

Title	Program Description	Primary Presenter First Name	Primary Presenter Last Name
A Novel School Assessment to Build School Infrastructure and Establish an Evidence-Base to Address Mental Health Needs	Join us as we share a novel school assessment developed at Marshall University to assess school implementation of the expanded school mental health (ESMH) framework, use findings to prioritize goals, integrate ESMH goals, and develop an evidence-based strategic action plan that is unique to each school. The session will also present how the assessment strengthens school team infrastructure, enhances school-community partnerships, and increases the use of evidence-based ESMH programs.	Tiffany	Pittman
A Percussion Discussion: A Strength Based Approach	This workshop will introduce the practice of using African drums as an effective Tier 2 - Tier 3 Intervention in a school setting for students needing help with Social/Emotional/Behavioral challenges. The format is about 25% didactic and 75% experiential. Topics covered include the neurological and social benefits to drumming in groups, the use of drumming as a self-regulating activity and information on how this works to positively impact school climate.	Tom	Harris
A Pilot Study of the Motivational Interviewing Skills for Coaches Training	The purpose of this study was to create and evaluate the promise of a training platform, the Motivational Interviewing (MI) Skills for Coaches, to equip instructional personnel with the conversational skills necessary to more effectively engage teachers in the coaching process. In this presentation, we will describe the training and address the following research question: Does application of coaching procedures after being trained in MI improve the effectiveness of those procedures.	Andy	Frey
A School District's Guide to Braiding Community Efforts and Mapping Well-being: Evaluating and Enhancing School Mental Health	This session focuses on optimizing school mental health services within a multi-tiered systems framework. Learn to leverage community resources and map sustainable, student-centered well-being initiatives. Gain practical strategies for holistic child development, including identifying resources and assessing effectiveness. Presented by recipients of the 2020 Project AWARE Grant, this session offers insights into building sustainable infrastructure for school-based mental health programs.	Jenny	Chapple

A Statewide Evaluation of Implementation Factors Impacting Delivery of Universal Prevention Practices	The proposed session will provide an overview and rationale for considering implementation facilitators and barriers to universal mental health prevention practices in schools. This presentation will include results from a statewide evaluation of PAX Good Behavior Game (PAX GBG), a universal prevention model. Presenters will discuss universal practices endorsed within the survey and specifically report facilitators and barriers to universal prevention models.	Samanta	Boddapati
A Statewide Landscape Analysis of School Mental Health: A Case Study of Minnesota and Guidance for Other States	Explore the landscape of school mental health (SMH) in Minnesota, including strengths, challenges, and outcomes across the state. This presentation will serve as a practical example of how states can leverage existing data to understand the landscape of SMH systems in their state. The findings will guide the development of targeted, system-wide initiatives and strategies aimed at strengthening SMH systems in Minnesota and in other states across the country.	Mengchen	Su
A Tier 2 Social Emotional Health Intervention to Manage Stress, Enact Social Support, and Teach Goal Setting	Participants in this workshop will learn about a Tier 2 social emotional intervention that has a focus on reducing stress, building social support, and setting goals. Participants will learn a key instructional routine to teach students and several behavioral routines students will learn and practice to enhance outcomes.	Christine	Malecki
Accelerate Your District's Ability to Improve Student Wellbeing, Motivation, and Academic Outcomes	How can educators meet growing student support needs with fewer resources and greater outcomes? Bradford County Schools Superintendent and Principal will share how they dramatically increased educator and student outcomes with a data-driven resilience program. This presentation promises to deliver actionable strategies and insights enabling districts to enhance student well-being, motivation, and academic outcomes. Join us to learn how to create resilient and academically successful schools.	Karen	Clarke
Accept, Identify, Move: Supporting Implementation in High School Classrooms	This session will explore the implementation of the Accept, Identify, Move (AIM) curriculum in its implementation at a high school emotional support program. Review the implementation and sustainability of the AIM curriculum in a high-school emotional support program as a Tier 1 intervention to support all emotional	Laura	Rutherford

<p>Addressing Climate Anxiety in Schools: Helping Children Protect the Earth and their Wellbeing</p>	<p>support (ES) students as a feasible and effective support available to support student needs. Implementation of successful supports may begin one intervention at a time.</p> <p>A growing number of students struggle with climate anxiety triggered by the mere mention of climate change. Educators, in turn, struggle with teaching about climate change without triggering anxiety.</p> <p>Addressing this challenge entails providing students with the social and emotional skills, embedded in climate education to help them become better stewards of our planet while building resiliency. This workshop will provide research-based practices to prevent and address climate anxiety.</p>	<p>Shai</p>	<p>Fuxman</p>
<p>Aligning, Implementing and Monitoring a Single Continuum of Mental Health Interventions</p>	<p>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.</p>	<p>Katie</p>	<p>Pohlman</p>
<p>Amplifying the Youth Voice: Gain Resilience, Obtain Wellness (G.R.O.W)</p>	<p>The purpose of implementing Grow Clubs are to aid in teaching school-aged students how to build awareness, knowledge, and skills around emotional and mental wellness. These conversation practices prepare students to recognize signs of distress in their friends and peers, giving them the tools and courage to reach out for support.</p> <p>G.R.o.W will create a wellness-minded community throughout the school.</p>	<p>Taquria</p>	<p>Thompson</p>
<p>Amplifying Youth Voice in Suicide Prevention: Empowering Youth Leaders for Transformative Change</p>	<p>This engaging and dynamic presentation explores the vital role of youth voice in suicide prevention projects and programs. By incorporating lived experience, we demonstrate how youth-led focus groups have the potential to enhance the content and engagement of services as well as drive recommendations for program improvement. Attendees will gain practical skills in using focus</p>	<p>Crystal</p>	<p>Larson</p>

<p>Are the Teachers Okay?: Addressing Burnout, Stress, and Well-being in a Mental Health-Focused Community School Program</p>	<p>groups to gather youth voice and a call-to-action on the importance of youth voice in suicide prevention work.</p> <p>This interactive session focuses on the dire need to implement strategies to reduce stress/emotional exhaustion among educators.</p> <p>As part of a comprehensive approach to school-wide mental health and well-being, we show how small-scale, research-based interventions can reduce burnout. The “teacher toolkit” includes practicing mindfulness, completing the stress cycle, Solution-Focused Brief Therapy (SFBT), and the Awareness-Pause-Reframe (APR) technique as part of a school culture of well-being.</p>	<p>Summer</p>	<p>Rose</p>
<p>Associations Between School Mental Health Capacity and Implementation Readiness among Schools Implementing STOP Programs</p>	<p>A nationwide cross-site survey was conducted to assess the experiences of Local Education Agencies (LEAs), States, and non-profit organizations who have been awarded Violence Prevention and Mental Health Training funding from BJA STOP grants. The purpose of this study was to assess the relationship between school mental health capacity and implementation readiness among agencies implementing violence prevention and mental health training programs. Findings suggest that school mental health capacity is low. Youth are grappling with numerous behavioral health challenges while burnout and attrition have reduced the mental health workforce. In response, NYU Silver School of Social Work developed the School Social Work Training Academy, placing trained MSW students in schools to address the critical needs of culturally diverse students. This presentation will provide an overview of this innovative program, share insights from the pilot year, and provide direction to schools on workforce development.</p>	<p>Anna</p>	<p>Abella</p>
<p>Behavioral Health Support for Culturally Diverse Students through Innovative School Social Work Training & Practice</p>	<p>The focus of this presentation is to share the strategies employed by three Washington school districts to hire and embed community-based mental health providers in their schools. Highlighting strategies such as school-based onboarding and flexible billing, participants will learn about common barriers to implementing effective school-community partnerships and strategies to overcome them, as well as strategies for sustaining partnerships with community-based providers.</p>	<p>Gabriella</p>	<p>McBride</p>
<p>Beyond Co-Location: Embedding community-based providers into the school setting - Examples from three WA districts.</p>	<p>The focus of this presentation is to share the strategies employed by three Washington school districts to hire and embed community-based mental health providers in their schools. Highlighting strategies such as school-based onboarding and flexible billing, participants will learn about common barriers to implementing effective school-community partnerships and strategies to overcome them, as well as strategies for sustaining partnerships with community-based providers.</p>	<p>Megan</p>	<p>Osborne</p>

<p>Black Excellence Starts with Trust</p>	<p>Explore the transformative power of trusting relationships within the Black community. Discover how trust influences behavior and success, navigating historical challenges to cultivate resilience and collaboration. Through interdisciplinary insights and real-world examples, uncover the profound impact of trust on personal and professional growth. Join us to harness the potential of relational trust for inclusive prosperity and social justice.</p>	<p>Demetria</p>	<p>Poe</p>
<p>BREAKING THE STIGMA: MENTAL HEALTH SUPPORT FOR BLACK YOUTHS IN SCHOOLS</p>	<p>Black youth are at higher risk of experiencing mental health challenges due to discrimination, trauma, poverty, and more. Our schools are primed to support the mental health of Black youths but long-standing stigmas exist in the Black community around getting mental health support.</p> <p>This panel discussion brings together experts that work across education, mental health, and community activism to share how schools can work to address the mental health stigma so Black students can heal and thrive</p>	<p>Jillian</p>	<p>Kelton</p>
<p>Bridging the gap: Strategies to ensure that students connect with needed mental health services before crises arise</p>	<p>The State of Michigan has made large investments in school-based mental health services. However, even with the best quality services in place, many students who might benefit never successfully enroll in the programs that could assist them. This session will guide participants through the Harvard Kennedy School Government Performance Lab’s method to strengthen referral pathways and explore strategies being implemented in two Michigan counties to link students to mental health services earlier.</p>	<p>Sarah</p>	<p>Forrest</p>
<p>Bridging the Gap: utilizing young people to help young people access mental health resources</p>	<p>Bridging the gap by growing the resources students need from within the school community: If your school is struggling to get students to access available mental health resources, you may want to attend this workshop, which will provide insight into why you are facing these challenges with your students and how you may already have everything you need to combat the problem.</p>	<p>Ramik</p>	<p>Williams</p>
<p>Building a Foundation for Effective Tier 1 Supports: Intersection of Data, Systems, and</p>	<p>A comprehensive Tier 1 is foundational to promoting positive mental health outcomes for all students. Achieving this goal requires an understanding of the intersection of data, systems, and practices across the state, district, and school levels. This session will explore</p>	<p>Ellen</p>	<p>Reinhardt</p>

Practices in School Mental Health	<p>the critical components and collaborative efforts necessary to implement an effective multi-tiered system of supports (MTSS) framework, including the use of practice profiles in reflection and action planning.</p> <p>This presentation will:</p> <ul style="list-style-type: none"> Share information about community integration as a core component to building school partnerships. Share ways to partner with schools to implement a successful behavioral health program that supports newcomer students. 		
Building School Partnerships to Support Newcomer Students' Mental Health Needs	<p>Share methods to enhance the understanding of trauma-informed practices when working with newcomer students.</p> <p>Share insight into clinical practices that is equitable and culturally responsive to the population served (i.e., newcomer students).</p> <p>This session explores the critical components and strategies for implementing such systems effectively. Drawing from research and best practices, attendees will gain insights into the integration of mental health services into the fabric of school environments, including early intervention programs, counseling and social work services, and collaboration with community resources. Furthermore, the session will address the importance of destigmatizing mental health issues, promoting resilience, and</p>	Emma	Vila-Gillam
Building Strong Foundations: Implementing Comprehensive Mental Health Systems in Schools	<p>Changing Minds is a lecture based mental health education presentation where a young adult advocate shares their experience overcoming mental health adversity and how they are living in recovery today.</p>	Christy	Berger
Changing Minds: Stories Over Stigma	<p>We use the power of storytelling to provide evidence-based education on mental health challenges to our audiences. Our professionally-trained young adult speakers create safe communication spaces to discuss signs and symptoms often associated with mental health challenges and how to address them.</p>	Rylee	Slapee
Character Strengths and Student Success: Investigating	<p>This session examines the most prevalent character strengths among students with low subjective well-being. It explores how these strengths relate to outcomes following participation in a Tier 2</p>	Kristen	Mahony-Atallah

Connections with Well-being and Intervention Outcomes	<p>positive psychology intervention. Participants will learn how to identify and leverage student character strengths to enhance social-emotional well-being, promote diversity, and integrate evidence-based practices in school mental health programs.</p>		
Charting a Course: Building Resource Maps for Effective School Based Mental Health Support	<p>By documenting available resources, recognizing service gaps, and compiling a comprehensive inventory, schools can better connect students with appropriate SBMH support. In this session, we will share the research on resource mapping, including its benefits. We will guide practitioners through the steps of identifying and categorizing resources, as well as designing and utilizing a visual resource map. Additionally, we will share how a Minnesota school district has implemented this process.</p>	Jillian	Dunn
Collaborating with Pediatric Mental Health Care Access Programs to Support Student Mental Health	<p>Pediatric Mental Health Care Access Programs promote behavioral health integration into pediatric primary care settings, including expansion into schools and school-based health centers (SBHCs). PMHCAs provide teleconsultation, training, technical assistance, and care coordination to increase access to high-quality care and address the mental health needs of young people. This presentation will provide an overview of PMHCA programs, including how they partner with schools to support staff.</p>	Adriane (Addie)	Van Zwoell
Collaborative Problem Solving: Evidence-Based Approach to Reduce Problem Behavior & Protect Student & Teacher Mental Health	<p>Students are having trouble meeting day-to-day expectations, problem-solving, and managing their emotions and behavior in the classroom. Schools may place too much stock in motivational approaches as solutions, expecting them to do things they can't—teach the necessary complex neurological skills and support their mental health. The evidence-based Collaborative Problem Solving approach effectively meets the needs of all children, including those with social, emotional, and behavior challenges.</p>	J. Stuart	Ablon
Collecting and Utilizing Mental Health Check-ins	<p>Universal mental health screening is crucial for K-12 students. Yet, only 20% of schools conduct these screenings, with very few states providing the necessary funding. Digital check-ins, developed with extensive input from students and staff, offer a safe and supportive environment for regular student feedback. Learn how check-ins enable early and crisis intervention and stronger student-educator</p>	Rachel	Miller

Community Partnerships as Pathways to School-Based Mental Health Support	<p>relationships, while providing actionable data to inform interventions and monitor student progress</p> <p>School counselors and school psychologists are front line in providing mental health services for the emotional and social development of youth, yet a national shortage of these providers exists. This presentation will introduce attendees to a community partnership program aimed at increasing the number of mental health service providers in high-need schools. This presentation will outline (a) goals of the project, (b) tangible steps in getting similar partnerships off the ground, and (c) data f</p>	Melissa	Zeligman
Community-Centered Partnership to Support Data-Informed Tier 2 Mental Health Supports in Under Resourced Schools	<p>This session will describe an ongoing and collaborative school-university partnership to increase access to culturally responsive school-based mental health services for students attending under-resourced elementary schools. Participants will learn actionable approaches to school-university partnerships and how data-informed decision making can be implemented within a partnership to provide Tier 2 mental health support in impoverished communities.</p>	Sally	Rushing
Community-Led Suicide Prevention: A Comprehensive Approach	<p>School mental health and wellness efforts will be most effective when paired with community-wide suicide prevention efforts. The Community-Led Suicide Prevention framework can help schools build partnerships with local mental health practitioners and organizations and youth-serving organizations in the community, Through a comprehensive, whole-community approach to suicide prevention, schools can most effectively improve their students' mental health and well-being.</p>	Julie	Ebin
Comprehensive Approaches to School Mental Health: Equitable Implementation Insights for Practitioners and Educators	<p>This presentation highlights the critical role of implementation science and equitable implementation in identifying, adapting, and implementing evidence-based approaches to support student mental health in schools. Attendees will explore and apply foundational principles of implementation science, data-driven decision-making, and strategic planning, empowering them to navigate complexities and effectively promote the well-being of all students in their own work.</p>	Ryan	Bunts

<p>Comprehensive Mental Health Services Come to Rural Tennessee: What we tried, what works so far, and what we know now</p>	<p>TDOE was awarded a \$13 million grant, Project RAISE, by the U.S. DoED to address chronic shortages of school psychologists, school counselors, and school social workers in rural Tennessee districts. The grant funds interns to expand access to services and improve student outcomes through the provision of services throughout the five-year grant. This presentation will provide a current state of the project regarding onboarding, recruitment, and implementation of a mentorship/supervision model.</p>	<p>April</p>	<p>Ebbinger</p>
<p>Connecting Relationships, Hope and MH Literacy from Prek-12</p>	<p>How can we help educators without formal mental health expertise foster youth mental health for students? Through intentional practice, modeling and leveraging relationships we can provide mental health literacy (MHL) strategies that integrate seamlessly into existing practices. This engaging session offers practical, awareness-raising, stigma-busting ideas for interdisciplinary integration in elementary, middle, and secondary classrooms.</p>	<p>Rebecca</p>	<p>Ryan</p>
<p>Connecting the Dots between De-escalation and Multi-Tiered Systems of Support</p>	<p>Explore the necessity of a systems approach to de-escalation within the MTSS framework. Learn how trauma-informed practices, adult regulation, and addressing vulnerable decision points can enhance behavior management. Understand the integration of de-escalation strategies across all MTSS tiers to benefit all students, create a harmonious learning environment, and improve outcomes by fostering educator wellness and effective in-the-moment decision-making.</p>	<p>Brian</p>	<p>Meyer</p>
<p>Consulting with School Administrators to Establish Successful Tier 1 and Tier 2 Programming</p>	<p>School administrators play a pivotal role in the successful implementation of programs and systems within educational settings, particularly those pertaining to mental health and social-emotional learning (SEL) services. There can be many barriers to successful roll out. This presentation will address these barriers and our experience with how we overcome the challenges through collaboration.</p>	<p>Angela</p>	<p>Moyer</p>
<p>Crafting Resilience: Makerspace for Social-Emotional Growth</p>	<p>Discover how activities in makerspaces promote social-emotional skills like mindfulness and relaxation, supporting student mental health through playful exploration.</p>	<p>Emily</p>	<p>Thomas</p>

<p>Creating a Positive School Climate: Strategies for Success and Enhancement of School-based Services</p>	<p>Quality and compliance is vital to the success of any program. 4C Health has developed strategies to increase positive experiences, enhancement communication and increase positive outcomes with the use of school staff feedback. The strategies are low school administration burden and produce success for direct care providers, school staff and students throughout the corporation.</p>	<p>Lisa</p>	<p>Willis-Gidley</p>
<p>Creating a Softer Classroom</p>	<p>Looking to create a more trauma-informed classroom? Creating a Softer Classroom provides educators with evidence-based strategies to create a trauma informed sensory friendly environment to support all neurodiverse learners. Educators will learn how to create a more sensory friendly environment, incorporate sensory tools within the classroom, create predictable routines and schedules, and create a calming corner to support all students within the educational setting.</p>	<p>Alicia</p>	<p>Ead</p>
<p>Creating Equal Partnerships at School</p>	<p>How can we work together to create positive outcomes for all students by working with all families? This presentation will discuss the importance of parent/family engagement and focus on tangible strategies and resources being used in school settings that build relationships between families and school staff, increasing connections, and improving outcomes.</p>	<p>Juan</p>	<p>Lira</p>
<p>Creating Safe Places for Self-Regulation: "Empowering Students to Thrive and Promoting Emotional resilience in the classroom"</p>	<p>Discover the transformative power of a safe place dedicated to supporting students in developing self-regulation skills in their classroom. Students lose valuable learning opportunities when they are removed from a class to regulate their emotions affecting academic achievement. In this interactive workshop, attendees will be provided with practical tools and a shared language to promote emotional resilience from tier 1 to tier 3 within the school.</p>	<p>Brittney</p>	<p>Downs</p>
<p>Cross System Collaboration: Tier 1, 2 & 3 Integrative Mental Health Services</p>	<p>Providing a comprehensive approach is vital to mental wellbeing. Prevention and treatment services are both essential components and complimentary. NewYork-Presbyterian Hospital's Turn 2 Us Program and Columbia University Medical Center's School Based Mental Health Program, provide Tier 1, 2 and 3 mental health services in elementary schools in Northern Manhattan. This</p>	<p>Melissa</p>	<p>Tebbs Bitalvo</p>

<p>Cultivating Collective Care: Empowering Leaders in Adult Social-Emotional Learning</p>	<p>presentation focuses on effective implementation strategies to successfully provide mental health services across three Tiers. This professional learning session is designed to equip building and district leaders with innovative strategies to nurture adult social-emotional learning competencies and develop a system of collective care. Participants will engage in activities for self, social, and systemic well-being within education.</p>	<p>Catherine</p>	<p>Murray</p>
<p>Cultivating Positive School Environments and Mental Health Literacy: An Evidence-Based, Tier 1 Curriculum for Educators</p>	<p>This presentation will highlight an evidence-based, tier 1 curriculum for teaching mental health literacy to educators. We will detail key curricular elements and implementation strategies, expand upon preliminary research on the impacts of our program regarding educator knowledge and student outcomes, and highlight extensions of this curricula for students, parents/caregivers, and athletic coaches. Implications for future dissemination, research and practice will be discussed.</p>	<p>Abbie</p>	<p>Rosenberg</p>
<p>Culturally Sustaining and Legally Compliant School-Based Mental Health Services: Lessons from Year 1 of Implementation</p>	<p>The American educational system has seen significant shifts in how the mental health needs of students have been addressed over the last four decades. Increasingly, the mental health needs of students have grown and are manifesting themselves in school, thus impacting their ability to fully access their education. This presentation will provide a blueprint for schools that are seeking to implement a school-based mental health program that is both culturally sustaining and legally compliant.</p>	<p>Krystal</p>	<p>Duncan</p>
<p>Developing a school-based tiered intervention to supporting school aged youth.</p>	<p>Youth mental health continues to be of upmost concern. The needs of our youth continue to grow, particularly post-COVID. Rutgers UBHC has developed a model to partner with schools and assist with the development and implementation of tiered interventions. This presentation will review the process of utilizing a needs assessment to identify needs and focus on tiered interventions which can be incorporated in schools. Data from our 50 school programs will be used to discuss impact of model.</p>	<p>Suzi</p>	<p>Millar</p>
<p>Developing a Statewide, Tier 1 Resiliency</p>	<p>This session will describe a comprehensive process for developing a resiliency curriculum for adolescents. Participants will learn about typical barriers encountered during consultation and effective</p>	<p>Cheryl</p>	<p>Gelley</p>

Curriculum for Adolescents	<p>strategies to overcome these challenges. Participants will also gain practical knowledge on culturally responsive practices in the development and implementation of a resiliency curriculum. Additionally, example lesson plan activities will be shared with participants.</p> <p>What does it mean to be a mental health informed educator? Attendees in this presentation will learn and engage with a mental health informed educator tool. This tool provides staff to dive deeper into their current practices and confidence levels with proficiencies related to Mental Health Informed Classrooms.</p>		
Diving Deeper Into The Mental Health Informed Classroom & Educator	<p>Attendees will leave with practical strategies to utilize with all staff members, groups, and for building professional learning to reflect, plan, and monitor progress with best practices.</p> <p>Just as each child has individual needs, so does each school building, school district and community. Allegheny County utilizes a data share agreement between School Districts and community agencies. These partnerships have helped school districts identify specific needs within their buildings and work with an assigned School Based Liaison from the county to help locate programs that can help meet those needs and determine the possible sustainability of a program.</p>	Jordan	Terhaar
'Do we really need that service?' A look into Data Share Partnerships between Schools and Human Service Systems	<p>Learn how Oregon is supporting student mental health and well-being through school-community partnerships. Hear the impact of this collaborative approach from a panel of guests including district staff, mental health agency staff, and youth and families receiving services from the program.</p>	Emily	Born
Effective School-Community Partnerships in Oregon Empowering Educators to Foster Student Resilience and Mental Health Through Universal Social Emotional Programming.	<p>This session empowers educators with tools to integrate universal social-emotional practices. Participants will learn data-driven techniques to enhance student mental health and create a proactive, preventative framework for resilience. Hands-on role-playing exercises will simulate learning strategies, fostering practical understanding. Participants will develop personalized plans to create positive classroom climates and supportive relationships.</p>	Fran	Pearson
		Sara	Prewett

Empowering Educators, Enriching Students: Wellness Matters	This session will present a model for staff wellness paired with mental health awareness training. The initiative was developed to address high levels of stress and anxiety post-pandemic, and aimed to increase staff satisfaction and retention. Trauma-informed approaches, whole-person wellness programming, and the integration of restorative practices will be highlighted. Outcome data and strategies for addressing challenges to systems-wide wellness advocacy will be shared.	Emma	Jurrens
Empowering school and clinical staff to embrace using data to support the whole child within a school-wide MTSS framework.	This session will discuss the evolution of a comprehensive MTSS framework across multiple special education and alternative education programs for students with social-emotional and behavioral needs who have been impacted by trauma. Topics addressed include data-based decisions, specific Tier 1-3 interventions, and supports. Data driven protocols that were created and utilized by all staff including teaching and clinical staff that support students' growth in all areas will be highlighted.	Rosanna	Grund
Empowerment, Voice, & Choice: Engaging Youth in Trauma-Informed Conversations	Do you find it hard to involve youth when designing programs to support them? In Connecticut, when legislation mandated a statewide trauma-informed care (TIC) training program, developers shifted from a traditional top-down approach to prioritize the amplification of youth voices. This workshop offers a framework for focus group development and facilitation, reflects on ways to discuss SAMHSA's six principles of TIC openly with youth, and shares themes explored by over 100 student participants.	Diana	Perry
Enhancing School Mental Health: Safety Team Integration for Threat, Suicide Risk, & Sexual Incident Response	Enhancing Mental Health Support and Increasing School Safety Through Multi-Tiered Response: Exploring Safety and Wellness Teams. Join us to learn from professionals like behavior coaches, nurses, and social workers. Uncover effective strategies for threat assessment, suicide risk management, and addressing sexual incidents. Acquire valuable insights into optimizing mental health support for student well-being.	Megan	Farley
Enhancing Students' and Families' Well-	Join us for a 60-minute presentation on the crucial role of school health navigators in enhancing student well-being within implementation science. We'll explore their proactive engagement as	Kristin	Grimone

being through School-based Navigation

bridges to mental health services, navigate through exploration and planning, and discuss crafting impactful data monitoring systems. Gain insights and strategies for successful intervention in diverse educational settings.

Enhancing Trauma-Informed Services in Schools leveraging the MTSS Framework

This session will highlight a current effort focused on enhancing trauma informed services across three geographical counties and school districts. The presentation will focus on the implementation approach utilized to install this trauma focused ISF at both the district-community and school site levels. Details on the specific tier 1, tier 2, and tier 3 evidence-based interventions, training, screening, and outcome tools will be shared with attendees.

Kaci

Fleetwood

Evaluating the Impact and Outcomes of Trauma Systems in Schools

This presentation will highlight implementation and evaluation of a Multi-tiered System of Supports (MTSS) approach to embed mental health prevention activities and interventions into schools across three rural school districts. Data will be presented on practice changes, systems, and student outcomes from 27 schools across 2.5 years. Recommendations for evaluation of school mental health systems will be discussed from the perspective of knowledge gained during implementation.

Ashley

Greenwald

Everything is Figurable - One District's Eight-Year Journey to Address Student Behavioral Health Needs Within a MTSS

This presentation will highlight the creation of the Student Wellness Services Department in Canyons School District to address the increase in significant behavioral health needs. Drawing from practical experiences and reflective analysis, we will discuss the strategies and resources used to initiate change, the tools and structures that were created to ensure equitable practices and share lessons learned in creating multidisciplinary wellness teams in each of our 45 schools.

BJ

Weller

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

The Georgia Apex Program has been providing multitiered mental health services and supports to K-12 students across the state since 2015. Its successes are due largely to implementing effective strategies such as leveraging community-school partnerships and fully integrating clinicians to deliver mental health services in schools. Participants will learn about barriers, challenges,

Natasha

DeVeauuse Brown

Expanding regional School Based Mental Health Treatment services through recruitment, retention and partnership strategies.	<p>facilitators, and best practices for effectively implementing and sustaining a SBMH program.</p> <p>School Based Mental Health Providers who can provide a broad spectrum of supports, including clinical mental health treatment, are in high demand. The Northwest Educational Service District is implementing a five-year federal grant to recruit and retain school based mental health professionals to meet the mental health treatment needs of students within a five-county region of Washington State. We will discuss our services model, school district partnerships, and sustainability efforts.</p>	Natalie	Gustafson
Feel Your Best Self: Bringing Joyful Exploration to Learning Emotion Coping Strategies	<p>Feel Your Best Self offers fun, accessible, evidence-informed materials for kids to learn 12 emotion-coping strategies. In our award-winning toolkit (freely accessible online), three puppet friends teach one another coping strategies as they navigate the challenges of everyday situations. In this presentation, we share the rationale behind FYBS, review available materials and examples of practitioners' use, and explore opportunities for participants to integrate FYBS in their own setting.</p>	Jessica	Koslouski
Filling the Gaps: Family and Student Involvement in Tier 1 Interventions	<p>There are programs available to check the boxes of many schools and districts to address mental health. How can you identify when a more customized direction is the best choice? Gaining input from students and families can lead to better Tier 1 outcomes when the thoughts and opinions of diverse family groups are invited to the table to determine how to meet student social and emotional needs.</p>	Erica	Wortherly
Fostering Lasting Stability and Well-Being: Supporting Adoptive, Foster/Kinship Care Students	<p>The challenges faced by adopted, fostered, and kinship families, including traumatic life experiences and early losses, often result in developmental, health, emotional, and behavioral hurdles for children and their families. School-based mental health professionals play a crucial role in addressing these challenges by enhancing their skills and understanding of the child's story and journey, which enhances social/emotional well-being.</p>	Jane	Dugan-Burdette
Free Your Feels: Empowering Youth Voice through	<p>This presentation details the collaborative journey of a state mental health (MH) agency and a child advocacy organization developing a youth-informed MH awareness campaign (Free Your Feels) to</p>	Dimple	Desai

Awareness and Peer Support	<p>address the need for support in schools. Additionally, school and campaign partners will discuss the development and piloting of a Peer Wellness Group for kids at higher risk. Evaluation results will be shared along with a discussion of how it will inform programming, sustainability, and scalability.</p> <p>Despite record investments in mental health care, only half of school district leaders believe they can meet the needs of all students – particularly early intervention for more acute diagnosis. Learn how to evaluate your existing programs, identify systemic gaps, and leverage virtual partnerships to transition new resources and roles into sustainable Tier 2/3 systems of support. Leave with actionable insights and tools to establish an integrated mental health ecosystem in your district.</p>	Kim	Huffer
From Programs to Systems: Restructuring Tier 2/3 Services for an Interconnected Continuum of Care	<p>The Georgia State Education Agency and State Mental Health Co- Coordinators, Local Education Agency Coordinators, and grant evaluators will discuss lessons learned from the implementation of two AWARE grants in six LEAs. In addition to sharing lessons learned, panelists will share experiences with statewide scale-up of AWARE activities and the sustainability of AWARE 2014 and 2020 policies, practices, and services.</p>	Deborah	Chosewood
Georgia's Project AWARE – Lessons Learned, Activities Sustained and Opportunities Identified	<p>Explore lessons learned from starting as Trauma Informed Specialists in the midst of the pandemic to becoming a more seasoned clinical educator.. Interventions explored will include direct support and system wide policy and practices that serve both students and staff. We will invite participants to collectively reflect, regulate, and share information through healing centered practice, elevated voices, acceptance based, regulating practices, and tangible reflections (H.E.A.R.T. framework).</p>	Mary Catherine	Hawks
Getting to the H.E.A.R.T. of the Matter: Lessons Learned by Trauma Informed Clinical School Staff	<p>Research is continuing to show us the effects trauma has on the brain and its impact on our children. It is especially important to understand this for our gifted learners as many are already struggling with asynchronous development. Gifted children are just as likely to suffer from other traumas as any other child; however, their unique sensitivities put them at a unique risk. We will help participants</p>	Adam	Laningham
Gifted Children: The Impact Of Trauma & How To Support Them			

<p>Growing Stronger Together: Cultivating Partnerships for Sustainable School Mental Health Systems in the Heartland</p>	<p>better understand trauma and provide strategies to support gifted children.</p> <p>Expansion of comprehensive, effective, and efficient school mental health systems help to provide access in mental health workforce shortage areas. However, limited opportunities of federal, state and local funding make implementation of comprehensive school mental health service delivery models challenging. This symposium will highlight innovative solutions by three Midwestern partners to address funding barriers in rural and urban areas.</p>	<p>Erika</p>	<p>Franta</p>
<p>Helping Young People Detoxify Their Online World</p>	<p>This presentation by Dr. Courtney Conley explores the complex impact of social media on adolescents. It provides a comprehensive overview of current statistics, the appeal and risks of social media, and highlights the mental health challenges it poses. Attendees will gain actionable strategies for fostering healthier social media habits through nonjudgmental conversations, setting boundaries, and promoting digital literacy. Practical tips for parents, educators, and professionals will be shared</p>	<p>Courtney</p>	<p>Conley</p>
<p>How to Implement Scalable and Sustainable Multi-Tiered, Identity Affirming School Mental Health Practice</p>	<p>In 2023, Ontario mandated all school districts to provide culturally responsive, evidence-informed student mental health services. One year later, boards published their action plans, showing remarkable progress in service delivery across tiers 1-3. This session presents on board progress and the role that School Mental Health Ontario has played in setting the strategic direction and in implementation coaching to board leadership, with lessons for replication of Ontario's success.</p>	<p>Kevin</p>	<p>Runions</p>
<p>iEmpower Mental Health Awareness and Social Emotional Wealth & Well-Being at school & home focusing on SOWING SEEDS 4 SEADS</p>	<p>iEmpower Mental Health Awareness, Social Emotional Wealth & Well-being (iEMHASEWW) is an evidenced based curriculum focusing on our mental, physical, social emotional well-being while infusing self-care techniques individually and as a family, group and professional development. The evidenced based curriculums were created with life, lived and educational experience. The curriculum has incorporated and coiled parent and community engagement for student success at school, home and community</p>	<p>Latrice</p>	<p>Foules</p>

Implementation fidelity tool development for a school-based, peer-to-peer suicide prevention program	School-based suicide prevention programs are rapidly expanding, but most have yet to adopt program fidelity measures. The second iteration of Hope Squad's program fidelity tool was presented to a culturally diverse group of adult advisors (e.g., rural, urban) to identify how to tailor it best to measure model adherence while considering school districts' unique needs. This presentation will discuss their expressed needs and said integrations into the next iteration of Hope Squad's fidelity tool.	Ashley	Taeckens
Implementation of an Adverse Childhood Experiences Awareness Program that improves mental health and wellbeing of students.	In Orange County, Western Youth Services (WYS), aims to reshape futures for youth impacted by Adverse Childhood Experiences (ACEs). Our initiatives empower, heal, and inspire our youth to build resilience in the face of adversity. By gaining these insights our youth are better equipped to overcome life's challenges. Join our panel of Master trainers to see how ACEs related training is crucial to all staff working with children.	Lorry	Leigh Belhumeur
Implementation of Social Media Literacy to Support Mental Health Promotion Among Middle and High School Students.	Social media use has become a common component of student socialization. Problematic social media use can have potentially deleterious effects on adolescent mental health and well-being. This conference sessions examines the use of social media literacy as a Tier 1 mental health promotion program to mitigate the potentially negative impact of social media use on middle and high school students' academic, mental, and social health and well-being.	Miranda	Virone
Implementing a Comprehensive Mental Health Action Plan in Your School	Schools must play a role in supporting positive mental health in students, staff, and families.. This session will explore what it means for a school to implement a comprehensive "Mental Health Action Plan" that focuses on neuroscience, SEL, a continuum of care, equity, restorative justice, and community partnerships. Participants use a Mental Health Action Plan Template during the session to develop their own plan through self-reflection and sharing of best practices between participants.	Timothy	Dohrer
Improving School Mental Health Clinician Integration and Effectiveness with the	In this session, researchers and a representative from a state school mental health program office will describe the process of developing and implementing the School Connectedness Review (SCR), a measure of clinician integration into schools' culture through a Multi-	Katherine	Perkins

School Connectedness Review	<p>tiered System of Supports (MTSS). Presenters will engage participants with examples of state and local uses of the SCR including continuous improvement, implementation support, equity, and evaluation.</p> <p>Join Dr. Anntwanique Edwards the Chief of Equity, Inclusion, and Outreach for Alachua County Public Schools (enr. 28,300) to learn how to support all students regardless of race, gender, religion, disability, ethnic background, socioeconomic status, sexual orientation, English language proficiency, or other factors. Dr. Edwards will share strategies and tools available to your district to create responsive schools and classrooms to improve student mental wellness.</p>	Anntwanique	Edwards
Inclusive Approaches: Supporting Diverse Student Mental Health Needs in Schools	<p>Communities In Schools of San Antonio provides services based on the MTSS model. We have built a robust mental health counseling program to provide Tier 3 mental health supports to students and families in schools. Our overall goal when providing counseling to students is to limit barriers families may face when accessing mental health supports in their communities by bringing these services to them at their school campus.</p>	Kimberly	Sayers
Increasing Access to Mental Health Services in Schools	<p>This presentation describes a brief asynchronous virtual suicide education program for school staff. This study explored perceived benefits in terms of confidence and knowledge immediately after the training, and examined confidence, knowledge, and behavior change three months later. With high levels of confidence and knowledge, this is a promising strategy to strengthen existing school-based suicide prevention programs.</p>	Meghan	Diamon
Increasing Faculty and Staff Confidence in their Role in Preventing Suicide	<p>In this session, presenters will share about a state-funded school mental health institute as enacted by a regional educational cooperative to support learning and implementation among rural school teams. The institute and consultation included didactic training, facilitated planning, and technical assistance. Preliminary data suggest that the institute and consultation led to an increase in educator and administrator knowledge, confidence, and efficacy to implement school mental health systems.</p>	Miranda	Zahn

<p>Innovative Interdisciplinary Approach to Address School-Based Mental Health in Rural and Underserved Communities Georgia</p>	<p>With the behavioral health crisis in America, rural and underserved communities are significantly impacted by the tremendous paucity of supply of qualified school-based behavioral health professionals. Presenters will discuss the implementation of an innovative interdisciplinary project that bolsters the supply of both qualified social workers and teachers appropriately trained in trauma informed practices to service families and children in rural and underserved school districts in Georgia.</p>	<p>Monica</p>	<p>Nandan</p>
<p>Innovative Partnerships and Pathways: Increasing School-Based Mental Health Professionals in Southeast Ohio</p>	<p>Ohio's "Partnerships and Pathways: Increasing School-Based Mental Health Professionals in Appalachia" project uses partnerships across districts, higher education, educational service centers, and community behavioral health agencies to increase school-based mental health providers. Ohio will describe implementation of evidence-based strategies for mental health workforce recruitment and retainment. Presenters will share strategies for funding, collaboration, and application to other typologies.</p>	<p>Nicole</p>	<p>Kahler</p>
<p>Inspiring HOPE with Early Childhood Mental Health Consultation</p>	<p>In recent years, Ohio has initiated comprehensive efforts to prevent early childhood exclusion and expulsion while promoting well-being through the Ohio Model of Early Childhood Mental Health Consultation (ECMH-C). This session will delve into how ECMH-C strengthens existing support systems by addressing equity and inclusion innovatively. Participants will learn how ECMH-C ensures safe and supportive schools through the integration of mental health services and community collaboration.</p>	<p>Grace</p>	<p>Schoessow</p>
<p>Integrating Positive Psychology Interventions and CBT in Comprehensive School-Based Mental Health Care</p>	<p>Discover how integrating Positive Psychology with traditional CBT enhances student well-being and overall mental health. This session covers integrated assessment, case conceptualization, and intervention approaches such as specific positive activities (e.g., gratitude) through multi-component intervention within multi-tiered models of school mental health. Emphasizing cultural responsiveness and a dual-factor model, participants will learn strategies for addressing wellness and illness.</p>	<p>Sarah</p>	<p>Fefer</p>

Interconnecting School-Community-University partnerships to provide full continuum of tiered mental health services	Education and mental health professionals must collaborate to meet students' growing mental health challenges. This presentation overviews a partnership between interdisciplinary university training programs and a local school district to increase the capacity of the SBMH workforce locally. District, school, and university staff will share the partnership building process, effective teaming strategies for school-based multi-tiered systems of support, and lessons learned from the first year.	Kathryn	Trainor
It Takes a Village: Supporting At-Risk Students with Disabilities & Their Families Using Family Systems & Labeling Theories	At-risk students, especially those with disabilities, experience several risk factors that enumerate the need for early prevention and intervention services. Family-school partnerships are often identified as critical interventions. Applying Family Systems Theory and Labeling Theory may help participants working with at-risk students with identified or underlying disabilities understand complex family systems when promoting partnerships and developing home interventions and services.	Bich	Do
It's OK to Ask for Help: Expanding Student Access to School-based Mental Health Care through District Community Partnership	It's OK to Ask for Help. When students are experiencing a mental health challenge, schools are an ideal place for delivery of mental health intervention. Co-located mental health clinicians provide counseling services to students at no cost to their families. With a focus on strategies, successes and lessons learned; this session will explore one large urban school district's expansion of intensive, individual counseling services available to students on campus during the school day.	Monica	Sanchez
Lessons Learned from Comprehensive, Schoolwide Initiatives to Enhance Mental Wellbeing of Students Leveraging Measurement-Based	This session provides lessons learned from three Project AWARE grants providing funds to build mental health capacity in 18 Indiana school districts. It draws on the perspectives of state coordinators, districts, and evidence from the evaluation. The session reviews findings from staff and parent surveys, focus groups with district leadership, staff and students, and student behavioral health data. The session provides guidance for building school-based mental health capacity. Efforts to reduce shame, enhance awareness, and offer high-quality services that help students thrive continue to gain momentum.	Al	Stein-Seroussi
		Jesse	Hayman

Care for a Transformative Population Health Solution

Despite strides forward, schools struggle with student engagement in preventative resources. Based on Measurement-Based Care and the Stepped-Care Model, Greenspace’s self-guided wellbeing hub improves student wellness and has strong outcomes across 250,000+ users. This presentation will overview this approach to population health and its impact in school-based settings

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

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

Steph

Jensen

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

Child and Adolescent behavioral health clinics help young people and families by offering assessments, counseling, and therapy to improve well-being and coping skills. Behavioral health clinics can be in various places like primary care offices, outpatient behavioral health hospitals, and schools. School-based behavioral health clinics allow students to access services during the school day, and thus decrease common barriers to mental health care for this population. This study looked at appoint

Maggie

Cox

Meeting Needs of those In Need

TBRI aims to meet the needs of children from “hard places” by providing safety and connection with caregivers. Only with these can we then work to change the behavior in a positive way. In this session, we will share the why, the what, and how TBRI can impact the climate of your schools, classrooms and ultimately the lives of your students.

Ellen

Menendez

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

Schools often jump from SEL to suicide prevention programs leaving a significant gap in student mental health knowledge. This session explores a mental health literacy model that builds a bridge and fills the gap by educating students on mental health, reducing stigma, how to recognize when someone needs help, and how to reach help. Participants will gain access to no-cost resources including

Shantal

Saldana

<p>Mental Health Screening and Iowa Senate File 496</p>	<p>classroom education, student empowerment, family engagement, and staff training.</p> <p>This study examined legislation in Iowa that banned school-based mental health screening without active parent permission, discussion of gender identity and sexual orientation before 7th grade, parent permission to use student nicknames, and banned any book that depicts or describes sexual activity in schools. The study discusses how this legislation dismantled school-based mental health systems and implications in schools.</p>	<p>Kathryn</p>	<p>Watson</p>
<p>Mental health screening in schools: who thinks it's a good idea, who doesn't, and what are the implications for practice?</p>	<p>Mental health screening in schools seems like an idea with great potential, and yet very few schools have chosen to establish screening programs. What is the reluctance? Thankfully, a growing international research base is helping us understand how "acceptable" key stakeholders believe school-based screening to be. This presentation will better equip attendees to consider and manage barriers they may encounter in establishing a school-based screening program.</p>	<p>John</p>	<p>Burns</p>
<p>Miss, Dismiss, Avoid: Psychological Barriers to Disrupting Racism and Racial trauma and How to Counteract it</p>	<p>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.</p>	<p>Patricia</p>	<p>Marra-Stapleton</p>
<p>Moving from Self-Care to We-Care: Implementing Organizational Care in School Settings</p>	<p>Districts are facing daunting challenges in supporting the mental wellness of staff & students. With high levels of educator burnout well intended self-care models are being promoted, however they require effective organizational care structures to be sustained. Utilizing the lens of neuroscience participants will leave with a deeper knowledge of the foundations of organizational care. Practical first steps & tools will be provided to begin implementing effective, systemwide organizational care.</p>	<p>Jessica</p>	<p>Davies</p>
<p>MTSS for Educator Well-being: Building a</p>	<p>Given the critical links between educator well-being, school culture, and equitable student outcomes, what can school leaders do to</p>	<p>Hallie</p>	<p>Fox</p>

Precise and Proactive
Tier 1

foster improvements in staff well-being? In this workshop, participants explore an educator-generated measure of well-being and continuous improvement process to increase principal capacity and staff culture at priority school sites. Walk away with new ideas and tangible strategies to evaluate and lead for well-being at school and system levels.

Multi-System
Collaboration to
Reduce In-School
Arrests and
Exclusionary Discipline:
The School-Based
Diversion Initiative

In-school arrests and exclusionary discipline rates are of concern, with a disproportionate number involving youth with mental health needs and youth of color. The Connecticut School-Based Diversion Initiative (SBDI) is designed to address these concerns, and link students with behavioral health needs to appropriate community-based supports. This session will discuss key components of the SBDI model, implementation steps, outcome data, and utilization of existing state and local resources.

Yecenia

Casiano

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

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

Amy

Grosso

Occupational Therapy
as an Opportunity to
Support the Mental
Health and Wellness
Needs of Students

This presentation serves as a catalyst for educational leaders to recognize occupational therapy practitioners' distinct value as experts and advocates for school-based mental health needs to inform mental health care for students and educational staff at all levels. Attendees will engage in meaningful conversations that explore systems-level thinking and walk away with resources to create a realistic framework for program implementation and both large and small scale funding opportunities.

Breanna

Lynch

Ohio's Model Programs:
Student Assistance
Programs and

Ohio's Student Assistance Program is designed to improve students' mental health and wellness through awareness, prevention, early identification, evidence-based intervention, referral processes, and guided support services for students who exhibit behavioral health

Debora

Robison

Behavioral Health & Wellness Coordinators	<p>concerns. Ohio's SAP strengthens MTSS supports for students. Ohio's Behavioral Health & Wellness Coordinator model ensures that schools have strong personnel coordinating the implementation of SAPs.</p> <p>Anxiety, depression, and other mental health challenges contribute to absenteeism and learning loss, creating a vicious cycle that hinders academic progress. Learn how to address chronic absenteeism and its intricate link to the mental health crisis among students. Discover effective strategies to combat chronic absenteeism, including implementing mental health programs, fostering supportive school environments, and engaging families.</p>		
Overcoming Absenteeism: The Impact of Mental Health Support and Parental Involvement	<p>Understanding the perceptions school and district administrators have of their mental health workforce and of the mental health needs of the student population is key to program development. This presentation will identify and explain steps to take in creating or updating a school or district school mental health program. Steps in the process that are shared throughout the presentation include conducting needs assessments, using evidence-supported program design, and evaluating program outcomes.</p>	Michelle	Bartsch
Perceptions of School Mental Health: Aligning Services to the Needs of the District	<p>My goal is to help organizations create a culture of personal responsibility when engaging with their diverse workforce, so that they can improve their employee communication and retention rates. This will be done with my signature RETAIN Process. MiTio Inc. trains and employs Interpreters and Translators directly to healthcare/legal organizations in need of its services. Dr. Lee was a Subject Matter Expert in the creation of the CMI exam for the NBCMI and was respectively its first Chair.</p>	Laura	Ainsworth
Personal Responsibility when Engaging with Your Diverse Workforce	<p>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</p>	Nelva	Lee
Play Nice in the Sandbox: Implementation of Multi-Tiered Mental Health Supports in a		Michael	Kane

Large Urban District 5 Years Later	students through the implementation and monitoring of a multi-tiered system of mental health supports.		
Post-Pandemic Impacts on School-Age Youth Mental Health	<p>Mental health issues among youth have been a concern long before the COVID-19 pandemic, but the crisis has exacerbated the situation. Before the pandemic, studies showed increasing rates of anxiety, depression, and other mental health disorders among young people. Post-pandemic, these issues have intensified due to various stressors which will be identified. This presentation will explore using a multifaceted approach to designing and implementing programs to support youth mental health.</p> <p>This session will introduce evidence-based skill sets that have applicability in addressing the mental health needs of young people.</p>	Sonia	Rodrigues-Martó
Practical Short Term Interventions to Increase Trusted Adult Confidence in Supporting Youth Mental Health	<p>The goal is to give participants practical tools that can be applied to support youth mental health in various contexts. We will discuss how you can return to your community and spread the knowledge of these skills. By fostering a network of support around young people, we can create a more resilient and responsive environment that meets their mental health needs.</p> <p>Project Amp is a brief mentorship intervention that pairs youth peer mentors with adolescents at risk of substance use, combining motivational interviewing, peer support, and positive youth development to support youth in exploring issues of well-being, alcohol and drug use, stress, and social supports. A pre-/post-evaluation found that youth who participated in Project Amp had increased quality of life, self-efficacy, coping skills, and social connectedness.</p>	Haley	Bierk
Project Amp: drawing on the power of youth peers to deliver a youth substance use and wellness intervention	<p>In this session, participants will learn how an Intermediate School District utilized a Project AWARE grant in a rural and remote area of Michigan to address inequities in service, remove barriers to access, and build partnerships. Discover their approach to building a sustainable mental health team and how engaging schools, students and community partners through sustainable programming are creating a lasting impact.</p>	Catriona	Wilkey
Project AWARE: A Launchpad for Partnering with Students, Staff, Families and the Community		Dayna	Browning

Promoting school attendance and addressing difficulties through a Multi-Tiered System of System of Supports Fra	Although school attendance is crucial for gaining an education, attendance rates have declined internationally since the Covid-19 pandemic. This is alarming given absenteeism is associated with negative long-term student mental health and learning outcomes. We will present key implementation and outcomes findings from the Pathways 2 Participation project, which aimed to use a multi-tiered system of support approach to addressing school attendance difficulties in primary and secondary schools.	Jon	Quach
Putting the Whole School, Whole Community, Whole Child (WSCC) Model into Action to Strengthen Intervention Integration	Learn how to put the Whole School, Whole Community, Whole Child (WSCC) model into action: Develop a foundational understanding of the WSCC model, learn key concepts from implementation science to promote systems-level change, & consider opportunities for strengthening integration of school mental health supports in your setting using the WSCC model as an organizational framework. Presenters will also highlight authentic school examples and share free resources to bring back to your setting.	Kathleen	Williamson
Reel Talk - Group Cinematherapy For High-Risk Black Males: One District's Success	Black adolescent males are at risk for mental health problems but are hesitant to participate in therapy. Group peer therapy helps reduce stigma, strengthens relationships and normalizes feelings related to lived experiences. Reel Talk addresses issues such as decision-making, friend choices, effects of music on mood, father absenteeism and legal charges and consequences for felonies. Participants view movie clips, listen to music and discuss real cases to increase understanding.	Jamaal	Scott
Reframing Trauma Informed Practices: How to increase anti-racist practices to center students and families of color	Trauma-informed approach has a term in which its usage as increase during and after the COVID-19 pandemic. We know students and families are still recovering and nothing has been the same. Yet, systemic racism in our education system continues in new formulated ways. In this session, participants will be able to develop a racial justice framework to trauma informed approaches. Participants will learn the SBAR tool and how it can increase tier 1 that cultivates an anti-racist culture.	Maria Alejandra	Mosquera
Research-Based Cognitive Behavioral	Learn how school-based cognitive behavioral coaching (CBC) equips parents with invaluable strategies to navigate stress, support their	Michelle	Bartsch

Coaching Strategies for Parents	<p>children's development, and enhance academic success, fostering a positive parent-child relationship and improving family dynamics. Supported by compelling evidence from randomized controlled trials, CBC initiatives have significantly reduced children's behavioral problems and parental distress. Learn how to use parental CBC to improve student wellness.</p> <p>In this session, participants will learn how to recognize the signs/symptoms of individuals who are experiencing anxiety, utilize suggested strategies to decrease student's anxiety, and maximize opportunities in order for students to access supportive strategies through a supportive lens. Presenters will highlight up to date research, evidence based application of strategies, access to resources, as well as sharing personal experiences utilizing evidence based strategies.</p>	Krista	Kapczynski
Responding to Students with Anxiety Using a Skill-Building Lens	<p>Discover the latest findings from learning science and Mind, Brain, and Education research in this exciting workshop.</p> <p>Did you know the "left-brain" and "right-brain" thinking idea is a myth? We'll debunk this and other learning misconceptions, giving you practical tools to use right away. Through fun activities, you'll learn to harness brain plasticity and create effective learning environments based on current science.</p> <p>Transform your approach to education and unleash your brain's potential!</p>	Ciara	Barkley
Rethinking Learning: Neuromyths Debunked and Insights Applied	<p>This research-based session explores caregiver burnout, vicarious trauma, and the necessity for caregivers to feel empowered to claim happiness as their own as a best-practice to help students. We believe educators deserve the time and space to feel, deal, and be real about the social-emotional demands they face on the job. Join this session as an opportunity to reflect upon your own sustainability as well as consider the importance of community care alongside your self-care practice.</p>	Danna	Thomas
Revolutionizing Educator Well-Being and Why It Matters:How to Support Teacher Joy as a Best-Practice for School Mental Health	<p>This presentation aims to inform school leaders and school mental health professionals as they determine if there is value in asking</p>	Nicole	Skaar

Screening: Does Asking about Suicide Improve Identification?	students directly if they are experiencing suicidal and self-harm thoughts. The purpose of this research was to determine if the addition of suicidal and self-harm ideation items to a more general universal mental health screener, the Strengths and Difficulties Questionnaire (SDQ), was successful at determining suicidal and self-harm risk beyond the SDQ alone.		
Schools and the Power of Ethnic-Racial Socialization: Culture, Context, and Critical Consciousness-Raising	This workshop will illuminate the critical importance of school ethnic-racial socialization (ERS) approaches for racially minoritized youth. Participants will learn about practical ways that schools can integrate ERS practices and how family engagement can be fostered through these processes. Through dialogue and and interactive participation, attendees will be able to identify ways to establish or enhance ERS across multiple levels of the school environment.	Leslie A.	Anderson
Social media use, sleep, and adolescent mental health: Current understanding and implications for schools	Nearly one-third of American adolescents engage with social media “almost constantly”, which may affect their sleep and mental health in turn. Social media and sleep may be actionable targets for school- and home-based mental health programs. The overall goal of this symposium is to unpack the complex relationships between social media, sleep, and adolescent mental health, highlighting existing and emerging research directions that may inform effective prevention efforts.	Jonathan	Platt
Statewide Solutions: Integrating Comprehensive Mental and Behavioral Health Within the MTSS Framework	Participants will look at best practices to create a tiered, comprehensive behavioral health action plan that provides mental, emotional, and behavioral supports to students and staff using a tiered prevention framework. This process will walk participants consider a vision and mission for and intervention as well as establish a timeline and procedures for implementation, referral processes for Tier 3 support, communication systems to inform stakeholders and an evaluation plan.	Christi	Sturgeon
Stress, The Inevitable Journey of Adolescents	This seminar aims to provide an overall understanding of stress, toxic stress, and trauma. The topics that will be covered include their definitions, historical background, long-term effects, causes, symptoms, and impact on the quality of life. The seminar will also	Jacob	Levy

<p>Student Assistance Programming at Kinder Elementary: A School Turnaround Journey Fueled by Collective Care</p>	<p>explore the correlation between ACEs and maladaptive behaviors. Participants will have a better understanding of these issues and the tools to identify and address the symptoms and behaviors associated with them.</p> <p>Kinder Elementary's Student Assistance Program (SAP) promotes collective care through staff development, referral processes, problem-solving teams, direct services, and wellness focus. Key elements include Collaborative Problem Solving Circles, staff/student regulation rooms applying "nervous system aware" strategies, and specialized PD. Data shows reduced discipline incidents, unprecedented gains in academic achievement, and improved belonging, climate, and wellbeing.</p>	<p>Rebecca</p>	<p>Huber</p>
<p>Success Mentors the Secret SEL and Chronic Absenteeism Sauce</p>	<p>The pandemic has disproportionately affected communities of color, leading to a decline in school attendance among young people in these communities. Success Mentors have played a crucial role in providing support to young people grappling with uncertainty, resulting in substantial reductions in chronic absenteeism. It is crucial to consider how to better support Success Mentors as community helpers and integrate their role into systemic responses.</p>	<p>Elisa</p>	<p>English</p>
<p>Supporting Bereaved Students Using a Multidimensional Grief Framework</p>	<p>The death of a loved one is one of the most common and distressing life events in childhood and adolescence. Using Multidimensional Grief Theory as a guiding framework, attendees will explore its three key domains and learn about Multidimensional Grief Therapy's efficacy in mitigating grief-related distress. Practical insights into integrating grief-sensitive practices within schools will be offered, empowering attendees to foster resilience and positive outcomes among bereaved students.</p>	<p>Oscar</p>	<p>Widales-Benitez</p>
<p>Supporting Educators to Create Trauma-Informed, Anti-Racist Schools: Promoting</p>	<p>Given the current laws banning books and prohibiting teaching about social justice, it's critical to equip educators and practitioners with strategies to promote anti-racist, trauma-informed schools. Two trauma-informed schools programs will offer a healing-centered,</p>	<p>Tiffany</p>	<p>Beason</p>

Healing and Social Justice for All

interactive workshop highlighting emerging best practices for overcoming challenges to social justice in schools, including approaches for promoting educator & practitioner wellness and navigating difficult conversations.

This session will highlight an exploratory study on how the bryt model for Tier 3 behavioral health interventions--originally developed in high schools--has been adapted to elementary schools, considering (among other areas) priority population identification, components of the model, specific clinically-informed practices, and facilitating conditions in schools. We will share implications “beyond the bryt Intervention” for good clinically-informed practice with elementary students.

Courtney

Tucker

Supporting Elementary Students at Tier 3: Learnings and Best Practices from bryt

Workshop participants will gain awareness of how to build and sustain a school based behavioral health capacity building model using community-school collaboration and evaluation. The discussion will provide insight from leaders that oversee the model, community partners and school board representative team from within the model, as well as, evaluative findings. We will focus on best practices to sustain and potentially build on this system of care, as well as, lessons learned.

Katrina

Taylor

Sustainable Mental Health Programing Through State/Local Legislation and Funding.

Teaching Emotional Regulation Skills to Adolescents and Adults Utilizing the Power of CBT and DBT: Dialectical Skills Groups

The Hall County School District has developed and utilized a unique skills-based curriculum and facilitator training program which is showing promising results in helping students and adults better regulate their own emotions. Based upon the time-honored tenets of both Cognitive Behavior Therapy and Dialectical Behavioral Therapy, Dialectical Skills Groups teaches skills such as mindfulness, emotion regulation, distress tolerance and relationship effectiveness. Visit www.dialecticalskills.org

Will

Schofield

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

In Wyoming, Project AWARE pioneers telehealth for mental health care, streamlining referrals, ensuring consent, and analyzing data for efficacy. Partnerships navigate Medicaid. Lessons learned drive continuous improvement, making it a beacon of innovation for rural mental health care.

Dustin

Brown

The Carpool Lane: School Counselors and School-based Mental Health Clinicians Supporting Students Together	Attendees will learn skills to clarify and discuss the relationship between School Counselors and School-based Mental Health Clinicians in their educational environments by utilizing a Multi-tiered Systems of Support framework. We'll discuss implementing various strategies in addressing student engagement and wellness and understanding how each role and skillset is uniquely valuable to increase overall success of students. Creating opportunities to collaborate ensures engagement in schools.	Anna	Heinbuch
The Comprehensive School Mental Health Framework and Project AWARE: A Coaching Model for Indiana Schools	This session will provide a history of Project AWARE grants in Indiana and how the state agency partnership led to the development of a framework to support schools in implementing Comprehensive School Mental Health (CSMH). The session will share key components of the CSMH Framework, its systematic approach to holistically address the needs of students, educators, and families, and the guidance within five phases of implementation to support social, emotional, physical, and mental wellness.	Brandie	Oliver
The Georgia School-Based Behavioral Health Collaborative - Nurturing Synergy, Prioritizing Well-Rounded Expertise in Advocacy	Georgia is at the precipice of breaking into the truly innovative school-based behavioral health space. This presentation session will illustrate the increased success and harmony a collaborative finds when members have defined, strategic roles that fit their area of expertise and strengths appropriately. Additionally, this session will inevitably give a window into what the policy landscape for SBBH in Georgia currently looks like and where it is going.	Francesca	Bentley
The Mental Health Impact of the COVID-19 Response on Teachers at Predominately Black Schools and what to do going forward	This presentation shares how the response to COVID-19 affected the mental health and well-being of teachers at predominantly Black schools during the pandemic. The goal is for participants to understand how teachers' mental health and well-being were impacted when major changes occurred in American society, such as rapid curriculum changes requiring adaptation. The CrSMHP framework was used as a guide for this study.	LLeweLLyn	Cooper
The Potential of School-Based Health Centers to Mitigate Youth	This presentation reviews literature that addresses the potential of school-based health centers (SBHCs) to address mental health disparities. We will discuss core components of SBHCs, population characteristics of youth who seek healthcare at SBHCs, youth	Anne	Bowen

Mental Health Disparities

perceptions of SBHC mental health services, and mental health outcomes associated with SBHCs. We will also outline current gaps in research and future directions to evaluate SBHCs as an avenue to mental health equity.

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

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

Gwendolyn Murray

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

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

Jessica Muhlenkamp

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

The Whole Child: Promoting an Integrated Model of Care to Enhance Students Well-being Abigail Escobar, ACSW, Nancy Rich Villa, ACSW/PPSC, Golnaz Agahi, DSW/LCSW, Social Wise Consulting. Recent data shows an increased prevalence of behavioral concerns among youths in schools. A student's socioemotional needs can impact their academic and overall well-being. Presenters will demonstrate how the social-ecological model framework can be implemented by mental health providers in schools for support.

Abigail Escobar

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

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

Annie Goerdt

<p>They're actually looking at me": Teacher Perceptions of School Wide Cell Phone Removal Policy in an Urban Secondary School</p>	<p>This presentation will discuss the emerging issue of cell phone use in secondary schools and strategies to manage cell phone use. The presentation will share key findings from a study exploring the impact of a school cell phone removal policy on teacher perceptions of the school, student behavior, and classroom climate. Implications for future research and school-based mental health practice will also be discussed.</p>	Ethan	Engelhardt
<p>Thriving School Communities: Promoting mental well-being through collaboration between public health and education partners</p>	<p>The presentation unveils insights from a cross-sectoral survey regarding mental health promotion in British Columbia, Canada. It explores existing mental health promotion initiatives in schools and highlights challenges and opportunities experienced by school and public health practitioners in supporting student and educator well-being. Health professionals, district, and school participants shed light on the value of more cross-sectoral collaboration for mental health promotion in schools.</p>	Hasina	Samji
<p>Toward a Supportive and Compassionate School Behavioral Health System to Support Students and Families Impacted by Substance</p>	<p>Schools are often ill-equipped to provide effective services to children and families impacted by substance misuse and substance use disorder (SUD). We will use the Multi-tiered System of Support (MTSS) framework to discuss how school mental health professionals can deliver evidence-based prevention and treatment to youth and families impacted by substance misuse and SUD, including providing attendees with knowledge on the current US opioid crisis and hands-on skills to respond to its challenges</p>	Steven	Harrod
<p>Trauma Effects on Students: Creating Trauma Sensitive Educational Environments</p>	<p>People who have experienced trauma are all around each of us daily. The degree of trauma and the effects may differ from person to person. This presentation will focus on the effects of trauma on school age children and adolescents. How teachers and staff can be aware of interventions and supports for trauma exposed students. We will discover how to create trauma sensitive environments to promote educational success .Participants will become familiar with interventions that can be used.</p>	Shelia	Thomas
<p>Understanding School Climate: A Blueprint for</p>	<p>The presenter will discuss the various aspects of school climate and how they influence a student's learning journey. Strategies to foster a positive school culture will be explored. Additionally, a case study on</p>	Christine	Conceison

a Positive Learning Environment	a school district utilizing a climate survey, analyzing data, and taking action to align with their core values will be presented. The use of artificial intelligence in data analysis will also be introduced and explored.		
Universal Prevention at Population-level for School Mental Health	Multiple states have implemented PAX at population level with significant outcomes. PAX provides evidence-based universal prevention with proximal outcomes for the practitioner and lifetime outcomes of improved mental health and others for young people. The PAX Good Behavior Game is implemented in the classroom to significantly improve numerous outcomes. PAX Tools is implemented in the community by equipping youth-serving professionals across the system of care to improve mental health.	Jason	Fruth
UPLIFT: Foundations of Trauma-Informed Care for Schools	Albert Einstein once said, “Insanity is doing the same thing over and over again and expecting different results.” It’s time to reframe our thinking when it comes to addressing students’ trauma. This conference session will help participants develop a deeper understanding of a trauma-informed care (TIC) framework and learn how TIC practices can intersect with existing school initiatives at all tiers from universal practices to individualized supports.	Tianna	Hill
Utilizing Implementation Science To Lift Up Tier 3 Supports	Struggling to implement Tier 3 supports and maintain them over time? Key elements from the Implementation Science Framework will be highlighted to guide implementation and provide a formula for success. This session will highlight tools used to install, implement, and sustain a Tier 3 highschool intervention.	Kathy	Francoeur
We Have Our Data Back...Now What?	In this presentation, attendees will gain valuable insights into the practical application of an intentional intensification response, witnessing firsthand how our presenters developed, monitored, and adjusted strategies across academic, social, emotional, behavioral, and mental health supports within the LEA’s MTSS framework.	Jason	Byars
Why Is This Important to You?; Classifying Motivation Styles in MI Conversations with Students	Motivational Interviewing (MI; Miller & Rollnick, 2023), a conversational technique, is used to satisfy students’ psychological needs under self-determination theory (Ryan & Deci, 2017) in Tier 2 interventions. We will present an unexplored area of MI practice, to identify and grow a student’s regulatory style (motivation to change)	Buck	Blankenship

<p>Workforce Development: Attract, Train and Retain a Culturally-Responsive and Linguistically-Diverse Workforce</p>	<p>with those transitioning from high school to college. Join us for an overview of MI, practice using audio, and discussion in a lively and upbeat presentation.</p> <p>In this presentation, representatives from a large, urban public school district will discuss the proactive measures taken to address shortages in the school psychology workforce and the development of culturally responsive practitioners to support the racially and ethnically diverse student body. Strategies for the attraction and retention of university trainees, implementation of culturally responsive professional development training, and district-wide mentorship networks are discussed.</p>	Andria	Amador
<p>Working Well: The Importance of Staff Wellbeing to Support School Success</p>	<p>This session will address the growing concerns related to teacher and staff wellbeing, including a review of strategies and resources to support a healthy workforce. We will highlight the role of staff equity as a foundation for promoting a supportive work environment for both students and staff. We will also consider the importance of staff wellbeing as a cornerstone for student mental and behavioral health, as well as recruitment and retention.</p>	Greta	Colombi
<p>Writing for Wellness - A Creative Writing Mental Wellness and SEL Workshop</p>	<p>In this hands-on workshop participants will explore different emotions and experiences through creative writing exercises. Participants will also learn how creative writing can be utilized as a powerful tool for self-expression and self-discovery. Join us and learn how to use writing prompts and activities that include poetry, journaling and imaginative writing. Participants leave this session with inspiring ideas and a list of creative writing activities that work for students and staff!</p>	Julia	Gabor
<p>Youth SAVE: A Virtual Youth Suicide Prevention and Intervention Training</p>	<p>Launched in Fall 2020, Youth SAVE is a virtual suicide prevention and intervention training for professionals serving youth and young adults. Participants will learn about the creation of Youth SAVE and how the training promotes the use of an equity framework, prompting participants to reflect on identity, intersectionality, and bias. We will discuss tools to collaboratively engage youth and families with the Youth SAVE safety plan, including the use of digital tools.</p>	Monica	Parmley-Frutiger