The 2024 Annual Conference *on*
Advancing School Mental Health

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

Hyatt Regency Orlando
9801 International Drive
Orlando, FL 32819

UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

www.SchoolMentalHealth.org

AGENDA

Thursday, December 5

7:30-8:30a	Continental Breakfast / Check-in
8:15-10:00a	Welcome and Keynote Address
10:15-11:15a	Conference Session 1
11:30a-12:30p	Conference Session 2
12:30-1:15p	Boxed Lunch
1:15-2:45p	Symposia
3:00-4:00p	Conference Session 3
4:15-5:15p	Conference Session 4

Friday, December 6

7:30-8:15a	Continental Breakfast / Check-in
8:15-8:30a	Welcome
8:30-9:30a	Keynote Panel
9:45-10:45a	Conference Session 5
11:00a-12:00p	Conference Session 6
12:00-1:30p	Lunch on your own
1:45-2:45p	Conference Session 7
3:00-4:00p	Conference Session 8
4:15-5:15p	Conference Session 9
5:15-6:15p	Poster Session & Networking Reception

Saturday, December 7

9:00a-12:00p	Intensive Training Sessions

Each year, the Annual Conference on Advancing School Mental Health brings together leaders, practitioners, researchers, family members, advocates, and other partners in the school mental health field to share the latest research and best practices. The conference emphasizes a shared school-family-community agenda to bring mental health promotion, prevention, and intervention to students and families as part of a multi-tiered system of supports. This conference is hosted by the National Center for School Mental Health (NCSMH). If you have any questions, please contact the NCSMH team at 410-706-0980 or ncsmh@som.umaryland.edu.

CONFERENCE OBJECTIVES

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

CONFERENCE SPECIALTY TRACKS

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

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

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

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

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

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

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

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

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

THURSDAY, DECEMBER 5

8:15a-10:00a **Welcome & Keynote Address**
Clayton R. Cook, PhD
Chief Development Officer CharacterStrong
Low-Burden, High-Impact Mental Health Services
In this keynote, we will explore the critical importance of selecting mental health practices that are both low-burden and high-impact, ensuring that they are practical for implementation while yielding significant benefits. We'll discuss how high-burden practices, despite their potential effectiveness, often prove too cumbersome for consistent application, while low-impact practices fail to deliver a meaningful return on investment. Attendees will learn how to strategically choose and implement low-burden, high-impact practices within a multi-tiered system of support (MTSS), with a focus on tangible, actionable strategies at each tier. This session will empower participants to optimize mental health services in their schools or organizations, resulting in better outcomes for both students and staff.

10:00a-10:15a **Break**

Conference Session 1 | 10:15a-11:15a

CRE **CS 1.01 Play Nice in the Sandbox: Implementation of Multi-Tiered Mental Health Supports in a Large Urban District 5 Years Later**
Michael Kane, PhD; Mary Claire Mucenic, PhD; Nancy Reese, MA, School District of Palm Beach County, Boca Raton, FL
Mental health and school success are closely linked. Campuses provide improved access to students and families and are an ideal place for mental health promotion, prevention and early intervention. With a focus on strategies, successes and lessons learned; this session will explore one large urban school district's expansion of behavioral and mental health support available to and accessed by students through the implementation and monitoring of a multi-tiered system of mental health supports.

ISP **CS 1.02 Compass Care: Reducing Chronic Absenteeism through School-Based Wraparound Supports**
Jason Keppe, MA, Counseling Psychology, Seneca Family of Agencies, Minneapolis, MN; Sahara Evans, MA, Public Administration, Valor Collegiate Academies, Nashville, TN
Attendees of this presentation will learn how to apply principles and tools from our family-focused school-based wraparound model. This work improves student attendance, builds family engagement, supports families' holistic needs, and leads to sustainable progress. The tools and process enable family teams to understand strengths and challenges, and to find solutions. Participants will learn adaptive ways in which schools, districts, and networks can utilize elements of this model.

T2 **CS 1.03 Building a Strategic Partnership to Address Grief and Loss in Schools**
Olga Acosta Price, PhD; Mariola Rosser, EdD; Melissa Sellevaag, LICSW; Danielle Palmer, PhD; Monique Leopold, EdS, Center for Health and Health Care in Schools, George Washington University, Washington, DC
This session will explore the Community of Practice approach to building relationships and supporting implementation of best practices in school behavioral health. Using grief and loss as a case example, the session will illustrate a successful collaborative approach focused on an emergent need impacting the provision of services in a school setting and educational outcomes.

T1 **CS 1.04 Addressing Barriers to Implementing Schoolwide Wellbeing Screening**
Sean Weeks, PhD; Aaron Fischer, PhD, BCBA-D; Chathuri Illapperuma, PhD, NCSP, BCBA, University of Utah, Salt Lake City, UT
This presentation explores the challenges of school-wide wellbeing screening, including legislative restrictions, school buy-in, funding, response triaging, data management, and follow-through. We provide strategies, tools, and a collaborative care model to integrate screening into the MTSS framework. Attendees will learn practical solutions, receive resources, and review four years of data trends to support student mental health and academic success.

EMH **CS 1.05 Coordinating Mental Health Supports Across In-School and Out-of-School Providers: A Review of Promising Practices**

Margaret Meldrum, MA; Michael Lyons, PhD; Simon Daniel, MEd, University of Virginia, Charlottesville, VA

This presentation explores best practices for coordinating the delivery of mental health services for youth in school and out-of-school settings. We briefly describe our scoping review process, discuss the identified best practices for coordination, and provide an overview of how we will pilot and test the identified practices in future research, with the aim of increasing youth access to culturally responsive mental health services and promoting more equitable youth mental health outcomes.

T2 **CS 1.06 Integrating and Aligning Substance Abuse Prevention and Treatment within PBIS/MTSS**

Brooke Wagner, MSCSC, MEd, BCBA, LBA, University of Nevada, Reno, NV

Substance misuse/abuse has a growing prevalence in our youth and adolescent populations across the nation and there is a shortage of multi-tiered approaches using schools as a delivery system. Attendees will learn how to leverage data sources to address substance prevention and treatment within a PBIS framework. Strategies will be disseminated for school teams to identify the scope of the problem, select screening tools, and install evidence-based interventions across the tiers.

T1 **CS 1.07 National Vision and Action Steps to Advance School Mental Health in a Post Covid Era**

Erin Berhmann, MID, Mathematica, Jill Bohnenkamp, PhD, and Sharon Hoover, PhD, National Center for School Mental Health; University of Maryland School of Medicine, Baltimore, MD

Mathematica and the National Center for School Mental Health, in partnership with the U.S. Office of the Assistant Secretary for Planning and Evaluation, conducted a targeted environmental scan and held a technical expert panel to understand common challenges in maintaining a comprehensive school mental health system, policy efforts at the state and federal levels to overcome the challenges, and approaches to monitoring school-based behavioral health services. The panel identified several end state goals that, when achieved, will support an ideal comprehensive school mental health system. The panel and scan also discussed numerous actions to achieve the goals and overall advance school's ability to provide school-based behavioral health services which will be discussed in this session.

ISP **CS 1.08 Scaling-Up Universal Mental Health Screening for Success and Sustainability: An Urban District's Journey and Roadmap**

Brandon Wood, PhD; Amy Allen, PhD; Brian Murphy, Toledo Public Schools, Toledo, OH; Keary Sarabia

This conference session aims to offer replicable implementation strategies along with insights for the scalable conducting of universal mental health screening within and across districts. A district roadmap with key ingredients embedded for the successful implementation of universal mental health screening will be offered. Lessons learned by university, behavioral health partner, and district leader stakeholders will be shared.

EMH **CS 1.09 Collaborative Pathways: Mental Health Integration in Schools**

Ebonie Barnes, MS, Hazel Health, San Francisco, CA

Join our expert panel discussion on integrating mental health services into K-12 schools! Learn from industry leaders as they compare telehealth solutions, demonstrate collaboration models, and list actionable strategies. Gain insights to create supportive environments for students' well-being.

CRE **CS 1.10 An Innovative, Culturally Responsive and Multi-Pronged School-Based Mental Health Workforce Development Strategy**

Evan Elkin, MA, Reclaiming Futures - Portland State University; Dolores, Jimerson, LCSW, Northwest Portland Area Indian Health Board; Brooke Rizor, MSW, System of Care Institute - Portland State University, Portland, OR; Carolyn McCarty, PhD, Seattle Children's Research Institute, Seattle, WA

This panel presentation will describe an innovative, culturally responsive, multi-pronged school-based mental workforce development and retention strategy that takes a life course view of professional and career development and addresses significant barriers and risk factors associated with workforce retention.

AP **CS 1.11 Finding System and Policy Change Levers to Provide Culturally Sensitive and Equitable Mental Health Services in Schools**

Isha Weerasinghe, MSc, CLASP; Kayla Tawa, Center for Law and Social Policy, Washington, DC

In 2023, CLASP used a systems dynamics methodology to identify what policies were holding educational systems in place in three localities, and what changes would have the greatest impact on improving student mental health outcomes. In this interactive workshop, we will overview which policies we identified as the key lever points, including school climate, funding, and community engagement policies, and use systems thinking to help participants identify the lever points in their own systems.

T1 **CS 1.12 Fostering Mental Health Resilience in Rural Schools: A Comprehensive Review of Idaho AWARE's Efforts and Lessons Learned**

Ali Shields, MA; Amy Balzer, MA, Idaho AWARE Project, Boise, ID. Katie Azevedo, PhD, Azevedo Consulting, Emily Wright, LPC, Glenns Ferry School District, Glenns Ferry, ID. Kami Michelli, MA, Kimberly Middle School, Kimberly, ID. Jessica Bettencourt, MA, Marsing School District, Marsing, ID

Join us for an engaging session delving into the transformative journey of implementing mental health initiatives in rural schools. Throughout the session, we will explore the multifaceted approach employed by the Idaho AWARE Project, from professional development to the implementation of evidence-based practices tailored to rural contexts. Attendees will gain firsthand knowledge of the strategies used to navigate challenges, simultaneously capitalizing on the inherent strengths in rural schools.

T2 **CS 1.13 Maximize Resources to Promote Wellness, Support Mental Health, and Manage Risk to Reduce Potential Tragedies in Schools**

Holly Saia, EdS, Christine Pickering, PhD, Hillsborough County Public Schools, Tampa, FL; Jessica Gore-Holtrust, MA, Jamie Gansmann MS, Gaggle, Dallas, TX

Join the seventh largest school district in the nation as we share strategies to implement a full continuum of mental health support to promote emotional wellness and avert violence. Learn about implementation of prevention programs including Gaggle, Youth Mental Health First Aid, Second Step, and Emotional Vaccines. Walk away with a model for providing school- and community-based mental health services to students at risk of a mental health challenge and experiencing a mental health crisis.

T3 **CS 1.14 Multidisciplinary Collaboration to Support Students Returning to School After Emergency Department Visits**

Lora Henderson Smith, PhD; Emily Warren, Med; Natalie Hendrickson, BA, University of Virginia, Charlottesville, VA.

We will provide background information on the relationship between schools and mental health-related Emergency Department (ED) visits and present findings from an empty scoping review examining ED to school transition. We will discuss specific strategies and practices that interdisciplinary school and hospital-based teams can use to meet student needs after an ED visit. We will also highlight distinctions between supporting students after psychiatric hospitalizations and ED visits.

11:15a-11:30a   Break

Conference Session 2 | 11:30a-12:30p

EMH **CS 2.01 Investigating Interprofessional School-Based Collaborations to Address Student Mental Health**

Naomi Brown, MA; Elizabeth Levine Brown, PhD, George Mason University, Fairfax, VA

This presentation shares results of a mixed methods study investigating how teacher, school mental health professional, and organizational characteristics inform interprofessional school-based collaborations to address student mental health systems and outcomes. Presenters will share key factors that ecologically support interprofessional collaboration within one mid-Atlantic school district and discuss pathways toward creating sustainable and comprehensive school-based mental health systems.

T1 **CS 2.02 Adaptation and Pilot Implementation of a Kernels Approach to Promote Social Emotional Development in Middle Schools**

Elizabeth Connors, PhD; Rachel Ouellette, PhD, Yale University, New Haven, CT. Scott Sevin, 7-Dippity, Coral Gables, FL

School mental health promotion programs have robust empirical support, but often require considerable time and resources, with limited implementation in middle schools. Join us to learn about a flexible, lower-burden approach to select, adapt and implement mental health promotion kernels based on local strengths and needs, with a focus on middle school adaptations. Step-by-step guidance, free materials, and data from four years of implementation will be shared.

CRE **CS 2.03 Using Mixed Methods to Evaluate Cultural Responsiveness of Behavioral Interventions: A Case Example from Early Childhood**

Dan Cohen, PhD, MPH, SRI, Arlington, VA. Carl Sumi, PhD, SRI, Menlo Park, CA. Maureen Conroy, PhD, University of Florida, Gainsville, FL. Kevin Sutherland, PhD, Virginia Commonwealth University, Richmond, VA

Given increasing cultural diversity and disparities in outcomes, the need to evaluate the cultural responsiveness is greater than ever. During the effectiveness trial of BEST in CLASS, mixed methods were applied to evaluate cultural responsiveness that leverage established frameworks and focus on lived experience. This presentation will provide an overview of methods for assessing cultural responsiveness and describe preliminary findings associated with the BEST in CLASS program.

YFP **CS 2.04 Amplifying Youth Voice to Improve School Mental Health Resources: A University-Assisted Community Schools Approach**

Priscilla (Xiaoxuan) Liu, BSN, RN, University of Pennsylvania School of Nursing; Paige Lombard, MPH and MSW Candidate, University of Pennsylvania; Laura Ogburn, EdM, University of Pennsylvania Graduate School of Education, Philadelphia, PA
Learn about our pilot Youth Participatory Action Research program at a University-Assisted Community High School in West Philadelphia, aiming to improve school-based mental health services. Engaging students as research partners, surveys were employed to identify gaps in school-based mental health support. Our findings advocate for culturally responsive strategies and provide a promising avenue for continued advocacy in amplifying youth voices to enhance mental health service delivery.

FS **CS 2.05 Enhancing School Mental Health: Leveraging Federal Resources for Implementation**
Morgan Seiler, MEd EdS, SAMHSA, Denver, CO
The session will provide an overview of a coordinated comprehensive approach to school mental health, emphasizing the integration of evidence-based practices within a multi-tiered system of supports. Participants will gain insight into federal funding opportunities, technical assistance resources, and policy frameworks designed to bolster the capacity of schools to address the mental health needs of students and families and minimize duplication of efforts.

ISP **CS 2.06 Operationalizing Implementation Science to Improve School-Based Mental Health Services in Alignment with MTSS**
Abigail Gray, PhD; Shannon Ellis, MEd, TRAILS, Ann Arbor, MI
Participants will learn how TRAILS is applying implementation science to the development comprehensive implementation supports for schools working to provide mental health supports for students at all three tiers of MTSS. Presenters will share the processes and methods TRAILS is using to identify, develop, adapt, pilot, and/or scale implementation strategies for all school- and district-level implementers. Concrete examples, challenges, and next steps will be shared.

T3 **CS 2.07 Social-Emotional Learning Instruction for Students with Emotional and Behavioral Disorders: Survey Results and Proposed Model**
Megan Worth, PhD; Stephen Smith, PhD; Joni Williams Splett, PhD; Kathryn Trainor, PhD, University of Florida, Gainesville, FL
This presentation explores the need for intensive SEL interventions for students with emotional and behavioral disorders (EBD). We surveyed 66 special education teachers to examine current SEL practices, teacher perceptions, and the support needed for effective SEL instruction. Findings highlight the reliance on informal strategies over structured, evidence-based methods. We propose a comprehensive model integrating SEL and mental health services to address the unique needs of students with EBD.

AP **CS 2.08 Universal Social Emotional Behavioral Mental Health Screening: A State-wide Approach to Policy and Capacity**
Mari Meador, MEd, University of Washington SMART Center, Puyallup, Washington. Rayann Silva, MEd; Kelcey Schmitz, MSEd, University of Washington SMART Center, Seattle, Washington. Alice Amaya, PhD, Pasco School District, Pasco, WA
This session will provide an overview of universal screening as part of a comprehensive school mental health system. Best practices, tool selection, and critical steps (with resources) for implementation including data analysis and connecting students to supports will be shared. Participants will hear a state-level approach to policy and capacity for installing universal screening with practical examples from district exemplars. Action planning tools and briefs will be provided.

ISP **CS 2.09 A School Based Comprehensive Approach to Youth Suicide Prevention: A Multi-Tiered Approach and Evidence-Based Interventions**
Julie Goldstein Grumet, PhD, Education Development Center, Washington, DC. Richard Fournier, EdD, Education Development Center, Waltham, MA
This session will address two aligned systemwide approaches to suicide prevention and how they can be more impactful when working together through policy, practice, and data application. Specifically, this presentation will discuss a whole of school public health approach that incorporates both upstream and universal approaches (MTSP for Schools) combined with indicated clinical care approaches (Zero Suicide) for youth at risk as the ideal framework to prevent suicide in schools.

T1 **CS 2.10 Fostering Trust: Youth-Adult Relationships & Mental Health**
Porsha Brown, MSW; Cara McGlynn, MSW, NE Metro 916 ISD, Little Canada, MN
Discover strategies to shift negative dynamics to positive, supportive relationships. Empower scholars to thrive authentically while ensuring families feel respected and valued. Create inclusive environments for scholars' academic and personal growth journeys.

ISP **CS 2.11 Innovations in the Prairie: Blooming from School Mental Health Systems Theory to Practice in Rural Nebraska School Districts**
Jennifer Pollock, EdS, Educational Service Unit #3, La Vista, NE
ESU #3, partnering with Region 6 Behavioral Health received a grant to implement Systems of Care in eight rural districts, ensuring access to high-quality mental health services for all students. Blending a systems of care model with a comprehensive MTSS framework, this project embeds licensed mental health therapists into schools, providing services

across all tiers. Key elements include a single access point and insurance billing for financial sustainability. Implementation data will be share.

ISP **CS 2.12 Mental Health Staff and School District Administrators Using Trauma- informed Practices to Support Those Impacted by Trauma**

Anna Irizarry-Cardona, DSW, LCSW; Kathryn Bobby, EdS, NCSP, Catherine Samuel-Barrett, PhD NCSP, School District of Palm Beach County, Boca Raton, FL

Many school district administrators and mental health professionals are witnessing the impact trauma has on student social-emotional development and academic achievement. The School District of Palm Beach County has added a mental health and wellness theme to its strategic plan to address the impact of trauma. You will learn how school district administrators and mental health staff have come together to implement trauma-informed practices that support all stakeholders impacted by trauma.

T1 **CS 2.13 MHL Responsive: A Team-Based Approach to Integrating Mental Health Literacy (MHL) Education into the Fabric of Communities**

Annie Slease, MEd, The Mental Health Literacy Collaborative, Newark, DE. Donna Volpitta, EdD, The Mental Health Literacy Collaborative, Pound Ridge, NY. Jason Schofield, BA, The Mental Health Literacy Collaborative, Greenwich, CT

What if Smokey Bear only taught us how to put out fires? The framework of mental health literacy (MHL) can enhance school mental health initiatives by empowering school communities by teaching: 1) how to foster positive mental health, 2) common disorders and treatments 3) how to seek help effectively, and 4) how to reduce stigma. In this interactive session, you will learn a team-based approach for integrating MHL into the fabric of your community.

T2 **CS 2.14 Nuestra Comunidad: How One District Leverages Tech (including an AI chatbot!) to Enhance a Community Mental Health Program**

Brenda Pena, MSW, Chelsea Public Schools, Chelsea, MA. Elsa Friis, PhD, Alongside, Seattle, WA

Join us for an enlightening session as we delve into the exceptional mental health program implemented by Chelsea Public Schools, located just outside Boston, MA. This program sets a high bar for providing comprehensive and inclusive mental health support to students, staff, and families. In this session, we will explore Chelsea's groundbreaking model and examine the unique ways they have integrated technology into their Tier 1 supports.

12:30-1:15p   Boxed Lunch

Symposia | 1:15p-2:45p

SYM 01 Project PROVIDE: Strengthening Collaborations Across School Psychologists, Counselors, Social Workers, and Community Partners

Andria Amador, EdD, Boston Public Schools, Boston, MA. Melissa Pearrow, PhD, University of Massachusetts; Jenna Parafincz, MSW, Boston Public Schools; Ayana Bass, MEd; Jennifer Green, PhD, Boston University; Alexander Freeman MEd; Anjana Ranjit, MPH, Boston Public Schools, Boston, MA

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

SYM 02 Cross-State Collaboration: Connecticut and New Jersey Comprehensive School Mental Health Partnership

Jeana Bracey, PhD, Child Health and Development Institute, Rebekah Behan, BA, Rosie Breindel, MA, Farmington, CT; Kristy Ritvalsky, MPH, Alicia Lukachko, DrPH, Stuart Luther, MS Rutgers Center for Comprehensive School Mental Health, Department of Psychiatric Rehabilitation & Counseling Professions, Piscataway, NJ, Mackenzie Wink, PhD,

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

SYM 03 Evaluating the Early Adolescent Coping Power Program: Reducing Aggression and Improving Mental Health in Middle School Students

Catherine Bradshaw, PhD, MEd, Amanda Nguyen, PhD, University of Virginia, Charlottesville, VA, Paloma Perez, PhD, University of Virginia, Charlottesville, VA; Gabriela Orozco, PhD, Universidad de Guadalajara, Guadalajara, MX; Katelyn Birchfield, MA, University of Virgina, Charlottesville, VA

We summarize components of the Early Adolescent Coping Power Program (EACP), aimed to help middle schoolers prevent future behavioral and mental health challenges. The Rural-EACP version was adapted to meet needs of rural students

through a two-tiered format, including universal classroom sessions for all students and targeted sessions for small groups. Finally, we introduce Coping Power-Mexico, a culturally adapted version, targeting violence and mental health issues among Mexican youth.

SYM 04 Bridging the Gap: Hospital-School-Youth Perspectives on Interconnected Systems for Mental Health Services

Sam Faulkner, PhD; Elizabeth Seasock, MD, Courtney Foster, PhD, Jared Pajovich, MS, Danielle Kolody, MS, Julie Pertin, MS, Geisinger Medical Center, Danville, PA; Erin Demcher, BCBA, Ruth Kraus, Central Susquehanna Intermediate Unit, Milton, PA

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

SYM 05 Advancing Equity in SMH: Research Collaborations in School Psychology and Special Education

Jennifer Green, PhD, Wheelock College of Education & Human Development, Boston University, Boston, MA. Erin Dowdy, PhD, University of California, Santa Barbara, MA

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

SYM 06 Implementation of a Comprehensive School Mental Health Systems (CSMHS) Framework: Multiple Districts Perspective

Brienne LaHaye, MA; Emily Denight Kelly, MPH, Minnesota Department of Education, Minneapolis, MN

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

SYM 07 Trauma Informed Skills for Educators (TISE): Enhancing educators' ability to effectively support trauma-exposed students

Erum Nadeem, PhD, Rutgers University, New Brunswick, NJ

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

SYM 08 Building Resilient Schools: Design, Implementation, and Outcomes of a Statewide Trauma-Responsive Approach

Tali Raviv, PhD, Center for Childhood Resilience, Lurie Children's Hospital, Chicago, IL. Sharon Hoover, PhD, University of Maryland School of Medicine, Baltimore, MD

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

SYM 09 Enhancing Access & Connection to Healthcare for EACH Youth: An Innovative Exemplar for Addressing Health Inequities in School

Laura Jean Shipley, MD; Jeff Kaczorowski, MD, Golisano Children's Hospital, Rochester, NY

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

SYM 10 Behavioral Health Teaming: District- and School-Level Approaches to Implementing Comprehensive Urban School Mental Health

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

This session provides multiple perspectives about the implementation of a behavioral health teaming structure across a large urban public school district. Attendees will learn about the core components of the Behavioral Health Team model and

district-led strategies to scale up the adoption of this model. Recent data findings about implementation challenges and successes and exploration of the association between BHT implementation and student- and school-level outcomes will be shared.

SYM 11 Advancing in Multi-Informant SMH Decision-Making

Nathaniel von der Embse, PhD, University of South Florida, Tampa, Florida. Andres De Los Reyes, PhD, University of Maryland, College Park, MD

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

SYM 12 Coalescing School Behavioral Health Initiatives to Effectively Meet Student Needs

Mark Weist, PhD; Courtnie Collins PsyD; Lori Parrish, MA; Sam McQuillin, PhD; Brooke Chehoski, MSW; Samantha Martinex, PhD, University of South Carolina, Columbia, SC

The proposed symposium will discuss how multiple school behavioral health (SBH) programs are working collaboratively to create a statewide initiative to address the current mental health crisis while simultaneously creating an SBH workforce pipeline. Building an expanded, well-trained workforce will counteract the challenges presented by unaddressed tiered mental health needs, stigma, and burnout of the current workforce.

SYM 13 Detecting and Responding to Racial Bias in School Mental Health Delivery Decisions (110)

Joni Williams Splett, PhD, University of Florida, Gainesville, Florida. Aijah Goodwin, PhD, National Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

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

SYM 14 Prevention and Trauma Recovery After Mass Murder in Schools - The Expanding Role of the School Mental Health Professional/Lessons Learned from the High School Massacre in Parkland Florida

Marleen Wong, PhD, Center for Safe and Resilient Schools and Workplaces, Kapolei, HI

After the massacre of 17 students and adults at Marjory Stoneman Douglas High School in Parkland, Florida, presentations include 1) drawing insights from the father whose son was among the murdered in Parkland 2) describing the pioneering role of the school social work role to ensure long term family support for secondary adversities and ever changing students and staff 3) reviewing current research on the readiness of school mental health professionals in threat management and crisis response.

2:45-3:00p   Break

Conference Session 3 | 3:00p-4:00p

T2   **CS 3.01 Planning for Termination as an Essential Task in Mental Health Intervention**

Louise Fink, PhD, Baltimore, MD

Effective intervention is a process, and an essential ingredient is planning for the intervention's ending. It is important for participants to be cognizant of the goals, timeline and expected outcome of the intervention from the very first meeting of the group. This presentation will address three strategies for successful termination as part of the ongoing activities, timeline and goals of the intervention.

EMH   **CS 3.02 How We Adapted the National SMH Best Practices for Schools in Hennepin County by Engaging Youth, Caregivers, School Districts, and Providers**

Mark Sander, PsyD; Laura Zook, MSW; Jocelyn McQuirter, MEd, Hennepin County, Richfield, MN

This presentation will highlight the creation of the Hennepin County School Mental Health Training Program. We will review the process used to customize the National Center & MHTTC best practice modules highlighting the integral role of parent/caregiver and youth voice. We will cover the evolution of the program, key decision points, and lessons learned. You will develop an understanding of the engagement and content development strategies, and the impact on workforce retention.

FS   **CS 3.03 Addressing the Workforce Pipeline: Undergraduate Courses for Recruitment into Careers in School-Based Mental Health Services**

Austin Cole, MA; Cydney Williams, MA; Shannon Suldo, PhD, University of South Florida, Tampa, FL. Erin Dowdy, PhD, University of California, Santa Barbara, CA. Katie Eklund, PhD, University of Wisconsin, Madison, WI

This session examines undergraduate courses and their success in addressing the workforce shortage by recruiting students into school-based mental health (SBMH) professions. Participants will learn about six undergraduate courses that have been sustained for multiple years at three universities, are associated with students pursuing careers in SBMH, and have provided a pipeline for enrollment in graduate SBMH training programs.

T1 **CS 3.04 Advancing Mental Health Education as Essential Learning: A Comprehensive Online Resource**

Todd Crooks, Chad's Legacy Project, Yakima, WA. Eric Bruns, PhD, Child Clinical Psychology, and Jodie Buntain-Ricklefs, MSW, MPH, University of Washington, Seattle, WA. Laura Crooks, OTR, EMHA, FACHE, Yakima Children's Village/Chad's Legacy Project, Yakima, WA

Stigma flourishes in the absence of education. This presentation will identify the effects of mental illness stigma in schools and the teacher resource that aims to help eliminate that stigma. This new online mental health education curriculum library brings mental health education to the fingertips of every K-12 educator in the country. The library includes comparison filters, implementation guides and resources, and connects teachers directly with the developers of the curriculum they choose.

T2 **CS 3.05 Best Practices, Greater Efficiencies, and Innovation for Developing a Comprehensive School Mental Health System**

Scott Hutchins, BA, MA, Michigan Department of Education, Lansing, MI

A Michigan state agency leader will provide guidance to create a comprehensive school mental health system by embracing the NCSMH eight core features. Michigan has been implementing this over the last five years and their examples of glows can be followed while their grows are advice from which to learn. Helping students with their mental health needs requires a focus on best practices, greater efficiencies, and embracing technology so we can meet the USED's call to action to transform education.

CRE **CS 3.06 Project Preparing Responsive and Effective School Social Workers (PRESS): Enhancing Mental Health in DC Public Schools**

Sandra Jeter, PhD; Gloria Cain, PhD; JaNeen Cross, PhD; Jasmin Miller, MSW, Kyaus Washington, MSW; Courvaun Hill, MSW, Howard University, Washington, DC

This presentation outlines the critical mental health challenges affecting Black youth in Washington, D.C., and the scarcity of mental health professionals of color in vulnerable school communities. It also introduces Project PRESS, a program designed to address the shortage of culturally competent mental health professionals of color in DC's most vulnerable schools, serving as a model for similar interventions in other urban settings facing similar challenges.

YFP **CS 3.07 Promoting Family- and Youth-Centered Support to Prevent School Violence**

Andy Garbacz, PhD; Anne Bowen, MS, University of Wisconsin-Madison, Madison, WI

During this session, presenters will describe a family- and youth-centered model to address threats of school violence that emphasizes family and youth empowerment and builds on their strengths. Presenters will review core components of the model, data that suggest implementation and impact, and a coaching process to promote alignment and integration.

ISP **CS 3.08 School Mental Health Communities of Practice**

Sarah Younggren, MSW, Finding Hope Counseling and Consulting, LLC., Denver, CO. Kati Garner, MEd, LPC, Colorado Office of School Safety, Lakewood, CO

This presentation will address the benefits for implementing school mental health practices through a statewide Community of Practice (CoP). You will learn models and methodologies to implement a CoP in your own school communities through highlighting an example of such in Colorado. You will take away practical strategies including the use of partnerships, funding mechanisms, enhancing school and district collaboration to advance school mental health through a CoP.

T2 **CS 3.09 Addressing Student Suicidality Through a School-Based Screening Process**

Georgia Capobianco, MA; Austin Cole, MA; Melissa Brown, MA, Alton Honors II, MS; Nathaniel von der Embse, PhD, University of South Florida, Tampa, FL

Schools are uniquely positioned to address the growing number of youth suicides through proactive measures like universal screening. This session introduces a multi-tiered screening process designed for early identification of students at risk for mental health concerns, including suicidality. Participants will gain foundational knowledge of the screening tools, practical implementation strategies, and insights from a case example conducted in Southeastern U.S. schools.

AP **CS 3.10 Application of the Intervention Mapping Framework to Refine Active Minds' Youth Mental Health Advocacy Academy**

Amy Gatto, MPH; Tyrrell Jeffries, MA; Dena Keeling, PhD; Rita DeBate, PhD; Lauren Cikara, MSEd, Active Minds, Washington, DC

The Active Minds Mental Health Advocacy Academy (Academy) is a leadership development and mental health advocacy program that equips BIPOC and LGBTQ+ high school students to enact change in their schools and communities. Recently,

the team has embarked on a program refinement process grounded in intervention mapping to align the Academy with Active Minds' new theory of change centering equity, measurement, and youth mobilization.

EMH **CS 3.11 From Opps to Allies: A Case Study on Interagency Collaboration and Program Development in a New Middle School**

Jordyn Pasiak, MA, Multnomah County School Based Mental Health, Portland, OR. Grace Littig, MSW, Centennial School District Social Work, Portland, OR. Cole Hartmann, BSW, Northwest Family Services, Portland, OR; Stephanie De Leon, GED, Metropolitan Family Services, Portland, OR

This presentation explores interagency collaboration to create a supportive environment for students and families in schools. We will discuss the ways that community mental health, school social work and other community partners within a new middle school have worked to create an interdisciplinary model that centers mental health over a 3-year span. We will cover barriers we've experienced, how we've overcome them and helpful ways to collaborate with school administrators and stakeholders.

ISP **CS 3.12 It Takes a Village: Utilizing Collaborative Consultation for Successful Implementation of Mental Health Programming**

Janing Domingues, PhD; Angela Moyer, PsyD; Katie Peinovich, LCSW; Allison Dubinski, LCSW, Child Mind Institute, New York City, NY

The Child Mind Institute's School and Community Programs Professional Training focuses on building capacity through collaborative partnerships with school districts to provide feasible and sustainable evidence-informed prevention and intervention mental health programming to students. This presentation will focus on highlighting the power of on-going consultation as a key component for the feasibility and sustainability of evidence-informed mental health programming in schools.

T1 **CS 3.13 Leveraging Cognitive Behavioral Coaching to Boost Faculty Staff Well-Being and Student Success**

Anntwanique Edwards, PhD, Alachua County Public Schools, Gainesville, FL. Michelle Bartsch, MEd, Cook Center for Human Connection, Pleasant Grove, UT

Join the Chief of Equity, Inclusion, and Community Engagement for Alachua County Public Schools (FL) to explore strategies and tools used in a mid-size district (28,300 students) to respond to the diverse needs of rural and suburban areas. Dr. Anntwanique Edwards will share how your district can support the mental wellness of all students regardless of their individual or family demographics. Engage in this session if you want to create responsive schools and classrooms that are dedicated to improving student mental wellness throughout a school district.

T2 **CS 3.14 Project Pathways: Improving Team-Based Decision Making to Increase Student Wellbeing**

Nicholas Gage, PhD, and Natalie Romer, PhD, WestEd, San Francisco, California. Joni Splett, PhD, University of Florida, Gainesville, FL

In this presentation, we will describe Project Pathways, a new federally funded effort to improve student wellbeing by improving school-based mental health systems. We are developing an innovative model for (a) using data to increase equitable, accurate, and early identification of students experiencing internalizing MH concerns.

4:00-4:15p   Break

Conference Session 4 | 4:15p-5:15p

YFP **CS 4.01 Beyond Family Engagement: Everything No One Ever Taught You About Building Authentic Partnerships with Parents**

Jennifer Ulie, PhD, Mensana Wellness Solutions, Encino, CA

This session, led by Dr. Jennifer Ulie, shares her heart-shattering experience a parent in crisis trying to navigate a dysfunctional mental health system even as a professional. It challenges how we understand family engagement to optimize journeys and drastically improve outcomes. Emphasizing empathy, vulnerability, validation, journey mapping, and trauma-sensitive practices within an MTSS framework, this engaging session is a must-see for professionals working with parents and families.

T2 **CS 4.02 Human Trafficking Prevention Strategies for Vulnerable Students**

Cindy Carraway-Wilson, MA, National Center on Safe Supportive Learning Environments, Brunswick, ME

Strategies and tools for K-12 educators working with students at-risk of being trafficked. This session will present an overview of trafficking including red flags, the impact of trafficking on mental health, child labor trafficking in the U.S., and reporting requirements for schools. The session will feature a discussion on the unique vulnerabilities of specific populations of youth and ways to build protective factors that address their needs.

T1 **CS 4.03 Dysregulated Adults: Cultivating a Culture of Wellness and Community Care to Serve Kids of All Ages**

Sarah Rigney, MSW, and Courtney Tucker, MSW, PhD, BRYT at The Brookline Center for Community Mental Health, Brookline, MA

How do we, as educators, cultivate meaningful personal and professional practices around regulation, and resilience and rapport-building that sustain us in our current climate? This session touches on the complicated historical "ties that bind us" to definitions of success that inhibit opportunities for deeper learning and compassionate, relationship-based, trauma-informed, healing centered teaching. Come learn about and discuss how to cultivate personal sustenance.

AP

CS 4.04 Leveraging a State-Wide Evaluation to Inform Systems Change: Unpacking the Evaluation Planning Process

Natalie Romer, PhD, LP, NCSP, BCBA, WestEd, Ithaca, NY; Nicole Tirado-Strayer, WestEd, Berkeley, CA. Kai LeMasson, PhD; Latonya Harris, MEd, PhD, Mental Health Services Oversight and Accountability Commission, Sacramento, CA

This session will describe the process of designing the state-wide evaluation of California's Mental Health Student Services Act. We will focus on our participatory approach to designing a systems change evaluation of this expansive school mental health initiative that incentivizes transformational change through behavioral health and local education agency partnerships. We will share strategies for co-designing this evaluation and describe key components of the MHSSA evaluation plan.

EMH

CS 4.05 Optimizing Student Wellbeing: Insights from Oklahoma Project AWARE on Integrating Education and Mental Health Systems

Gary Duhon, PhD, BCBA-D, Oklahoma State University, Stillwater, OK. Ali Lawson, MEd, Ada City Schools, Ada, OK. Michelle Allen, BS, Atoka Public Schools, Atoka, OK. Kendall Rosson, MSW, LCSW, CADC, Checotah Public Schools, Checotah, OK

Integrating the worlds of education and mental health can be complex, requiring alignment of systems, languages, and perceptions. Oklahoma Project AWARE will showcase best practices in this alignment through training, partnerships, and teaming within a multi-tiered system of support. Discussion will include student outcome data informing statewide application of these practices.

T3

CS 4.06 BRYT Tier 3 Intervention: Transforming How Schools Support Students with Serious Mental Health Disruptions

Katherine Houle, MSW, bryt, a Program of the Brookline Center for Community Mental Health, Wellesley, MA. Courtney Tucker, PhD, MSW, MS, and Paul Hyry-Dermith, MA, EdD, bryt, a program of the Brookline Center for Community Mental Health, Brookline, MA

Bryt transforms the way schools support students experiencing a significant mental health disruption (and their families). As of May 2024, more than 250 schools operate a bryt Tier 3 intervention, with many more in planning. This session will include an overview of bryt and a deep dive into bryt's approaches to planning, technical support for implementation and continuous improvement, and professional development for bryt model staff.

ISP

CS 4.07 Enhancing Rural Mental Health: Data-Driven Services and Graduate Training through SPIRSS

Patricia Hernandez-Nuhfer, PhD, Wichita State University, Pittsburgh, PA. Angela Beeler, PhD, Wichita State University, Stafford, KS. Heidi Cornell, PhD, and Lakaya Bieker, MEd, Wichita State University, Wichita, KS

SPIRSS aims to improve mental health services in rural, high-need schools by implementing comprehensive, evidence-based strategies. Three key approaches are described: (1) Universal Screening and Data-Driven Triage Systems, (2) Enhancing Service Delivery through Evidence-Based Practices, and (3) Building Capacity and Sustainability. Learn how school psychology graduate students are trained and placed in rural schools to address the shortage of professionals and improve student outcomes.

ISP

CS 4.08 Spotlight on Effective District Level MTSS Programming: Rock Hill Schools Rock Solid System of Student Support (RS4)

Nancy Turner, EdD, Rock Hill Schools, Rock Hill, SC. James McDougal, PsyD, State University of New York at Oswego, Oswego, NY

This presentation will review the implementation of Rock Hill Schools' Rock Solid Systems of Student Support (RS4), a district-wide, MTSS driven program tailored to the mission and needs of the Rock Hill Schools in South Carolina. Elements of effective programming will be reviewed including those related to implementation, intervention, universal screening, and use of data. Recommendations and resources will be provided for others preparing to implement similar student support programs.

T1

CS 4.09 Promoting Staff Well-Being in Educational Agencies: Implementing Multi-Tiered Systems of Support for Adults

Miranda Zahn, PhD, University of Iowa, Iowa City, IA. Chantelle Nelsen, EdS, Alecia Heimes, EdS, Daphne Darter, EdS, Educational Service Unit #1, Wakefield, NE

In recent years, there has been an increased emphasis on student mental health but the well-being of educators remains overlooked. When educators report low levels of job-related well-being, they are more likely to leave the profession or face difficulty supporting students. MTSS is a promising practice to support the needs of educational staff. In this session,

a case study of an MTSS approach to organizational well-being at an education cooperative in the rural Midwest will be presented.

T1 **CS 4.10 The Mental Health in Primary Schools Initiative - Improving Mental Health Outcomes for All Students**

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

This presentation shares leanings from a co-designed model which focuses on building the capability of elementary schools to prevent and support student mental health. Our model is led by educators, with a focus on building the capacity of all school staff, improving care pathways between schools and health services, evidence-informed practices across all tiered levels of support, and connections with families. We will highlight the learnings related to co-design, implementation, and scaling.

ISP **CS 4.11 TRAILS: Evidence and Evolution of a School-Based Mental Health Implementation Program**

Tyler Hein, PhD, TRAILS, a Project of Tides Center, Plymouth, MI. Armando Hernández, PhD, TRAILS, a Project of Tides Center, DeForest, WI

TRAILS partners with schools to implement three evidence-based and culturally responsible school-based mental health programs: a universal SEL curriculum; CBT and mindfulness early intervention support; and suicide prevention and risk management. In this talk, we will review TRAILS' multi-tiered programming; explore outcomes of TRAILS implementation during the 2022-2023 school year; and offer general implementation recommendations for school mental health programming.

ISP **CS 4.12 Tiered Mental Health Service Delivery and Implementation Science: Virginia's SBMH2 Grant Approach**

Erin Sturgis, EdD, Virginia Department of Education, Richmond, VA. Jodie Soracco, PhD, Virginia Tiered Systems of Support Research and Implementation Center, Richmond, VA. Dayla Brown, MSW, Old Dominion University Training and Technical Assistance Center, Norfolk, VA

The Virginia Department of Education (VDOE) received a five-year, $15 million School Based Mental Health Grant in 2023. This grant focuses on increasing student access to mental health supports through application of a multi-tiered system of supports and use of implementation science. The VDOE Project Manager, VTSS Director, and a State Systems Coach will discuss the first two years of this project, including huge successes and opportunities for growth across this cascading model of support.

EMH **CS 4.13 Will the Real Comprehensive School Mental Health System Please Stand Up?**

Autumn White, EdD, AZ. Rebecca Astorga, MASEL; Melanie Durden, MPA; Ivonne Garber, MPH; Samantha Reeves, MPH, Arizona Department of Education, Phoenix, AZ

This session addresses how essential multidisciplinary partnerships are foundational to the development of comprehensive school mental health systems that work! We will illustrate how health prevention programming that emphasizes school preparedness, physical health, and mental health practices can be addressed systematically to ensure a world class comprehensive school mental health system, thus supporting the needs of all students, staff, families, and the community at large!

T3 **CS 4.14 Safe Supportive Schools Trauma Learning Series: A Free Online Video Training Program for School-Based Clinical Trainees**

Paul Reinert, LICSW, Alliance for Inclusion and Prevention, Boston, MA

The Safe Supportive Schools Trauma Learning Series is a two-part free online training course for school-based clinical trainees. The session will focus on the importance of trauma-informed, healing-centered training for clinical trainees who often do not have access to adequate resources in these areas. The session will describe and demonstrate the content of the two courses, Foundations of Trauma-Informed School Mental Health and Trauma-Informed School, Classroom, and Counseling Supports.

8:15a-9:30a   **Welcome & Keynote Panel**

How to Pay for School Mental Health: Federal/National and State Leadership Perspectives

Angela Kimball

Presentation by Federal partners (CMS and Ed) followed by panelists discussing implications of federal and state funding, including Medicaid, to sustain school mental health.

Conference Session 5 | 9:45a-10:45a

ISP **CS 5.01 Enhancing Consultation Skills Via Video Modules for PAX Partners and School-Based Consultants**

Samanta Boddapati, PhD, Himabindu Katrapati, MA, Margaret Rosencrans, PhD, Nationwide Children's Hospital, Columbus, OH. Julie Owens, PhD Ohio Psychology License, Ohio University, Center for Intervention Research in Schools, Athens Ohio. Cara Dillon, PhD, Ohio University, Center for Intervention Research in Schools, Mason, OH. Abby Helsinger, MA, Miami University, Discovery Center for Evaluation, Research, & Professional Learning, Oxford, OH. School-based consultants can enhance outcomes of evidence-based universal prevention programs. We will (a) describe consultation practices likely to enhance teacher fidelity and student outcomes, (b) share examples of video modules we developed to enhance the consultation skillsets of PAX Partners, school-based consultants of the PAX Good Behavior Game, and (c) present evaluation data on feasibility, appropriateness, and acceptability. We will discuss implications for professional development

T1 **CS 5.02 Implementation of Restorative Practices in Early Elementary School**

Jennifer Medeiros-Crabbe, EdD, Daniela Keliher, Med EdS, Alli Kratik, Med EdS, Boston Public School, Dorchester, MA
This session will delve into the impact of exclusionary discipline, particularly on early childhood students, especially those from Black communities. Participants will explore how restorative practices foster relationships and mend harm, ultimately diminishing disciplinary concerns and enhancing school climate, particularly in classrooms with young learners of color.

YFP **CS 5.03 Black American Family-Community-School Collaboration: The Village Model of Community Engagement©**

Krystal Clemons, PhD, Clemons Education Consulting LLC, Charlottesville, VA
The Village Model of Community Engagement© leverages the Black Church, salons/barbershops, and Black Greek Letter Organizations to enhance Black student achievement and mental health. Utilizing Cultural Wealth Theory and Multi-Tiered Systems of Support, it fosters partnerships with these entities to provide counseling, mentorship, safe spaces, and representation.

AP **CS 5.04 How State Legislatures Are Driving Youth Mental Health Policy: Trends, Highlights and Advocacy Strategies**

Stephanie Pasternak, MPA; Samira Schreiber, MSW, NAMI, Washington, DC
State legislators, regardless of political party or geography, agree on one thing: they must address the youth mental health crisis. In recent years, the number of bills introduced in state legislatures focused on youth mental health has exploded, bringing many new opportunities and challenges. Join policy experts from NAMI to understand the current trends in state legislation, identify model legislation for your state, and learn about successful advocacy strategies.

EMH **CS 5.05 Saving Lives, Shaping Futures: Comprehensive Approaches to School-based Suicide Prevention**

Pia Houseal, LCSW, DSW, Montgomery County Intermediate Unit, Norristown, PA. Perri Rosen, PhD NCSP, Pennsylvania Office of Mental Health and Substance Abuse Services, Harrisburg, PA. Jason Savenelli, Med, LPC, Carbon Lehigh Intermediate Unit, Schnecksville, PA. Jessica Zaborny, MS, NCC, LPC, Luzerne Intermediate Unit, Kingston, PA
This presentation will describe the components of a comprehensive approach to school-based suicide prevention and alignment with best practices for a multi-tiered framework approach in schools. The Pennsylvania Project AWARE grant and other state grant resources will be referenced to highlight evidence-informed and best practice approaches and resources for school-based suicide prevention across the tiers. A focus will be on the implementation of the initiatives and lessons learned.

T1 **CS 5.06 Beyond Behavior: Culturally Responsive Trauma Care in Education**

Cara McGlynn, MSW, NE Metro 916 ISD, Little Canada, MN. Megan McAllister, BA, NE Metro 916 ISD, White Bear Lake, MN
Learn strategies to develop a multifaceted approach to prevent burnout and promote resilience among school staff, fostering a supportive work environment for longevity and success.

T2 **CS 5.07 Promoting Tier 2 Interventions for Internalizing Concerns: The Resilience Education Program**

Katie Eklund, PhD, Stephen Kilgus, PhD, Andy Garbacz, PhD, University of Wisconsin-Madison, Madison, WI
Participants will learn about the Resilience Education Program (REP), a brief Tier 2 intervention for students with early signs of internalizing behaviors. Participants will gain access to intervention materials that focus on skill instruction around coping and problem-solving skills, parent skills instruction, and reinforcement of these skills in school and at home. Participants will receive guidance on making cultural adaptations to REP lessons and procedures.

T1

CS 5.08 NC Project AWARE's Approach to Leveraging MTSS, WSCC, and SEL for Comprehensive School Behavioral Health

Heidi E. Austin, EdD, MCHES, CFLE, NC Department of Public Instruction, Raleigh, NC. Jeannie Kerr, MSW, LCSW, Nash County Public Schools, Nashville, NC. Andrea Rouse, MS, Sampson County Schools, Clinton, NC. Meagan Crews, MSW, LCSW, Jackson County Schools, Sylava, NC.

NC Project AWARE will share how MTSS, WCSS, and SEL frameworks promote comprehensive school behavioral health. Practical strategies and insights for integrating these frameworks will be shared as well as success stories. By attending this session, participants will be equipped with the knowledge and tools to enhance their school's capacity to address the social, emotional, and behavioral needs of all students, ultimately fostering a positive school climate conducive to learning and thriving.

CRE

CS 5.09 Supporting Mental Health in Spanish-Speaking Communities

Andrea Aware, LMSW; Camila Robles, LMSW, Child Mind Institute, New York, NY

Spanish-speaking and migrant students face a variety of acculturative stressors; however, resilience can improve the ability to cope with challenges and mitigate the impact of stress. This session will explore acculturative stress, and the barriers faced in engagement with students and their families. Participants will learn about evidence-based free resources available in English and Spanish developed to promote wellbeing and resilience, and to support students, caregivers and educators.

EMH

CS 5.10 The Role of Teachers in School Mental Health: Connections between Student and Educator Wellbeing

Jennifer Green, PhD; Alexandra Allen-Barrett, MEd; Ayana Bass, MA; Margaret Carroll, MEd; Ruchi Khanna, EdS, Boston University, Boston, MA. Joni Splett, PhD, University of Florida, Gainesville, FL.

Educators are integral to the promotion of mental health and wellbeing in schools. In this symposium, we will present the results of four projects that critically consider how to integrate teachers in school mental health promotion. These studies will address teacher involvement in trauma-informed approaches and delivery of culturally responsive social-emotional learning, as well as teachers' understanding of their own mental health and its relationship to their professional responsibilities.

T1

CS 5.11 Tier 1.5 as a Classroom-Based Strategy for Trauma: Clinician-Teacher Partnerships

Malena Nygaard, PhD, Lab for Youth Mental Health at Harvard University, Cambridge, MA. Nancy Lever, PhD, National Center for School Mental Health, Baltimore, MD. Jennifer Cox, MSW, LCSW C, University of Maryland School Mental Health Program, Baltimore, MD.

This session will describe a pilot program implementing a trauma-focused social-emotional learning (SEL) curriculum in an urban, Mid-Atlantic school district. We will introduce the trauma-focused SEL curriculum, Bounce Back for Classrooms (BBC), which is an adaptation of Bounce Back (Langley & Jaycox, 2015) developed by the National Native Children's Trauma Center (NNCTC). We will share mental health clinician and teacher feedback regarding their preferred role in facilitating classroom lessons.

ISP

CS 5.12 Unlocking the Power of Collaboration: Building Strong Community Partnerships for School-Based Mental Health

Jaclyn Wallen, LPC, VOA Alaska, Anchorage, AK. James Atkinson, Providence, Matthew Cuellar, PhD, University of Alaska Anchorage, Anchorage, AK.

Amid rising youth suicide and substance misuse, Alaska's schools are at the forefront. Limited resources and barriers hinder access to care, impacting youth and families. School-based mental health plays a vital role in addressing these issues, supported by community collaborations and data-driven strategies. Join us to explore partnerships, multidisciplinary approaches, data collection and analysis, and advocacy for a holistic mental health approach in schools.

AP

CS 5.13 Window Units vs. Central Air: Burnout, Vicarious Trauma, and Mental Well-Being of the Professional

Rebecca Oliver, MSW, School Social Work Association of America. JR Bullard-Batiste, DSW, SSWAA, London, KY.

School mental health professionals are tasked to serve as the school-to-home liaison. Unique hazards of the workplace for mental health professionals include Burnout and Vicarious Trauma. The pandemic highlighted the already strained mental health professional workforce in ways that specifically need to be addressed with concerted efforts to improve the well-being of mental health providers. This presentation will provide tools, discussion, self-care, and advocacy aimed at workforce retention.

YFP

CS 5.14 Elevating Accessible and Culturally Inclusive Youth Leadership to Promote Safe and Supportive Schools

Tiffany Beason, PhD; Jill Bohnenkamp, PhD; Zahra Ladhani, EdD, National Center for School Mental Health, Baltimore, MD. Elly Romero, PhD, Gallaudet University, Washington, DC. Allisyn Swift, PhD; Jesse Chanin, PhD, Coalition for Compassionate Schools, Orleans, LA.

This session will explore the utility of youth engagement as a tool for fostering the development of adaptive mental health in young people. We will explore an expansive, healing directed definition and framework for trauma that provides a rationale for developing youth centered and led activities as a trauma-informed intervention. We will also discuss specific strategies for engaging youth and readying systems for inclusive youth engagement through adult learning.

10:45a-11:00a   Break

Conference Session 6 11:00a-12:00p

CRE **CS 6.01 Detecting and Preparing for Unexpected Effects of Implementing Universal Mental Health Screening with Equity Enhancements**

Joni Williams Splett, PhD; Jessica Kidd, MEd; Catherine Corbin, PhD, University of Florida, Gainesville, FL. Michele Johnson, MA, Duval County Public Schools, Amelia Island, FL. Kelly Perales, MSW, Midwest PBIS Network, Gainesville, FL. Colleen Halliday, PhD, Medical University of South Carolina, Charleston, SC

This presentation will describe unexpected effects of implementing equity-focused universal mental health screening in Project Thrive. Results will examine when and why school mental health team members experienced emotional responses to the intervention components. Presenters will normalize acknowledging ripple effects in school mental health research and services and share how results are informing improvements to optimize implementation outcomes and sustainability.

EMH **CS 6.02 Accommodations in Higher Education**

Kate Weeks, MS; Kristy Cooper, MEd, Morgan State University, Baltimore, MD

This session will include information regarding registering for reasonable accommodations in higher education. We will discuss what is required under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, in regards to documentation and accommodations. We will also review the differences between the K-12 setting in terms of self-disclosure and accommodation. Possible accommodation in higher education will also be reviewed.

AP **CS 6.03 Building Infrastructure for School-Based Behavioral Health Technical Assistance: Implementation, Policy, and Advocacy**

Melissa Pearrow, PhD, University of Massachusetts Boston, BIRCh Project, Boston, MA. Shella Dennery, PhD, LICSW; Sara Whitcomb, PhD, Boston Children's Hospital Neighborhood Partnership Program, Boston, MA

Enhancing the field of school based behavioral health requires support, coordination and intentional partnerships among local and state agencies, universities, organizations, and schools. This workshop will share the development of a state-wide Technical Assistance Center for school behavioral health and a strategic advocacy strategy and collaborations to ensure successful implementation for sustainable and systemic integration.

ISP **CS 6.04 Pioneering Powerful Practices: A comprehensive approach to enhancing impact of mental health supports in PK-12 districts**

Tony Walker, PhD, LPCS; Jennifer Reed, MS, LPC, The Jed Foundation, New York, NY

Districts recognize student wellbeing is critical for academic success, yet establishing a comprehensive school mental health system is complex. The Jed Foundation, in partnership with AASA, developed a District Comprehensive Approach to create a substantive, evidence-based roadmap with clear implementation strategies and recommendations. This session will provide an overview of the model, and practical tools that educators can implement immediately to improve youth mental health outcomes.

YFP **CS 6.05 Reimagining Schools: Strengthening Family Engagement Using a Family Cafe Approach**

Luann Kida, LMSW, Binghamton University College of Community and Public Affairs, Binghamton, NY. Kelley Cook, PhD; Naorah Rimkunas, PhD, College of Community and Public Affairs, Binghamton University, SUNY, Binghamton, NY

This session will outline the theoretical approach to family engagement and how Binghamton University Community Schools has applied these theories to develop family cafes. The cafe approach is designed to gather families together to explore barriers they face and build connections. Cafes develop a peer support network for participants that empowers them to fully participate in the educational process of their children as well as gain support around the complexity of parenting.

T3 **CS 6.06 A Model for Building Capacity in Rural School Mental Health at Each MTSS Tier: Lessons from a 5-Year Demonstration Project**

Anna Yaros, PhD, RTI International, Durham, NC. Kurt Michael, PhD, The Jed Foundation, Salt Lake City, UT. Laurie Baker, MBA, RTI International, Durham, NC. John Paul Jameson, PhD, Appalachian State University, Boone, NC

This presentation describes a model of rural school mental health studied in a rural North Carolina school district. In rural areas, youth mental health (MH) needs exceed national averages and are hindered by numerous barriers to access, including service availability due provider shortages, and diminished acceptability of services as a result of stigma and mistrust. Our model addresses these barriers through creation of an MTSS structure, strong Tier 3 crisis services, and local partnerships.

ISP CS 6.07 Rhode Island Trauma-Informed Schools Implementation Plan: A Developmental Journey

Rosemary Reilly-Chammat, EdD, RI Department of Elementary and Secondary Education, Providence, RI

The Rhode Island Trauma-Informed Schools Act (2022) established the Trauma-Informed Schools Commission to assist the Rhode Island Department of Education (RIDE) with implementing the act. This session will detail the Commission's development of the Rhode Island Trauma-Informed Schools Implementation Plan, which was guided by the RIDE Office of Student, Community and Academic Supports and facilitated by WestEd.

T1 CS 6.08 Stress Less-Resilience for Success: Preliminary Results from a Secondary Data Analysis

Adriane (Addie) Van Zwoll, MSW, Loyola University Chicago, Chicago, IL. Andrea O'Morrow, BA, NAMI Metro-Suburban, Oak Park, IL

Stress Less-Resilience for Success is a 50-minute classroom-based presentation that educates students on stress, its effects and promotes the use of healthy coping strategies. This presentation will introduce participants to the curriculum that is delivered to middle and high school students about stress and building resilience, as well as learn about the preliminary findings from a secondary data analysis of the program, including a brief review of the literature and previous research.

FS CS 6.09 Sustaining a Growing Workforce in Schools: Innovative Practices for Retaining School Mental Health Professionals

Allison Bruhn, PhD, University of Iowa, North Liberty, IA. Shannon Suldo, PhD, University of South Florida, Tampa, FL. Katie Eklund, PhD, University of Wisconsin, Madison, WI. Rebecca Damron, MEd, Oklahoma State Department of Education, Oklahoma City, OK. Lori Carmack, LMSW, LSSW, Hamilton County Schools, Chattanooga, TN. Kellie Anderson, PhD, Anne Arundel County Public Schools, Baltimore, MD

Sustaining the expanded services made possible by growing the workforce requires the retention of those new employees. This session will describe general strategies for retention and burnout prevention from prior literature and feature the innovative retention practices and early successes of three districts/counties that procured federal funds to recruit, train, and retain an expanded number of school social workers, school psychologists, and licensed counselors.

T1 CS 6.10 The Kids Are Not Alright, But They Can Be: How Peer-to-Peer Support Can Improve Teen Mental Health & Prevent Suicide

Rachel Greenberg, MSW, LSW, Our Minds Matter, Rockville, MD. Morgan Butler, Our Minds Matter, Washington, DC

Teens listen to other teens. Explore the strategies and impact of Our Minds Matter's peer-to-peer support club-based model in high schools and middle schools for improving teen well-being, preventing suicide, and changing the climate around mental health overall. Learn tangible, actionable skills for implementing elements of this program within your school, community center, or other teen-serving organization.

CRE CS 6.11 Transforming Bias-based Harm: Cultivating Belonging with Students and Staff at Chicago Public Schools

Brian Thompson, LCSW; Katherine Manthei, MA; Madeline Meyer, BS, Office of Student Protections and Title IX, Chicago Public Schools, Chicago, IL

This workshop examines Chicago Public Schools' Office of Student Protection and Title IX's efforts to address bias-based harm through the CPS Transforming Bias-Based Harm approach. This includes incident response, the creation of trainings and workshops, and a bystander intervention curriculum for staff and students. This presentation will discuss the ongoing expansion and implementation of OSP's multifaceted approach to eradicating harm across the District.

T1 CS 6.12 University-Assisted Community Schools: Creating Cultures of Belonging and Promoting Youth Mental Health Needs

Kelley Cook, PhD; Naorah Rimkunas, PhD, Binghamton University, Binghamton, NY. Luann Kida, MSW, Binghamton University Community Schools, Binghamton, NY

A University-Assisted Community Schools (UACS) model is culturally responsive and interdisciplinary, involving youth and families, schools, university partners, and community resources to create climates of belonging and support youth mental health. Parent/caregiver-school communication and engagement practices will be explored, actively drawing upon university and community resources to create networks of care for youth and families to provide an innovative way to improve youth mental health.

T2 CS 6.13 Beyond the Assessment: How to Bring School Health Index Outcomes to Life

Melissa Fahrenbruch, MEd; Richard Hokew, MBA, HCM, Center for Disease Control and Prevention/DASH, Atlanta, GA

Upon completion of this session, the participants will be able to: 1) Describe the purpose of the SHI, 2) Implement the SHI in diverse populations using an equitable approach to identifying areas to enhance based on SHI results, and 3) Identify

strategies to engage the school community, including students, school health councils, school personnel, etc., using a team-driven approach to assessing and improving school health policies and practices.

FS **CS 6.14 Using Research-Practice Partnerships to Co-design Strengths-Based, Equity Focused Multi-Tiered Systems of Supports in Schools**

Erum Nadeem, PhD, Rutgers University, Piscataway, NJ. Deinera Exner-Cortens, PhD, University of Calgary, Alberta, Canada. Megan Blanton, PhD, Rutgers University, Piscataway, NJ. Jade Garcia, MS, Jersey City Public Schools, Jersey City, NJ. Janet Rosa, BA, NYU Steinhardt School of Culture, Education, and Human Development, New York, NY. Karina Heaton, PsyM, Rutgers University, Piscataway, NJ. Julie Owens, PhD; Madeline DeShazer, MS, Ohio University, Athens, OH

Three innovative approaches to building partnerships for intervention and prevention efforts in schools will be presented. The first presentation describes efforts to co-develop a trauma-informed multi-tiered system of support, the second presents a collaboration aimed at reducing barriers to family engagement in schools, and the third describes co-implementing equity-focused positive behavior supports in schools.

12:00-1:30p   Lunch on Your Own

Conference Session 7 | 1:45p-2:45p

T1 **CS 7.01 Collaborative Approaches for Mental Health Promotion Through an Occupational Therapy Lens**

Miranda Virone, OTD, American Occupational Therapy Association, Harrisville, PA. Sarah Greene, OTD, American Occupational Therapy Association, St. Paul, MN.

The Every Student Succeeds Act (ESSA) of 2015 identifies occupational therapists (OTs) as Specialized Instructional Support Personnel (SISP). SISP are professionals who provide prevention and intervention services to support academic achievement for all by promoting positive mental health and well-being. With an occupation-based lens focused on participation, prevention, and inclusion, OTs can collaborate with other school mental health team members to address mental health promotion.

ISP **CS 7.02 Rethinking percentages of student risk after COVID: Universal Screening data to inform tiered intervention programming**

James McDougal, PsyD, SUNY Oswego, Central Square, NY. Nancy Turner, EdD, Rock Hill Schools, Rock Hill, SC. Mark Weiss, PhD, University of South Carolina, Columbia, SC. Brandon Schultz, PhD, East Carolina University, Greenville, NC

Following COVID-19 it is time for MTSS implementers to revisit traditional projections of the percentage of students in need of Tiered support. Presenters will use universal screening results obtained using the BIMAS2 at Rock Hill Schools to illustrate the current MH needs of students and how these needs vary depending on factors including school demographics, age/grade level, and academic proficiency/ special education status. MTSS implementation and student outcomes will also be discussed.

T1 **CS 7.03 Addressing Stigma in Rural Communities with School Mental Health Systems**

Jennifer Meek Farley, PhD, Janell Walther, PhD, University of Nebraska Public Policy Center, Lincoln, NE, Amber Hartsock, MA LMHP, Mariella Resendiz Alvarado, Nebraska Department of Education, Lincoln, NE

Research suggests that given the amount of time students spend there, schools are a logical partner in supporting access to and provision of youth mental health supports (Hoover & Bostic, 2021). In rural settings, school-based mental health programs are especially important, providing mental health care in geographic areas with barriers to care (Siceloff et al., 2017; Hoover & Mayworm, 2017). However, stigma associated with mental health needs can be a significant barrier to school mental health.

EMH **CS 7.04 Innovative Coaching and Integration: The SC School Behavioral Health Academy's Approach to Enhancing School Well-Being**

Lori Parrish, MA; Taylor Davis, EdS; Donna Ewing, MS, University of South Carolina, School Behavioral Health Team, Columbia, SC. Samuel McQuillin, PhD; Mark Weist, PhD, University of South Carolina, Columbia, SC

The John H. Magill SC School Behavioral Health Academy (SBHA) addresses the child and adolescent mental health crisis by integrating behavioral health into the MTSS framework. Through a Learning Management System (LMS) and Micro-credentialing pathway, SBHA offers 40 hours of professional development on MTSS interventions. The SBHA App further supports customized learning and direct coaching. These initiatives enhance the well-being of K-12 students, families, and staff across South Carolina.

T3 **CS 7.05 Kids As Our Compass: The Journey to Implement District-run School Based Mental Health Services**

Jennifer Guthals, EdD; Shannon Jenkins, MA; Jen Chadwick-Conway, Master of Social Work, Thompson School District, Loveland, CO.

In the face of the ongoing youth mental health crisis, Thompson School District in Loveland, Colorado, implemented district-run school-based mental health treatment directly in all of our middle and K-8 schools. Follow our journey to

develop individual and small group mental health intervention, beginning with data-driven decisions and resulting in seamless programming. Hear how we blend grant and school district funds to provide sustainable and effective mental health treatment directly to our

CRE **CS 7.06 Preventing and Addressing Identity-Based Bullying: A New Set of Adaptable Tools for Middle and High Schools**

Deinera Exner-Cortens, PhD, MPH, University of Calgary / PREVNet, Alberta, Canada

Bullying prevention efforts at the middle and high school levels have not been effective. In large part, this is due to a failure to consider how larger social power imbalances drive identity-based bullying behavior. This is critical as bullying disproportionally impacts youth who are marginalized due to intersecting social systems of oppression. We will present a set of free adaptable tools for middle and high school educators designed to prevent and address identity-based bullying.

AP **CS 7.07 Advancing the Development and Dissemination of Usable School Mental Health Resources**

Andy Garbacz, PhD; Katie Eklund, PhD; Stephen Kilgus, PhD, University of Wisconsin-Madison, Madison, WI. Brad Niebling, PhD, University of Iowa, Iowa City, IA

During this session presenters will describe the resource development and dissemination model used by co-directors of the Mental Health Evaluation, Training, Research, and Innovation Center for Schools (METRICS). Presenters will review an approach to resource development and dissemination that involves co-creation among researchers, school mental health professionals, and family members; and promotes usable knowledge that leads to uptake and implementation in schools.

CRE **CS 7.08 Supporting LGBTQ+ Youth in Schools Through Trauma-Informed Care**

Antonia Barba, LCSW, Inform, Transform, Yonkers, NY. Megan Mooney, PhD, Private Practice, Houston, TX. Elly Romero, PhD, Gallaudet University: Deaf and Hard of Hearing Child Resilience Center & Cory Cove Wellness, LLC, Worcester, MA. Kalie Giovanni, MSW, LCSW, LCSW-C, Kalie JL Giovanni, LLC, Baltimore, MD, Tharyn Giovanni, MSW, LCSW, LICSW, University of Maryland, Baltimore, School for Social Work, Baltimore, MD

How can schools foster environments that support learning, wellness and growth for LGBTQ+ and gender diverse youth? It is important for educators to know the distinct risk factors for LGBTQ+ youth and actions that can be taken to mitigate harm and promote improved educational & mental health outcomes. This workshop, led by mental health practitioners with expertise working with diverse students & families, will focus on best practices for creating safe, trauma-informed and affirming environments.

FS **CS 7.09 Leveraging California's Transforming Youth Mental Health Landscape to Support School Mental Health**

Alexandra Mays, MHS, Kaiser Permanente, Oakland, CA. Amanda Avila, MEd, Amador County Office of Education, Jackson, CA.

This session will highlight how Kaiser Permanente and Amador County Unified School District (ACUSD) have collaborated to leverage opportunities available through California's historic investment in youth mental health to meet student mental health needs. ACUSD will provide an overview of their work to launch two new Wellness Centers and Kaiser Permanente will speak to lessons learned for building and sustaining partnerships between health care and education to support youth mental health.

T2 **CS 7.10 The Social Benefits of Implementing Positive Psychology Interventions through a Group Counseling Modality**

Camryn Legra, MA; Jenna Barnes, MA; Melissa Brown, BA; Austin Cole, MA; Shannon Suldo, PhD; Daijah Hines, MA, University of South Florida, Tampa, FL

This presentation will discuss the social benefits for students who participate in small group interventions. We will discuss previous research in this area, the specific positive psychology intervention used for the results in this study, and quantitative and qualitative results of the social benefits from students who participated in the intervention.

EMH **CS 7.11 Training the Next Generation of School Mental Health Providers in RI: Partnerships between Higher Ed and LEAs to promote SMH**

Joshua Wizer-Vecchi, MSW, Rhode Island College, Institute for Education in Healthcare, Providence, RI. Shannon Dowd-Eagle, PhD, Rhode Island College, Department of Counseling, Educational Leadership, and School Psychology, Providence, RI. Kristina Callina, PhD, Lynch Research Associates, Marion, MA. Sarah Durrell, MSW, Exeter/West Greenwich Public Schools/Rhode Island College, Warwick, RI. Lori Lebrun, MA, Coventry Public Schools/Providence College, West Greenwich, RI. Cristina Pistacchio, MA, CAGS School Psychology, Providence Public Schools/Rhode Island College, North Kingstown, RI

We will share an overview of the Interdisciplinary Behavioral Health Team Model and impact on participants in graduate programs and schools. We will present data to on Workforce Development, including pathways to SMH careers through graduate-level training, and sustaining the current workforce through networking and support; and on Augmenting Behavioral Health Supports for Students in Schools through collaboration with the SBMH project and increased capacity due to graduate student placements.

ISP **CS 7.12 Leveraging the Clinical Value of Measurement-Based Care and Key Approaches to Implementation in**

Schools

Elizabeth Connors, PhD, Yale School of Medicine, New Haven, CT. Jesse Hayman, BA, Greenspace Health, Ontario, Canada. Michelle Prinzo, MA, York Catholic District School Board, Ontario, Canada

Measurement-based Care (MBC) is the routine collection/use of student and caregiver-reported progress measures to inform intervention decisions. Jesse Hayman from Greenspace will provide an overview of MBC, drawing on experience with 500+ clinical implementations. Dr. Connors from Yale and NCSMH will share insights into MBC in schools, with a focus on equity and clinical value. Michelle Prinzo, Mental Health Lead at a school board in Canada will share their MBC journey, key learnings and impact.

T1 **CS 7.13 Working Outside your Silo: Mobilizing Networked Improvement Communities to Implement a School-Wide Suicide Prevention Program**

Denise Latour, MEd, NCSC, Tangipahoa Parish School System, Ponchatoula, LA. Kelly Clark, PhD, LP, NCSP, Louisiana State University, Baton Rouge, LA

In 2023-2024, a Louisiana high school introduced the Signs of Suicide Prevention Program in response to rising suicidal ideation rates. This evidence-based initiative aims for universal implementation in schools. Participants will learn about the SOS Program, its integration into MTSS, and the improvement science principles behind Networked Improvement Communities (NICs), mobilizing and sustaining partnerships and collaboration to enhance the effectiveness of suicide prevention efforts.

CRE **CS 7.14 Miss, Dismiss, Avoid: Psychological Barriers to Disrupting Racism and Racial trauma and How to Counteract It**

Patricia Marra-Stapleton, MSc, York Region District School Board, Ontario, Canada. Paula Vicente, MSW; Donna Donalds, MA, Doctoral Candidate, York Region District School Board, Ontario, Canada

Through captivating video vignettes, and the use of tools to counteract racism and racial trauma, this presentation aims to highlight some commonly experienced psychological barriers that can serve as misguided reasons for Missing, Dismissing, and Avoiding racism or racial trauma in our learning and working spaces. We are all working toward building our capacity to learn with a willingness to improve mental health outcomes for every student.

2:45-3:00p   Break

Conference Session 8 | 3:00p-4:00p

YFP **CS 8.01 Revolutionizing Family Engagement: Building Trust and Equity Through Trauma-Informed Listening**

Dana Milakovic, PsyD, NCSP; Karen Rubican, MEd, Pennsylvania Department of Education, Harrisburg, PA

This presentation explores how trauma-informed listening sessions can revolutionize family engagement in schools. Recognizing the impact of trauma on diverse families, these sessions foster trust, empower families, and inform the development of culturally responsive mental health support systems, ultimately creating a more inclusive and supportive learning environment. Participants will gain hands-on experience to implement these practices.

T3 **CS 8.02 Healing Classrooms: From Crisis to Care in Supporting Trauma Recovery in Schools**

Jessalyn Pedone, MSW, LCSW, CCTP, CGP, Harnett County Schools, Lillington, NC

This presentation, "Healing Classrooms: From Crisis to Care in Supporting Trauma Recovery," highlights schools' crucial role in identifying and aiding traumatized students. Attendees learn to recognize signs, explore evidence-based trauma modalities, and discuss strategies for school-based suicidality screening. It emphasizes practical coping skills and comprehensive district-level programs for a cohesive approach to trauma recovery, ultimately fostering long-term student well-being.

CRE **CS 8.03 We Need More Cowbell! Building a Culture of Belonging to Improve Equity and Achievement**

Holly Billings, DSW, LCSW, El Dorado Public Schools, El Dorado, AR. Bethanie Hale, EdS, Washington Middle School, El Dorado, AR

Discover how Washington Middle School transformed from a punitive discipline model to a restorative and inclusive culture under new leadership. This presentation covers the implementation of an alternative discipline framework showcasing drastic reductions in suspensions and the role of innovative practices in fostering a supportive educational environment. Learn about our strategic changes, stakeholder engagement, and the significant impact on student outcomes and school.

T2 **CS 8.04 Addressing Wellness in School Mental Health Services: Tier 2 Supports For Increasing Subjective Well Being**

Shannon Suldo, PhD, University of South Florida, Tampa, FL. Sarah Fefer, PhD, University of Massachusetts Amherst, Amherst, MA. Kristen Mahony-Atallah, PhD; Camryn Legra, MA; Jenna Barnes, MA; Cydney Williams, BS, University of South Florida, Tampa, FL.

Comprehensive multi-tiered mental health services include early interventions (Tier 2 supports) to increase subjective well-being for students with low wellness. We will share brief measures for monitoring life satisfaction and affect, describe three manualized positive psychology interventions that increase subjective well-being, and illustrate implementation of one such intervention with small groups of students in five middle schools in two states during 2023-2024.

EMH **CS 8.05 Interdisciplinary Training in School Mental Health: School Psych, School Counseling & Mental Health Counseling Preparation**

Kathryn Trainor, PhD; Joni Splett, PhD; Mercedes Machado, PhD; Sara Jean-Philippe, PhD; Heidi Parsons, BS; Esmeralda Quintero, BA, University of Florida, Gainesville, FL

Best practices support an integrated model of service delivery to effectively deliver mental health services in schools. School mental health professionals must be capable of practicing in interdisciplinary teams that collaborate to deliver evidence-based interventions. This presentation details a collaborative training approach to preparing future professionals across 3 disciplines (school psychology, school counseling, mental health counseling) to build capacity of the mental health workforce.

T1 **CS 8.06 Lessons Learned from the Preventing Youth Suicide Initiative in Indiana Schools**

Akira Gutierrez Renzulli, MS, MA, and Richard Fourner, EdM, EdD, Education Development Center, Florida International University, Waltham, MA. Stephanie Long, North Central Health Services, Inc., West Lafayette, IN

Social emotional learning, mental health literacy, and suicide prevention in schools can reduce risk and increase protective factors for students. EDC's suicide prevention framework offers 6 components for schools to implement comprehensive strategies and structural changes across a multi-tiered system of support. We share key insights from 12 Indiana school districts who recently integrated the framework and reported improvements in their capacity to implement and sustain prevention strategies.

AP **CS 8.07 Amplifying Youth Voices: Cohen Strong Youth Mental Health Advocacy program**

Vera Feuer, MD, Northwell Health, Glen Oaks, NY. Anne Van der Veer, MPH, Northwell Health, New Hyde Park, NY. Bianca Del Gatto, MSEd, Northwell Health, Commack, NY

Youth mental health is vitally important, and prevention is key in addressing the current youth mental health crisis. The Cohen Strong Mental Health program empowers students to identify areas of need and address them through advocacy and school-based peer-led community projects. This presentation will review the curriculum, design, implementation, and results of this program.

YFP **CS 8.08 Empowering Parents and Caregivers: Understanding and Addressing Trauma in Youth**

Steven Ureta, MA, University of South Florida, Land O Lakes, FL. Yolanda Rotzinger Ballesteros, MS, Mental Health Counseling, MA, University of South Florida, Tampa, FL

Gain insights into trauma's impact on youth and learn about the impact of trauma on youth's academic, social, and emotional functioning. Learn to identify concerning behaviors, engage in positive parenting practices, and access resources for support. Using evidence-based approaches, we'll explore trauma types, responses, and distinguishing factors. Participants will leave equipped to identify trauma, implement resilience-building strategies, and engage in effective practices with youth.

FS **CS 8.09 The Cost and Cost Effectiveness of Training School-Based Personnel to Use Motivational Interviewing**

Jason Small, PhD, Oregon Research Institute, Silverton, OR. Andy Frey, PhD, University of Missouri, Columbia, MO

The use of MI has increased dramatically. Yet, despite the burgeoning use of MI, relatively little is known about the costs associated with training school-based personnel in MI. This presentation will report data on (a) the incremental and dissemination costs associated with MI training, (b) scenario-based sensitivity analyses accounting for variation in key factors influencing fluctuations in training cost, and (c) the cost effectiveness of training to deliver MI with fidelity.

EMH **CS 8.10 Thriving Minds: Leveraging Strengths in Collaborative Partnerships to Support Comprehensive Mental Health Systems**

John Crocker, MEd, Massachusetts School Mental Health Consortium, Methuen, MA. Paul Hyry-Dermith, EdD, and Courtney Tucker, MSW, LICSW, PhD, Brookline Center for Community Mental Health, Brookline, MA. Laura Cinelli, JD, and Amanda Chung, MPP, Rennie Center for Education Research and Policy, Boston, MA

This session will share practices for developing collaborative partnerships to support student mental health needs. Participants will learn how they can leverage the depth and breadth of strengths across multiple organizations to assemble teams that effectively meet the needs of both students and funders. Finally, participants will learn how partnerships can be scaled to work beyond individual projects to convene, consult, and advise stakeholders for wider mental health systems development.

T3 **CS 8.11 Treating Trauma in Schools: An Online Video Course to Train School Mental Health Professionals**

Lisa Baron, EdD, Alliance for Inclusion and Prevention, Boston, MA. Tiffany Beason, PhD, University of Maryland School of Medicine, National Center for School Mental Health, Baltimore, MD

Treating Trauma in Schools: Foundations and Practical Applications for Professional Practice is a free, online video course for school mental health professionals. This two-part course contains 20 hours of foundational and practical content on treating trauma in school settings. Although there are many excellent online courses on treating trauma for mental health professionals, there are few PD opportunities that address the specific needs of mental health clinicians working in school settings.

ISP **CS 8.12 Using a Coaching Protocol to Support Mental Health and Well-Being**

Jodie Soracco, PhD, Virginia Tiered Systems of Support - Research & Implementation Center; Virginia Commonwealth University, Chesterfield, VA. Nicholas Diggs, MEd, Old Dominion University Research Foundation, Newport News, VA. Dayla Brown, MSW, Old Dominion University Research Foundation, Chesapeake, VA. Anna Hebb, PhD, VTSS-RIC, Virginia Commonwealth University, Richmond, VA

This presentation will provide the core features of a coaching system that emphasizes well-being, aligning mental health supports, and building capacity. Participants will learn how data is used for self-monitoring, decision-making, and professional development. They will be given the opportunity to practice and discuss how to support their mental well-being and that of others and walk away with strategies for practical application and aligning mental health in coaching practice.

CS 8.13 Safer Schools Through Mental Health Monitoring and Early Detection

Shelby McIntosh Goldman, PhD, Gaggle, Dallas, TX. Christina Pickering, PhD, and Holly Ann Saia, EdS, Hillsborough County Public Schools, Tampa, FL

Join this must-attend session to explore the vital link between student mental health and school safety. Learn from Gaggle's 20+ years of experience in preventing tragedies and saving lives. Discover crucial statistics on the importance of monitoring student content to identify distress and threats. Hear from Hillsborough Public Schools leaders on integrating content monitoring into their safety strategy. Gain practical tips and insights to enhance student safety and well-being in your schools.

ISP **CS 8.14 UR-Supporting Our Students: Building an Expanded School Mental Health Model**

Melissa Heatly, PhD; Allison Stiles, PhD; Brianna Daniels, LMHC, University of Rochester Medical Center, Rochester, NY. Joseph Jackson, MS, Rush Henrietta Central School District, Henrietta, NY

We discuss development and implementation of UR Supporting Our Students (UR-SOS), a multi-tiered expanded school mental health (ESMH) model in Western NY's Finger Lakes Region. UR-SOS offers universal behavioral health training for educators that supports all students, selective consultation and technical assistance for staff who support students with more complex behavioral health concerns, and indicated school-based intervention services including clinical assessment and treatment.

4:00-4:15p   Break

Conference Session 9 | 4:15p-5:15p

T3 **CS 9.01 Exploring a Partnership Approach for Enhanced School Behavioral Health: A Randomized Controlled Trial**

Mark Weist, PhD; Sam McQuillin, PhD; Brooke Chehoski, MSW, University of South Carolina, Columbia, SC. Brittany Patterson, PhD, University of Maryland School of Medicine, Baltimore, MD. Bob Stevens, PhD, University of South Carolina, Columbia, SC. Chris Haines, MS, Greater Greenville Mental Health Center, Greenville, SC

The Partnering for Student Wellness study is a PCORI-funded, randomized-controlled research trial. PSW spanned four academic years in two large school districts, examining the impacts of the intervention on social, emotional/behavioral, and academic outcomes among middle school students. This comparative effectiveness trial launched in August 2019, persisting through all phases of the COVID-19 pandemic. Major findings relevant to educators, clinical practitioners, and researchers will be shared.

CRE **CS 9.02 Triple ACEs Effect on Black Students: Moving Beyond Adverse Childhood Experiences**

Paul Archibald, DrPH, Sarah's House Mental health services, LLC, Baltimore, MD

In this proposed conference session, we present the triple-ACEs-effect, which proposes that the prevalence of trauma and stressor-related disorders in Black youth extend beyond adverse childhood experiences to include adverse community and cultural experiences linked to PTSD. It provides a foundation for the exploration of the deleterious effects caused by racialized social systems in the US on Black students. This can be used to better support Black students with trauma histories.

T1 **CS 9.03 Becoming Polyvagal Informed: Creating a sense of safety and fostering connections through a polyvagal perspective**

Selena Turnipseed, MEd, Woodruff Middle School and Unmoored Counseling Collective, Woodruff, SC

Polyvagal theory represents a paradigm shift for educators and mental health professionals, offering a new framework for understanding and addressing the physiological underpinnings of behavior and emotion regulation. This presentation will guide you through the process of nervous system mapping. In addition, you will learn about nervous system regulating exercises and their impact, emphasizing the importance of the science of safety.

EMH **CS 9.04 Unmasking School Avoidance: A Must-See Look at Its Impact and Solutions**

Keith Wilkey, LMSW, Bulloch County Schools, Statesboro, GA. Jayne Demsky, BS, School Avoidance Alliance, Mahwah, NJ. Julia Kaufmann, BSc, Faculty of Health Sciences at Simon Fraser University, Vancouver, Canada

Embark on an enlightening session that delves deep into the heart of school avoidance and absenteeism. Discover how school responses, policies, and attitudes toward this critical issue intricately weave into the fabric of school climate, culture, inclusiveness, and equity. This talk is a rallying cry for rescuing students, fostering a caring community, and reshaping educational environments—a pivotal session for those driving change.

T2 **CS 9.05 Meeting Gaps in Delivery of Pediatric and Young Adult Mental Health in Schools**

Jeanne *Marconi, MD, PM Pediatric Care, Lake Success, NY*

Meeting gaps in student mental health care continues to be a challenge and schools are a critical component in finding and implementing solutions in a collaborative and connected way with other stakeholders such as parents, the students, educators, healthcare providers and organizations, government leaders. Improving access, capacity and successful intervention for ALL students can happen where students spend most of their time at school.

AP **CS 9.06 A Statewide Investigation of Educator Burnout: Implications for Interventions, Policy, and Action**

Ashley Rila, PhD, Gerta Bardhoshi, PhD, Scanlan Center for School Mental Health, Iowa City, IA, Derek Rodgers, PhD, University of Iowa, Iowa City, IA, Allison Bruhn, PhD, Scanlan Center for School Mental Health, Iowa City.

In this presentation, we will (a) describe a statewide study of educator burnout, (b) report educator quantitative and qualitative results by educator position, and (c) discuss implications for interventions, policy, and action.

EMH **CS 9.07 Establishing an Infrastructure: Strategies to Align Frameworks and Teams to Support Student Physical and Mental Health**

Heidi Milby, MPH, Ashley Krombach, National Association of Chronic Disease Directors, Decatur, GA, Brandon Stratford, PhD MSW, Child Trends, Rockville, MD.

This session will train participants on strategies to align school health frameworks, specifically the Whole School, Whole Community, Whole Child model and Comprehensive School Mental Health, as well as equitable teaming best practices to ensure a diverse and inclusive team that engages youth voice and supports both physical and mental well-being.

T3 **CS 9.08 Learn WELL: Transforming School Mental Health through Comprehensive Training**

Kaitlyn Young, PhD, Erika Franta, PhD, Munroe-Meyer Institute, University of Nebraska Medical Center, Omaha, NE.

It is imperative that the school mental health workforce (1) represents the students they serve and (2) are trained to meet the diverse needs within these districts. This presentation will highlight a comprehensive school mental health training program founded on strong partnerships focused on supporting the expansion of the school mental health workforce through clinical experiences focused on school partnerships and comprehensive mental health.

FS **CS 9.09 Sustainable School-Based Mental Health Services: A Comprehensive Approach**

Duncan Young, MBA, Effective School Solutions, New Providence, NJ, Gary Alpert, MBA, Brightline, San Mateo, CA, Erica Fener Sitkoff, PhD, FullBloom,   Philadelphia, PA, Jeremy Glauser.

This presentation outlines a framework for building sustainable school mental health programs. Participants will learn about braiding local, state, and federal supports that utilize all payers, creating transparent data infrastructures to measure impact and incorporating equity measures. The presentation includes action steps to operationalize recommendations, including checklists for local and state education agencies as well as federal advocacy opportunities for action.

ISP **CS 9.10 The Three C's of Empowering School-Based Mental Health Professionals**

Ivy Mack, EdS, Marquis Mason, PhD, Mary Clare Freeman, MA, Whitney White, PhD, RTI International, Research Triangle Park, NC.

Struggling to recruit and retain quality school-based mental health professionals? This session addresses the need for quality school-based mental health providers through leveraging innovative funding, strategic partnerships, and capacity-building strategies to overcome these challenges. Explore strategies to build camaraderie, promote cross-functional collaboration, and create capacity-building opportunities within schools. Participants will gain practical knowledge and tools to implement in their own settings.

T1 **CS 9.11 Using an MTSS Approach to Addressing Student Digital Media Use Issues and Promoting Their Mental Health: Potential Strategies**

Yuxuan Eleanor Dong, EdM, Shari Kessel Schneider, MSPH, Athi Myint-U, EdM, Shai Fuxman, EdD, EDC, Waltham, MA.

Drawing on findings from focus groups with students, educators, and parents, a survey to schools, and literature, this presentation will discuss 1) the impact of digital media use on student mental health, 2) existing school-based strategies to address media use issues and their strengths and gaps, 3) the application of the MTSS approach to meeting all

students' mental health needs as related to digital media use, including potential strategies at each tier and implementation considerations.

T1 **CS 9.12 Why Does Disability Matter? Data, Decision-Making, and Lessons Learned From Implementing Universal Mental Health Screening**

James Sinclair, PhD, University of Arkansas, Fayetteville, AR, Susan Stadelman, MS Couples and Family Therapy, Haley Brown, Cassidy Dillard, University of Oregon, Eugene, OR.

Students with disabilities are often excluded from school-based mental health efforts. This presentation will discuss the implementation of universal screening for high school students with disabilities. Implementation, feasibility, and usability of universal screening will be discussed. Participants will also have an opportunity to evaluate data and discuss data-based decisions.

YFP **CS 9.13 Aligning, Implementing and Monitoring a Single Continuum of Mental Health Interventions**

Juan Lira, MEd, Midwest PBIS Network, Chicago, IL, Kelly Perales, MSW, Midwest PBIS Network, Gainesville, FL.

Are you tired of social-emotional-behavioral supports being siloed or being only the clinicians job? Join us for examples of integrated school and mental health teams working together to select a continuum of interventions. Using core features of MTSS, teams are able to create common language and practices for all staff and students and then provide higher doses of practices to students demonstrating higher need and utilize efficient systems of lower-level interventions to monitor response.

ISP **CS 9.14 Navigating Complexity When Supporting Family Engagement: Lessons from the Frontlines and the Literature**

Eleanor Wu, PhD, University of South Carolina, Baltimore, MD, Jonathan Ahuna, MA, University of South Carolina.

Supporting family engagement is complex due to the multi-faceted barriers families face. This presentation reviews a framework for thinking about engagement targets and strategies and applies this framework to examine patterns of clinical practice associated with a stronger therapeutic relationship in school-based mental health treatment. Case examples will illustrate how this framework may be used by SBMH providers and teams to individualize their approach to engaging youth and families.

Poster Session | 5:15p-6:15p

EMH **Service connection: Maximizing Medicaid-funded Services and Interagency collaboration** *Joelle Aboytes, JD, MBA, Florida Department of Children and Families, Tavares, FL, Christina Gillis, Bachelors of Arts in Psychology, 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.

Youth Voice on Mental Health: A Systematic Literature Review *Alexandra Allen-Barrett, MA, Boston University, Hyde Park, MA, Caroline Brinkley Master of Education in Special Education.* 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

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.

Examining Implementation of Positive Behavioral Interventions and Supports and Disparities in Discipline *Anne Bowen, MS, S 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.

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.

T1 **Starting the conversation: Suicide prevention intervention for high school students** *Mileini Campez-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.

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, Florida.* 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.

Location Matters: Comparing Youth Therapy Show Rates Across Behavioral Health Clinic Settings *Maggie Cox, PhD, Munroe-Meyer Institute / Gonzaga University, Evergreen, CO, Caitlyn Jezowit, PhD, Munroe-Meyer Institute, Romeoville, IL, Kaitlyn Young, PhD, Mindy Chadwell, PhD, Erika Franta, PhD, Munroe-Meyer Insitute, Omaha, NE.* Youth mental health concerns have increased following the COVID-19 pandemic. School-based mental health clinics allow youth and families to access services at school, decreasing a common barrier for accessing services in other settings. This study examined appointment attendance across outpatient, primary care, and school-based mental health clinics. Findings carry important implications related to accessible provision of mental health services to children, adolescents, and families.

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.

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, 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 peristence. The multi-group categorical CFA design allowed for comparisons across geographical location, grade, gender, and ethnicity.

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, Hamilton, Ontario.* 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.

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.

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.

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) facilities 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.

ISP **A Scoping Review of Implementation Strategies for Multi-Component School Behavioral Health Interventions** *Kristen Figas, EdS, University of South Carolina, Columbia, SC.* This poster will convey the findings of a scoping review examining peer-reviewed research on implementation strategies for school behavioral health interventions within a multi-tiered framework. Details on the implementation strategies, implementation outcomes, and major findings will be shared. The poster will also portray the distribution of implementation strategies by intervention intensity (Tier 1, Tier 2, Tier 3) and target outcome (internalizing, externalizing, social-emotional).

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.

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.

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

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, 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.

ISP **Mental Health Care Barriers and Experiences of Access for Families: The Talk it Out Program** *Katrina Jean, PhD Candidate, 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.

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.

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.

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, Ohio.* 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.

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.

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.

It's Wild Outside for Young, Unprepared Black Men; Ages 19-26 James Lambert III, MBA, Making Human Technical, West Roxbury, MA. 19-26 years of age is a dangerous window for Black men. Without clear goals or systems, we are left to fend for ourselves, waking up in cyclical patterns that turn into depression, rage and resentment. To combat unproductive feelings, we attach to communities of similar leadership - gangs, clicks, the folks! In this session, we will directly dissect the importance of positive male influences, fault vs. responsibility, imposter phenomenon, metabolization, adult SEL and the importance of routines!

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.

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.

School-Based Mental Health Coaching: Building Capacity, Highlighting Diversity, and Supporting Retention in Our Field *Hennessey Lustica, PhD, Seneca Falls CSD/Univerity 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.

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

Enhancing Rural Student Mental Health: Evaluating the Impact of SPIRSS Tier 3 Interventions *Morgan McCosh, BA Psychology, Wichita State University, Goddard, Kansas.* 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

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

Exploring School and District Personnel's Definition and Knowledge of Evidence-Based Practices (EBPs) for Autistic Students *Olivia Michael, BS, 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.

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.

Insights from Advancing Mental Health Support in Rural and Mid-Sized Districts *Citlali Molina, PhD in Counseling LPC NCC Certified School Counselor, Texas Christian University, Ft Worth, Texas.* 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.

Empowering Student Voices: A Peer-Led Assessment of School-Based Health Centers (SBHCs) *Kathleen Moskowitz, MA, University of Miami, Miami, Florida.* 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.

"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.

Pawsabilities: Intentional integration of volunteer therapy dogs into Tier-II special education behavioral interventions *John Palladino, PhD, Eastern Michigan University, Ann Arbor, Michigan.* 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.

Promoting Student Well-Being Through a Risk and Resilience Framework: Implications for Screening *Timothy Parks, 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.

Findings from a teacher-led mindfulness intervention to improve student social-emotional and cognitive outcomes *Jon Quach, PhD, University of Melbourne, Carlton, Victoria.* 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.

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

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Examining the Inner-Setting Barriers to Increase Access to Equitable Behavioral Health Care in School-Based Health Centers *Sofia Redondo, BS, University of Washington, School Mental Health Assessment, Research, and Training (SMART) Center, Seattle, Washington.* Attendees will learn about the multiple inner-setting barriers and ideas that SBHCs behavioral health providers, supervisors and school leadership and administration 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 behavioral health providers face to best increase access to equitable behavioral health care to all students.

The impact of a New Jersey Statewide School Based Prevention Initiative on Supporting Students and School Staff Sonia *Rodrigues-Marto, 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

Teen online engagement spillover into offline mental health problems. *Emily Shaffer, BS, University of Florida, Gainesville, Florida.* 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.

Promoting Student Mental Health in Maine's Most Rural County *Aurora Smaldone, JD, Maine Behavioral Healthcare, Portland, Maine.* 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 as well as help school staff identify and address st.

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.

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.

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, North Carolina.* 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.

Made By Us: Enhancing School-Based Mental Health for Black Girls Post-COVID-19 through Student Voice *Christina Tillery, MEd, Virginia Commonwealth University, Richmond, Virginia. Explore post-COVID-19 strategies to enhance school-based mental health support for Black girls.* This presentation highlights the importance of culturally responsive approaches

and the use of Student Voice and Youth Participatory Action Research (YPAR) to address unique mental health challenges. Gain insights into creating supportive school environments, fostering stronger student connections, and implementing effective, practical school-based mental health interventions for Black girls.

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, North Carolina*. 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.

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.

Using Alternating Treatment Design to Evaluate Feel Your Best Self During Morning Meetings *Michael Weiner, BA, Collaboratory on School and Child Health, Columbia, Connecticut.* 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.

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.

SATURDAY, DECEMBER 7

Intensive Training Sessions | 9:00a-12:00p

IT 01 Alternative Steps to Expulsion Program (ASTEP) *Elaine Swain, DSW, Columbia College, Columbia, SC. Savannah Johnson, MSW, Charleston County School District, Charleston, SC. Sharana Sloss, MSW, Stepping Stones, Moncks Corner, SC* The Alternative Step to Expulsion served students recommended for expulsion for the first time. Using a Trauma-Informed Restorative Approach, the ASTEP school-based mental health team collaborated with students, families, and schools to empower accountability, resiliency, and repair the relationship between school and home. Young people who successfully complete the program are more confident, have stronger relationships, and display responsible decision-making skills.

IT 02 ARC in Action: Effective Training for Educator Resilience and Burnout Prevention
Erika Franta, PhD; Hannah West, PhD; Jessica Christensen, MEd, Mid-America MHTTC, Munroe-Meyer Institute, University of Nebraska Medical Center, Omaha, NE
Educator well-being is foundational to a school's multi-tiered systems of support. We must support educator's wellness to support students and families. Few well-being programs are cost effective, accessible, adaptable and include systems level problem solving. The Adult Resilience Curriculum (ARC) is a free program grounded in best practices in psychology. This session will introduce the ARC framework and how to obtain buy-in, be a trainer, and plan for implementation.

IT 03 Creating Communities of Care: From Roots to Branches *Martha Merchant, PsyD, and Stephanie Guinosso, PhD, Heart Core Consulting, San Francisco, CA*
Becoming trauma-informed is important, & yet is not the end goal. Beyond trauma-informed is healing-centered, & beyond that, perhaps liberation? As we move toward schools that are more healing-centered, we learn more and more about how we much need one another. This presentation is about creating communities of care – beginning with ourselves, then tapping into roots that already exist & finally reaching out to create strong branches. Time for creation and reflection will be provided.

IT 04 Creating Socially Connected Schools *Julie Radlauer, DrPH, Collectively- A Radlauer Venture, Lighthouse Point, FL. Michelle Bartsch, MSED, Cook Center for Human Connection, Dallas, TX. Anntwanique Edwards, PhD, Alachua County Public Schools, Gainesville, FL*
Currently loneliness is one of the biggest challenges for students, and this presentation teaches how to create socially connected schools. We will share information on the social influences of mental health, which are the everyday actions

that create happiness in our lives. The influences help students and educational professionals build social connections, create social support, harness social capital, manage social media, and practice social inclusion. This fun and interactive session provide

IT 05 Exploring Equity and Inclusion for Immigrant and First-Generation Students

Kerri Evans, PhD, LCSW, University of Maryland Baltimore County, Baltimore, MD

During this interactive training session, participants will learn about the current research regarding struggles faced by immigrant and first-generation students (and their families) in K-12 schools, as well as research around promising practices for intervention. We will end with an action planning session to explore possible changes that can be made in one's own school/district to increase welcoming policies and practices.

IT 06 Fostering Collaboration Between MH Professionals and Educators for Enhanced Student Wellbeing

Angela Moyer, PsyD; Marybeth Babu, LMS; Lauren Aronson, LCSW, Child Mind Institute, School and Community Programs, New York, NY

School mental health staff will learn to engage in collaborative, consultative, and coaching relationships with educators to enhance their ability to implement strategies that foster student success and cultivate positive learning environments. We offer strategies for student-specific social, emotional, and behavioral needs.

IT 07 Identity Development in Early Adolescence as a Critical Component of Well-Being: A Developmental Approach *Caroline (CC) Clauss-Ehlers, PhD, and Elizabeth Jensen, MA, Long Island University, Brooklyn, NY*

This training explores identity development among early adolescents as an important variable in mental health promotion. It considers Erikson's lifespan developmental stage of Identity vs. Role Confusion and how the intersectionality of reference group identities (e.g., race, gender, ethnicity, ability status) influence identity development during early adolescence. Participants create action plans with school-based strategies to promote positive identity development in school settings.

IT 08 Key Principles and Applications of School-Based Mental Health Supervision in a Multi-Tiered System of Support

Jason Kaplan, PhD, William James College, Newton, MA

The importance of effective supervision in school-based mental health cannot be overstated. This session will address effective supervision practices for school-based mental health provider trainees. It will also provide an introduction/review of its core practice(s), contemporary supervision models, the goals of supervision, and the challenges supervisors tend to face. This presentation will encourage active participation to explore strategies that traverse social and ecological contexts.

IT 09 Preventing Firearm Suicides among Youth: Counseling on Access to Lethal Means (CALM) for School-Based Service Providers *Kurt Michael, PhD, The Jed Foundation, New York, NY. JP Jameson, PhD, Appalachian State University, Boone, NC*

This session will teach participants how to utilize means of safety interventions in school settings to reduce adolescent suicides. The workshop will present a rationale for reducing access to lethal means of suicide, information on various options for reducing access to firearms and medication, and coaching on how to collaborate with students and families to reduce access during periods of heightened risk. The training will be highly interactive with an emphasis on group discussion and practice.

IT 10 Respond with CARE (Child-Adult Relationship Enhancement) After Disasters: Reducing Mental Health Risk in Youth *Jami Furr, PhD, Florida International University Center for Children and Families, Miami, FL. Robin Gurwitch, PhD, Duke University School of Medicine, Center for Child & Family Health, Durham, NC*

Respond with CARE (Child-Adult Relationship Enhancement) is a trauma-informed, field-initiated modification of evidence-based, positive parenting treatments for any adult that interacts with any student to strengthen connections after disasters/violent events. Participants will learn skills to enhance relationships with their students, promote healthier return to the learning environment, and reduce mild to moderate child behavior challenges that may present after disasters/violence events.

IT 11 Strengthening School Mental Health & Family Engagement: A Practical Application & Continuous Improvement Approach

Amber Zarb, EdD, MSW, BA, Jonathon Good, PhD, MS, BS, Oakland Schools, Waterford, MI

Building mental health systems is hard work, but so is sustaining mental health system work! This interactive session highlights an ISD level approach to supporting local LEAs with strengthening school mental health and family engagement with the use of the School Mental Health Quality Assessment (District Version) tool. A practical guidance tool will be shared for supporting alignment of continuous improvement and school mental health system work.

IT 12 Suicide Prevention Strategies and Support: Empowering School Mental Health Providers and All School Staff

Jillian Meinhardt, Licensed Independent Clinical Social Worker, The Bari Group, LLC, Washington, DC

School mental health providers and all school staff play a pivotal role in supporting students' mental health needs. Attendees will acquire a suicide prevention roadmap and training on prevention, intervention and postvention processes,

and strategies for educating the entire school community on suicide prevention. This training will allow school professionals to effectively address the youth mental health crisis and positively impact students' mental health and well-being.

IT 13 UPLIFT: Fostering Safety for Trauma-Informed Schools *Dana Bossio, MA, Sixth-Year Certification in School Psychology, Cooperative Educational Services, Trumbull, CT. Tianna Hill, LMSW, LEARN, Old Lyme, CT. Diana Perry, PsyD, Capitol Region Education Council, Cromwell, CT*

Participants will learn key components of school safety by rethinking traditional practices for physical safety, and how psychological safety is just as essential. Through discussion and activities, we will learn the sequence of engagement, and ways to encourage co-regulation and relationships. Attendees will explore ways to replace less effective punitive consequences with natural consequences and/or restorative practices to sustain feelings of safety in students, staff and families.

IT 14 Using Tabletop Roleplaying Games in Therapeutic and Educational Settings *Richard Stubbs, Masters of Music Therapy and Clinical Counseling, Family Behavioral Health Network, LLC, Medford, OR*

This Level One training program teaches how to use tabletop roleplaying games like Dungeons and Dragons in clinical and educational settings to foster social emotional learning and improve mental health outcomes. It integrates Acceptance and Commitment Therapy and Cognitive Behavioral Therapy into game narratives as a tier 1 service to promote healthy human psychological development.