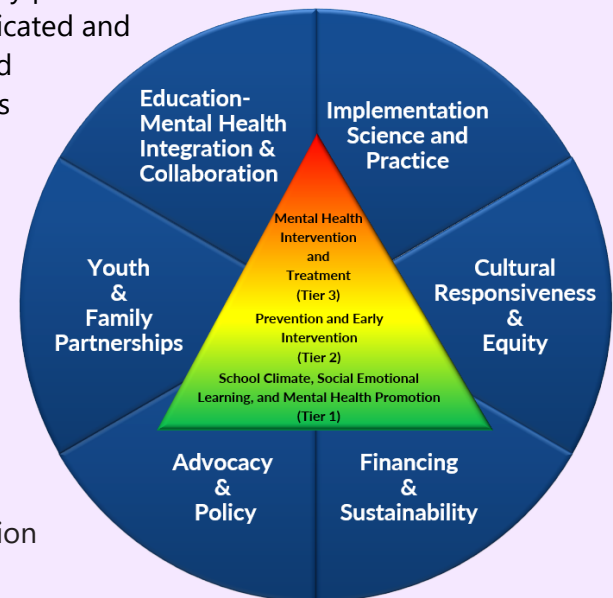
EMH Education-Mental Health Integration and Collaboration focuses on the active exchange of ideas and collaborative engagement between school-employed and community-employed mental health providers, educators, and families. This track addresses how to develop and implement a culture of collaboration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



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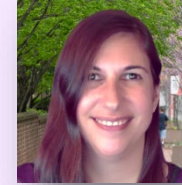
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7-Dippity, Accutrain, Active Minds, Alongside, Be Real USA, Bi-State Primary Care Association, Bridge Educational Engineering, Cartwheel Care, Catapult Learning, The Center for Adoption Support and Education, CharacterStrong, Clark University, Clayful, 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, National Center for Safe Supportive Schools (NCS3) 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

ISP

A Brief Review: The State of Virtual School Psychology

Kylie Miller, MA, VocoVision, Peachtree Corners, GA

Considering virtual work? This poster offers a look at the growth of telepractice in school psychology. Our survey of current practitioners reveals information on demographics, job responsibilities, work-life balance, materials, and independent contracting in the telepractice world. You will learn which regions have adopted telepractice and where we expect to see continued growth.

T3

Acceptance and Commitment Therapy for Elementary-Aged Youth: What do We Know and Where Do We Go?

Angelina Venetto, MA, University of South Florida, Tampa, FL

There is an increased need for effective school-based interventions. ACT is a therapeutic technique to achieve psychological flexibility. However, its application to youth in schools is limited. This presentation offers a comprehensive review of ACT in the elementary-aged population to determine extent of use, treatment components, and therapeutic outcomes. By understanding the current scope of ACT, the field will be better suited to adapt this psychotherapy to meet student mental health needs.

ISP

A Cross-System Partnership to Integrate Tier 1, 2, and 3 Services for Families: An Implementation Science Approach

Melissa Bitalvo, DSW, Columbia University Medical Center, Port Washington, NY. Julie Flanigan, LMSW, New York Presbyterian Hospital, New York, NY. Evelyn Berger Jenkins, MD, Columbia University Medical Center, New York, NY. Cindy Cajamarca, BA; Matthew Derbin, MPH; Sofia Escalante, MPH, New York Presbyterian Hospital, New York, NY

Implementation Science was used to develop a partnership between the Turn 2 Us Program at New York Presbyterian Hospital (Tier 1 and 2) and the School Based Mental Health Program at Columbia University Medical Center (Tier 3). An adapted mental health literacy program for parents was integrated into SBMH's program to increase access to services across tiers. Results suggest that cross-system collaboration is a viable and cost-effective option to address mental health needs more comprehensively.

AP

A National Study of School Nurse Inclusivity in School-Based Suicide Prevention Programs: Dismantling Exclusive Practices

Deborah Tyndall, PhD, University of North Carolina Wilmington, Wilmington, NC

Despite school nurses being well-positioned to identify students at risk for suicide, they are often excluded from school-based suicide prevention programs. This session will present the results of a national study that examines the inclusive and exclusive practices within districts/schools and their impact on the school nurse role in youth suicide prevention. Presenters will make policy recommendations and unpack best practices to support school nurse inclusivity in programmatic efforts.

T3

An Integrated Care Approach to Addressing Unmet Behavioral Health Needs of School-Aged Children in Rural Public School Units

Erika Taylor, MS, LMFTS, BCTMH, PMHC, Brody School of Medicine at East Carolina University, Dept. of Family Medicine, Greenville, NC

This poster presentation will review strategies for implementing a multidisciplinary school-based telehealth program within a rural school district. Specific focus will be on behavioral telehealth implementation and integration under this service design, including review of clinical and operational design and delivery methods, successes, challenges and clinical implications.

ISP

Alignment of Self-Report and Observed Fidelity in a Universal School Behavior Intervention

Taylor Ullrich, MS; Sofia Redondo, BS; Aislyn Gordon, BA, Roger Goosey, BS; Yasmin Landa, BA, Aaron Lyon, PhD University of Washington, Seattle, WA

Attendees will learn about the alignment of self-reported and observed fidelity of a universally delivered school-based intervention intended to improve student's behavior. Results from the current study will help inform the field on the level of agreement of different methods of assessing intervention fidelity, which in turn will help determine the best method to use when assessing intervention fidelity.

FS

Assessing Changes in Mental Health Treatment Among Children in the US

Jasmine Lusane, SAMHSA, Washington, DC

The Mental Health Client-Level Data (MH-CLD) systems provide information on mental health diagnoses and the mental health treatment services, outcomes, and demographic and substance use characteristics of individuals in mental health treatment facilities that report to individual state administrative data systems. MH-CLD are currently collected for and reported by CBHSQ and SAMHSA in collaboration with state mental health agencies (SMHAs). SAMHSA uses the MH-CLD data to enhance the understanding of publicly funded mental health treatment service systems. The data are used

to inform decisions about SAMHSA's use of its mental health block grant funds; and to better understand the technical assistance and support needs of mental health providers and the communities they serve. This analysis assesses the disparities of 1.8 million children ages 0 – 17 who receive treatment in publicly funded facilities across the United States by race, ethnicity, sex as well as by National Outcome Measures (NOMS) and states.

T2 Assessing Students' Stress and Resilience-Enabling Social Skills to Inform Intervention Practices

Stephen Elliott, PhD, Arizona State University, Tempe, AZ. Christopher Anthony, PhD, University of Florida, Gainesville, FL
We report the development of the SSIS Stress and Resilience Assessments. With the SSIS SaRA, educators and school mental health professionals have an efficient assessment that (a) facilitates school-wide screening and monitoring of all students' adaptive responses to perceived stress and (b) yields actionable results to guide classwide or small group intervention programs to develop resilient behavior for students who show signs of prolonged or intense stress or emotional behavior concerns.

YFP Children's Perspectives on Content to Include in a Whole Child Screener

Kimmya Lyon, MA, MEd, University of Connecticut, West Hartford, CT
We are developing a strengths-based, comprehensive, and contextual school-based screener. We are involving end users in the measure development process to increase the usability and potential positive consequences of the measure. In this presentation, we share findings from interviews with elementary students eliciting their perspectives on factors that influence their success in school, information they would share with their teachers, and areas in which they would like to receive support.

T1 Depression Compass: Development of a Brazilian Artificial Intelligence Tool to Answer Teacher's Questions About Depression

Mariana Rebello, MSc, University of Florida, Gainesville, FL
Schools are vital for implementing mental health strategies for youth. However, traditional pre-service teacher training lacks mental health coverage, limiting teachers' ability to recognize early warning signs. This presentation describes the development and feasibility of an AI tool to answer teachers' questions about depression and to help teachers problem-solve based on their student's changes in behavior due to mental health issues.

EMH Effects of Implementing Co-located Therapy Services on Educator Burnout & Reducing Barriers

Jacob Gustaveson, MA; Anna Jessman, LICSW; Elizabeth Demeusy, PhD; Megan McCormick, PhD, MedStar-Georgetown University Wellbeing in School Environments, Washington, DC
Educator burnout rates are significantly higher than other working US adults. Multi-tiered systems of support centered on educator wellbeing hold promise in addressing this severe mental health need. Co-locating mental health therapy is a core component to educator centered MTSS. This current study uses a mixed methods strategy to assess how co-located mental health therapy can address educator burnout. Quantitative changes in burnout and qualitative interview will be analyzed and presented.

YFP Empowering Student Voices: A Peer-Led Assessment of School-Based Health Centers (SBHCs)

Kathleen Moskowitz, MA, University of Miami, Miami, FL
The Student CHAMPIONS program empowers students as health advocates. Focusing on school-based health centers (SBHC) in 3 Title-1 high schools, the program involves student-led survey design and data collection to assess perceptions of SBHCs. Preliminary results reveal the benefits of including student researchers, as well as insights into consent rates, service usage, and barriers. These findings will guide future outreach and advocacy efforts to enhance SBHC accessibility and effectiveness.

T3 Enhancing Rural Student Mental Health: Evaluating the Impact of SPIRSS Tier 3 Interventions

Morgan McCosh, BA, Wichita State University, Goddard, KS
This poster presents preliminary findings from the SPIRSS initiative, a partnership between Wichita State University and rural Kansas LEAs, addressing the shortage of school-based mental health providers. The study evaluates the impact of tier 3 mental health services delivered by school psychology graduate students to K-12 students. Results show significant improvements in four measures of internalizing behaviors, highlighting the quality of professional development.

ISP Evaluation of Trauma-Informed School Approaches: A Preliminary Investigation

Amanda Meyer, MA, Miami University, Oxford, OH
Trauma-informed school (TIS) approaches have the potential to benefit students, staff, and schools. However, limited evidence for its effectiveness has been identified. Evaluation could improve the implementation of TIS by strategically measuring process and outcomes. However, limited resources exist for TIS evaluation. In this project, a mixed-methods participatory approach is used to assess the key factors affecting TIS evaluation, and to provide strategies for effective TIS evaluation.

CRE Examining Implementation of Positive Behavioral Interventions and Supports and Disparities in Discipline

Anne Bowen, MS, Andrew Garbacz, PhD, University of Wisconsin – Madison, Madison, WI

This poster describes an investigation of the relationship between PBIS implementation fidelity and disparities in exclusionary discipline between Black and White students. We will discuss the implications of our findings for researchers and educators, the downstream consequences of inequitable discipline practices, and equity-focused and culturally responsive behavioral interventions.

EMH **Examining Pre-Service Educators' Perspectives on a Trauma Learning Series: Comparing Live and Hybrid Training Models**

Saadia Elahi, MS, Ann & Robert H. Lurie Children's Hospital of Chicago, Chicago, IL

This study examines pre-service educators' perspectives on a trauma learning series. One cohort of students received the learning series in a live format, and the other received a hybrid format. Participants in the learning series reported high satisfaction, learning of new information and skills, and increased feelings of preparedness to support those exposed to trauma. Results were similar between the Live and Hybrid cohorts, although the Live cohort reported higher overall satisfaction.

ISP **Examining the Inner-Setting Barriers to Increase Access to Equitable Behavioral Health Care in King County School-Based Health Centers**

Sofia Redondo, BS, University of Washington, School Mental Health Assessment, Research, and Training (SMART) Center, Seattle, WA

Attendees will learn about the multiple inner-setting barriers and ideas that school-based health center (SBHC) behavioral health providers and supervisors hope to address to increase access to high-quality care for youth. Results from the current study will direct future recommendations and suggestions about how to best address the barriers that SBHC behavioral health providers face to best increase access to equitable behavioral health care to all students.

T1 **Exploring Audit and Feedback Strategies in Schools: Prevalence and Preliminary Associations With Fidelity of Teacher Delivery**

Roger Goosey, BS, University of Washington, Seattle, WA

Classroom observations are a norm in most schools. When paired with provision of feedback for quality improvement, it can look remarkably like an implementation strategy called "Audit and Feedback" (A&F). Audit and feedback (A&F) is an implementation strategy involving measuring a professional's performance, comparing it to a target, and feeding information back to them to modify their behavior. My poster will present findings observed in the context of Tier 1 intervention implementation.

ISP **Exploring School and District Personnel's Definition and Knowledge of Evidence-Based Practices (EBPs) for Autistic Students**

Marissa Thirion, BA, University of Washington (UW) - School Mental Health Assessment, Research, and Training (SMART) Center, Seattle, WA

This presentation explores school and district personnel's perspectives on the definition of evidence-based practices (EBPs) and which practices are commonly identified as "evidence-based," especially when working with autistic students. The presentation highlights the importance of understanding school and district staff's EBP knowledge to help inform future efforts to enhance school staff's knowledge, selection, and successful implementation of these practices.

T1 **Findings From a Teacher-Led Mindfulness Intervention to Improve Student Social-Emotional and Cognitive Outcomes**

Jon Quach, PhD, University of Melbourne, Victoria, Australia

We will present findings from a school-based cluster trial of a teacher-led mindfulness intervention when applied during the early years of elementary school. Findings will focus on whether these interventions are able to improve the social-emotional wellbeing outcomes of students and highlight key implementation considerations.

T1 **From Classroom to Community: Exploring the Role of School Connectedness on Student Well-Being**

Alexandria Crawford, MA, University of Connecticut, Storrs, CT

This presentation explores the crucial role of school connectedness on student well-being and success. Through a comprehensive literature review, it highlights how fostering a positive school climate and leveraging school connectedness as a prevention tool can enhance academic achievement, mental health and well-being, and social/emotional learning. The session also offers evidence-based strategies for fostering school connectedness and monitoring progress.

AP **I Believe a Lot of Advocacy Goes Unsaid in Schools: Student Reflections of School Social Worker Roles**

Jennifer Murphy, PhD, The University of Texas at Arlington, Arlington, TX

This poster shares perspectives from school social work trainees enrolled in a masters-level course and their knowledge about role responsibilities, including school mental health practices, fostering school-family-community relationships, and macro-practice community and advocacy work in schools. Implications discussed include developing the capacity to engage in advocacy and broad-level changes, provide effective support services, and ensure students with disabilities receive services.

T2 Implementing and Evaluating Brief Coping Kits in School Mental Health Settings in Ontario, Canada

Nicole Dryburgh, PhD, Offord Centre for Child Studies, McMaster University, and Harvard University, Ontario, Canada

This study aimed to implement and evaluate 4 evidence-informed Brief Coping Kits into school mental health settings in Ontario, Canada with a progress monitoring tool for tracking implementation and response. Results from 44 school mental health professionals and 180 students from 2021–2023 indicated high satisfaction with the interventions, and evidence for reductions in internalizing symptoms and top problem severity. Future research is needed to assess gains over longer periods of time.

ISP Implementation of State Legislation to Expand School Behavioral Healthcare Access in Maryland

Ehzele Iyoriobhe, BA, Narie Kim, BA, Victoria Louis, BA, Karah Palmer, MEd, Taneisha Carter, MA, Perrin Robinson, MS, Jennifer Keperling, MA, Kelly Schaffer, MS, Jerica Knox, PhD, Mark Luckner, MA, Lorianne Moss, MA, Sharon Hoover, PhD

In 2021, the Blueprint for Maryland's Future law was passed to revamp education systems and dedicate funding to expand available behavioral healthcare. State funding has since been awarded to service provider organizations across the state to deliver evidence-based behavioral healthcare services to Maryland's students and families. This poster outlines implementation and technical assistance methods and reviews emerging data to examine initial impacts of this legislation.

EMH Implementation of the ECHO Learning Model for School Staff Supporting Military Families

Megan McCormick, PhD, Elizabeth M. Demeusy, PhD, Hillary A. Robertson, MPH, Jeff Q. Bostic, MD, EdD, Andrea M. Israel, PhD, J. Michael Rovaris, LCSW, BACS, Sean Pustilnik, MD, Amy Dell, Ashley James-Barnett, MS, Sharon A. Hoover, PhD

Pediatric mental health (MH) disorders are common and on the rise with 16.5% of youth nationwide reportedly having at least one MH disorder (Whitney, 2019). However, fewer than half of youth who need MH services receive them (Kataoka, 2002) and this problem is amplified in children of military families who have greater mental health needs but inadequate access to psychiatric services (Bacolod, 2023). Educators and school staff play an essential role in supporting the wellbeing of students, but often need additional training and support to do so. The ECHO model is a collaborative learning tool that can help close this gap by providing training and case consultation to educators supporting military families. This study examined the virtual implementation of the ECHO model with educators and school-based staff. Results indicated high rates of acceptability, feasibility, and the impact of this model and the content delivered.

YFP Implementation of Youth Action and Resources to Address Mental Health Barriers in Schools (Tier 1 & 2)

Amy Lei, Student Researcher, Mooresville, NC

The study investigated mental health barriers among suburban high school students through surveys, discussions, and an intervention. Results showed links between self-reliance trends, disruptions to routine, diet, relationships, academics, physical health, sleep due to stress/depression, and time spent on social media. The research highlighted the importance of student-led initiatives to reduce stigma and promote awareness.

ISP Insights from Advancing Mental Health Support in Rural and Mid-Sized Districts

Citlali Molina, PhD, LPC, NCC, Texas Christian University, Ft Worth, TX

Our Mental Health Matters grant project addresses the shortage of mental health resources in underserved rural and mid-size school districts. We've placed 16 providers in 24 schools, serving over 20,000 students. Key achievements include increased access to culturally responsive counseling, integration of bilingual counselors, evidence-based practices, and collaborative networks. This presentation will also provide tools for overcoming barriers in developing school mental health programs.

ISP Lessons Learned from Facilitating the Adoption of a Whole Child Lens for Wellness Work

Jessica Koslouski, PhD, Kathleen Williamson, PhD, NCSP, University of Connecticut, Storrs, CT

We are funded by the CDC to support the implementation of the CDC's Whole School, Whole Community, Whole Child (WSCC) model in Connecticut schools. We share lessons learned from this work: the importance of administrator buy-in, planful rollout, and tailored support for varied contexts and stages of implementation. Those planning mental health initiatives will gain strategies for securing administrator buy-in and facilitating alignment with local context and strategic plans.

ISP Leveraging Measurement-Based Care for a Transformative School – Based Population Health Approach

Jesse Hayman, BA, Greenspace

Efforts to reduce shame, enhance awareness, and offer high-quality services that help students thrive continue to gain momentum. Despite strides forward, schools struggle with student engagement in preventative resources. Based on Measurement-Based Care and the Stepped-Care Model, Greenspace's self-guided wellbeing hub improves student wellness and has strong outcomes across 250,000+ users. This presentation will overview this approach to population health and its impact in school-based settings

ISP Leveraging Policy Developments and Community Partnerships to Improve Mental Health Service Access for K-12 Students in Urban and Rural Maryland Communities Through MD-AWARE II

Narie Kim, BA, Taneisha Carter, MS, TJ Oladipo, Jaylynn Floyd, Jerica Knox, PhD, National Center for School Mental Health at the University of Maryland School of Medicine, Baltimore, MD. Renee Neely, PhD, Maryland State Department of Education, Sharon A. Hoover, PhD, National Center for School Mental Health at the University of Maryland School of Medicine, Baltimore, MD

Maryland-Advancing Wellness and Resilience in Education (MD-AWARE) provides targeted, evidence-based practices to three Maryland school districts of urban-suburban and rural makeup. The projects seek to increase the counties' capacity to use a multi-tiered framework to improve student behavioral health outcomes and linkages to mental health services. The evaluation of MD-AWARE II tracks the implementation of training, technical assistance, and other supports to capture the impact of these efforts.

T1 Maryland Youth Mental Health Corps: Findings from Community Partners and School Mental Health Staff Focus Groups

Julianna Casella, MEd, National Center for School Mental Health at the University of Maryland School of Medicine, Baltimore, MD, Audrey Suker, MS, Audrey Suker Counseling, Minneapolis, MN, Danica Brown, PhD, DL Research Solutions, New Orleans, LA, Sarah Flammang, Maryland Department of Service and Civic Innovation, Nancy Lever, PhD, National Center for School Mental Health, Baltimore, MD

The Maryland Youth Mental Health Corp is an initiative aimed to engage young people ages 18-24 in the behavioral health field to work with students in grades 7-12 and their families to improve access to mental health support. In developing this initiative, voices from individuals in the field were centered in shaping the role of youth to be best suited for working in mental health. This poster will provide insight into community partners and school-based stakeholder opinions and reflections on the development of this project.

ISP Increasing Access to Mental Health Care Through an Academic Partnership: The Talk it Out Program

Katrina Jean, University of Arizona, Tucson, AZ

Community partnerships facilitated through School Based Mental Health programs increase the capacity to provide mental health care within individual agencies. Collaboration between educators, community agencies, and mental health care providers has been called for as a solution to better meet the mental health care needs of families. Many schools do not have the capacity to meet student mental health needs, and so it is important to engage in partnerships to promote access.

AP Mitigating Teacher Burnout in Title I Schools: The Role of Social-Emotional Competence Training

James-Angelo, MPH, University of Southern Florida, Tampa, FL

This study used a secondary data analysis to assess the relationship between teacher SEC training and burnout. We compared the results between teachers in Title I and non-Title I schools. We hypothesized the following: 1) a significant negative correlation between SEC training and burnout exists; 2) the level of teacher burnout will decrease with each incremental increase in SEC training; and 3) this correlation will be stronger (and more protective) for teachers in Title I schools.

T1 Multiple Group Categorical CFA: Comparisons of NC and SC Elementary Students on Social Emotional Health Survey-Primary

Allison Dembowski, MA, CAS, East Carolina University, Winterville, NC. Brandon Schultz, EdD, and Kaitlynn Carter, East Carolina University, Greenville, NC

This poster presents a confirmatory factor analysis of the Social-Emotional Health Survey-Primary (Furlong et al., 2020) scales. The SEHS-P measures Covitality through four subscales: gratitude, zest, optimism, and persistence. The multi-group categorical CFA design allowed for comparisons across geographical location, grade, gender, and ethnicity.

T3 Organization- and School-Level Factors Influencing Teacher Well-Being: A Systematic Scoping Review

Catherine Corbin, PhD; Kathryn Trainor, PhD; Megan Worth, PhD; Alyssa Holmquist, BS, University of Florida, Gainesville, FL

We have learned a great deal about individual- and student-level factors that influence teachers' well-being, but comparatively little is known about the landscape of relevant organizational factors. We conducted a systematic scoping review to identify organization- and school-level factors that influence specific aspects of teachers' occupational well-being. Results can inform future research, as well as appropriate targets for interventions to maximize teacher and thus school well-being.

T2 Pawsabilities: Intentional Integration of Volunteer Therapy Dogs Into Tier-II Special Education Behavioral Interventions

John Palladino, PhD, Eastern Michigan University, Ann Arbor, MI

Certain therapy dogs and handlers are certified to provide volunteer services only. These community members are often an overlooked possible value-added contributor to already existent Tier II behavioral and mental health interventions. This poster session will illustrate preK-12 case examples from a two-year, research-to-practice autoethnography in which

a volunteer certified therapy dog was shown to benefit students' behavioral self-regulation interventions and cognitive self-perceptions.

ISP

Preparing for Success: Does Preparedness Improve the Delivery of Positive Greetings at the Door?

Aislyn Gordon, BA; Taylor Ullrich, MS; Sofia Redondo, BS; Roger Goosey, BS, University of Washington, Seattle, WA. Alex Dopp, PhD, RAND Corporation, Santa Monica, CA. Aaron Lyon, PhD University of Washington, Seattle, WA

Attendees will learn about how teachers' time spent preparing to implement a universally delivered school-based intervention is related to intervention fidelity. Results from the current study will direct future recommendations on how implementers should prioritize their time to improve intervention fidelity and outcomes, as limited time is a common implementation barrier.

T1 Promoting Student Mental Health in Maine's Most Rural County

Hannah Pelletier, BHP, Maine Behavioral Healthcare, Portland, ME

This poster will provide a detailed overview of an innovative approach to mental health promotion within high poverty, highly rural schools in Washington County, Maine. Utilizing a multi-tiered system of support, the MaineHealth Center for Trauma, Resilience, and Innovation (MC-TRI) has partnered with educational leaders in Washington County to provide a stratified continuum of evidence-based practices designed to improve student mental health.

T1 Promoting Student Well-Being Through a Risk and Resilience Framework: Implications for Screening

Evelyn Johnson, PhD, Aperture Education, Itasca, IL

Student well-being concerns for our nation's students have risen sharply and can negatively impact functioning. This study examined whether combining resilience and risk measures better predicted well-being than resilience alone. Results indicated that a combined risk and resilience screening approach identifies a unique group of students who need support and accurately identifies students at risk for low well-being as compared to using a resilience approach alone.

T3 Rural Mental Health: Observed Trends in Suicide Risk Assessment Data

Megan Kirk, PhD, Vigo County School Corporation, West Terre Haute, IN, Brandon Wood, PhD, The University of Toledo, Toledo, OH

This poster presentation addresses rising mental health and suicide rates among children and young people (CYP). Using data from a rural school district, it examines three years of suicide risk assessments with the Columbia Suicide Severity Rating Scale (C-SSRS). Key trends, including demographic disparities and COVID-19 impacts, will be shared. Ideal for school staff, researchers, and mental health providers - implications for educational practice and research will be discussed.

AP School-Based Mental Health Coaching: Building Capacity, Highlighting Diversity, and Supporting Retention in Our Field

Hennessey Lustica, PhD, Seneca Falls CSD/University of Rochester, Seneca Falls, NY

Professional coaching for school-based mental health providers is one strategy aimed at building capacity, highlighting diversity, and increasing retention in our rural school districts. In this poster session, participants will learn how coachees are paired with seasoned mental health coaches to help navigate the many facets of their first years in the field. We will share the impact of our coaches/coachees and strategies for replicating our coaching model in school districts across the US.

EMH Service Connection: Maximizing Medicaid-Funded Services and Interagency Collaboration

Joelle Aboytes, JD, MBA, Florida Department of Children and Families, Tavares, FL, Christina Gillis, BA, Florida Department of Children and Families, Daytona Beach, FL

Children and family needs often cross over many different child and family-serving state agencies. As such, it requires multi-system communication and collaboration and a general understanding of available services within each agency. Building and sustaining a collaborative approach to service planning for families enhances protective factors and helps reduce stress on caregivers and promote family and educational stability.

YFP Social Emotional Competencies of Middle School Students: Preliminary Findings from Working With Youth, Teacher, And Parents

Margaret Hall, BA, Nicole Litvitskiy, BS, Amanda Meyer, MA, Paul Flaspohler, PhD, Miami University, Oxford, OH

The progress of the development of an open source, stakeholder informed measure of social emotional competences (SEC) for middle school students (6th through 8th grade) is presented. The poster shows the preliminary findings of interviews, including examples of SECs and possible unique contributions that do not map onto the existing framework. We also discuss the benefits and unique challenges of collaboration with these stakeholder groups and provide recommendations for creating partnerships.

T1 Starting the Conversation: Suicide Prevention Intervention for High School Students

Mileini Campeze-Pardo, PhD, Tara Kenworthy-LaMarca, PhD, Gabriela Guevara, MPH, Kathleen Moskowitz, MA, Elizabeth Pulgaron, PhD, University of Miami, Miami, FL

This poster will explore the feedback and future directions of a single-session suicide prevention intervention implemented in three Title I high schools. Discussions of academic-health partnerships to booster mental health prevention services will be discussed. Lastly, specific cultural modifications will be discussed that increase responsiveness of prevention interventions for Black, Hispanic, and immigrant adolescents.

T2 **Teen Online Engagement Spillover into Offline Mental Health Problems**

Emily Shaffer, BS, University of Florida, Gainesville, FL

Adolescent mental health issues are rising alongside increased social media and online activity. While media narratives suggest a direct link, scientific literature shows mixed associations. The study aims to understand the interplay between online and offline environments in shaping adolescent mental health, with a focus on informing future interventions. Preliminary analyses providing descriptive information on motivators for online engagement and youth media use behaviors will be presented.

AP **The Impact of a New Jersey Statewide School Based Prevention Initiative on Supporting Students and School Staff**

Sonia Rodrigues-Martó, MA, Rutgers University, Piscataway, NJ

In summary, the nj4s initiative represents a holistic approach to supporting students' mental health and well-being in New Jersey schools. By providing enhanced mental health support, promoting early intervention and prevention efforts, reducing stigma, improving academic performance, supporting school staff, prioritizing cultural responsiveness and equity, and fostering community engagement, the initiative has the potential to make a significant and positive impact on the overall school climate.

T1 **The Relationship between Students' Levels of Perceived Anxiety and Depression and Important School-Monitored Outcome Data**

Brandon Wood, PhD University of Toledo, Toledo, OH

This conference session aims to share universal mental health screening data from one district. The relationship between students' perceived anxiety and depression screening scores will be offered. Association data for how students' perceived anxiety and depression screening scores impact important school-tracked outcomes (i.e., attendance, ODRs, grades) will also be shared.

ISP **The Role of Attitudes Towards Trauma-Informed Care in Educators' Perceptions of Personal and Organizational Acceptability**

Kaylor Duncan, EdS, University of Florida, Mariana Gonçalves Rebello, MS, Alyssa Holmquist, BS, Brandi Hilliard, Robretta Campbell, EdS, Joni Williams Splett, PhD, Gainesville, FL

Improving educators' trauma-informed attitudes and beliefs could enhance their acceptability of mental health services in schools, a key driver of implementation. This study explores how educators' attitudes and beliefs about trauma-informed care relate to their personal and organizational (school) acceptability of mental health services. Results suggest educators' trauma-informed attitudes and beliefs could be promising targets in increasing the uptake of mental health services in schools.

CRE **The Role of Family Communication in the Association between Racial Discrimination and Chinese American Youth Mental Health**

Jin Hyung Lim, MA, University of California, Berkeley, Berkeley, CA

This study explored the role of family communication in the association between racial discrimination and mental health outcomes among Chinese American youth during COVID-19. The results of path analysis showed that affirming family communication can function as a resilience factor for Chinese American youth mental health, by counterbalancing the negative impact of racial discrimination and incendiary family communication.

T3 **To What Extent are Middle School Parents and Caregivers Accurate Informants of Student Subjective Well-Being**

Dajjah Hines, MA, University of South Florida, Lutz, FL. Shannon Suldo, PhD, University of South Florida, Tampa, FL. Sarah Fefer, PhD, University of Amherst Massachusetts, Amherst, MA. Stacy Ann January, PhD, University of South Florida, Tampa, FL

Historically, self-report has been the most widespread approach for assessing adolescents' subjective well-being (SWB). The literature on the use of secondary reporters, particularly parental/caregiver reports, in assessing adolescent SWB is limited. Understanding how to best assess adolescent SWB can assist in identifying adolescents who may be at risk for mental health concerns and response to interventions used to increase SWB.

CRE **Understanding Perception of School Climate among Indian American Adolescents**

Lakhvir Kaur, PhD, University of California, Santa Barbara, Bakersfield, CA. Shane Jimerson, PhD, Amber Reinke, PhD, University of California, Santa Barbara, Santa Barbara, CA

The discussion of results explores similarities and differences in findings among other student populations, as well as implications for further scholarship and practice.

ISP **Understanding Practitioner's Perspectives on Informant Discrepancies in Youth Mental Health Practice**

Mihyun Kim, MA, Taehee Kim, MA, University of Georgia, Athens, GA

Our research contributes to understand practitioners' perspectives about informant discrepancies in youth mental health practice, highlighting its complexity, the importance of evidence-based approaches, and the challenges for effective communication and decision-making.

ISP

Unmute Yourself Please! Engaging Social Workers in a Virtual Professional Learning Community to Support Students with Anxiety

Mira Snider, PhD, Center for Childhood Resilience, Ann & Robert H. Lurie Children's Hospital of Chicago, Chicago, IL

This project describes the strategic implementation of a virtual training series for school-based social workers applying Tier III evidence-based strategies with students suffering from anxiety. The session will include discussion from training facilitators about how their training method was adapted to maximize applied learning and engagement, plus a review of quantitative and qualitative evaluation data on how engagement points related to improvements in participant knowledge and practice.

T1

Using Alternating Treatment Design to Evaluate Feel Your Best Self During Morning Meetings

Michael Weiner, BA, Collaboratory on School and Child Health, Columbia, CT

This study explores the impact of the Feel Your Best Self (FYBS) toolkit on class-wide behaviors in a Kindergarten classroom. Utilizing a single case design, FYBS mini-lessons were implemented during Morning Meetings. Results suggest increased class-wide academically engaged behavior and positive affect following FYBS mini-lessons in comparison to business-as-usual Morning Meeting.

T1

Using Cognitive Pre-Testing to Strengthen Development of a Comprehensive and Contextual School-Based Screener

Jessica Koslouski, PhD, University of Connecticut, Storrs, CT, Kimmia Lyon, MA, MEd, University of Connecticut, West Hartford, CT

We are developing a school-based screener that is comprehensive (covering multiple domains) and contextual (assessing assets and barriers). We share our work to engage end users in the measure development process to increase the usability and positive consequences that may be achieved by the screener. In this presentation, we share findings from cognitive pre-testing with ten elementary teachers and revisions made to the screener as a result of these findings.

ISP

Using Student Self-Report to Understand Future Suicidality Among Middle School Students

Melissa Brown, BA; Caroline Mierzwa, MA; Georgia Capobianco, BA; Nathaniel von der Embse, PhD, University of South Florida, Tampa, FL

This study evaluates the use of the SAEBRS-SRS as a Tier 1 universal screener as part of a larger multi-gated suicide prevention screening procedure. Insights into selecting appropriate screening tools when screening for suicide risk are expected to inform more targeted prevention and intervention initiatives, contributing to the safety and well-being of students.

FS

Workforce Burnout as a Critical School Mental Health Sustainability Issue: An Exploratory Study of Providers' Experiences

Aidyn Iachini, PhD, University of South Carolina, Columbia, SC. Tasha Childs, University of Missouri, Columbia, MO. Courtney Ober, Ala Bengel, Beck Sullivan, and Teri Browne, University of South Carolina, Columbia, SC

Workforce turnover, particularly in schools, is a critical issue impacting the sustainability of school mental health service and supports. This poster shares school and youth-serving practitioners experiences of burnout and top contributors to burnout in one southeastern state. Findings of this study have important implications for attending to both individual and broader school organizational wellness strategies as a way to combat this SMH workforce issue.

YFP

Youth Voice on Mental Health: A Systematic Literature Review

Alexandra Allen-Barrett, MA, Boston University, Hyde Park, MA. Caroline Brinkley, MEd

The mental health of youth in the United States is a longstanding concern, which has only been exacerbated by COVID-19 (Merikangas et al., 2010; De France et al., 2022; Office of the Surgeon General (OSG), 2021). As researchers and practitioners continue to work to support the mental health of young people, it is essential that it also works to integrate youth voice. This systematic literature review explores how youth voice, including youth with disabilities, has been integrated into literature.
