Title	Program Description	Primary Presenter First Name	Primary Presenter Last Name
Service connection: Maximizing Medicaid-funded Services and Interagency collaboration	Children and family needs often cross over many different child and family-serving state agencies. As such, it requires multi-system communication and collaboration and a general understanding of available services within each agency. Building and sustaining a collaborative approach to service planning for families enhances protective factors and helps reduce stress on caregivers and promote family and educational stability.	Joelle	Aboytes
Youth Voice on Mental Health: A Systematic Literature Review	The mental health of youth in the United States is a longstanding concern, which has only been exacerbated by COVID-19 (Merikangas et al., 2010; De France et al., 2022; Office of the Surgeon General (OSG), 2021). As researchers and practitioners continue to work to support the mental health of young people, it is essential that it also works to integrate youth voice. This systematic literature review explores how youth voice, including youth with disabilities, has been integrated into literature	Alexandra	Allen-Barrett
A Cross-System Partnership to Integrate Tier 1, 2, and 3 Services for Families: An Implementation Science Approach	Implementation Science was used to develop a partnership between the Turn 2 Us Program at New York Presbyterian Hospital (Tier 1 and 2) and the School Based Mental Health Program at Columbia University Medical Center (Tier 3). An adapted mental health literacy program for parents was integrated into SBMH's program to increase access to services across tiers. Results suggest that cross-system collaboration is a viable and cost-effective option to address mental health needs more comprehensively.	Melissa	Bitalvo
Examining Implementation of Positive Behavioral Interventions and Supports and Disparities in Discipline	This poster describes an investigation of the relationship between PBIS implementation fidelity and disparities in exclusionary discipline between Black and White students. We will discuss the implications of our findings for researchers and educators, the downstream consequences of inequitable discipline practices, and equity-focused and culturally responsive behavioral interventions.	Anne	Bowen

Using Student Self-Report to Understand Future Suicidality Among Middle School Students	This study evaluates the use of the SAEBRS-SRS as a Tier 1 universal screener as part of a larger multi-gated suicide prevention screening procedure. Insights into selecting appropriate screening tools when screening for suicide risk are expected to inform more targeted prevention and intervention initiatives, contributing to the safety and well-being of students.	Melissa	Brown
Starting the conversation: Suicide prevention intervention for high school students	This poster will explore the feedback and future directions of a single-session suicide prevention intervention implemented in three Title I high schools. Discussions of academic-health partnerships to booster mental health prevention services will be discussed. Lastly, specific cultural modifications will be discussed that increase responsiveness of prevention interventions for Black, Hispanic, and immigrant adolescents.	Mileini	Campez-Pardo
Organization- and School-Level Factors Influencing Teacher Well-Being: A Systematic Scoping Review	We have learned a great deal about individual- and student-level factors that influence teachers' well-being, but comparatively little is known about the landscape of relevant organizational factors. We conducted a systematic scoping review to identify organization- and school-level factors that influence specific aspects of teachers' occupational well-being. Results can inform future research, as well as appropriate targets for interventions to maximize teacher and thus school well-being.	Catherine	Corbin
Location Matters: Comparing Youth Therapy Show Rates Across Behavioral Health Clinic Settings	Youth mental health concerns have increased following the COVID-19 pandemic. School-based mental health clinics allow youth and families to access services at school, decreasing a common barrier for accessing services in other settings. This study examined appointment attendance across outpatient, primary care, and school-based mental health clinics. Findings carry important implications related to accessible provision of mental health services to children, adolescents, and families.	Maggie	Cox
From Classroom to Community: Exploring the Role of School Connectedness on Student Well-being	This presentation explores the crucial role of school connectedness on student well-being and success. Through a comprehensive literature review, it highlights how fostering a positive school climate and leveraging school connectedness as a prevention tool can enhance academic achievement, mental health and well-being, and	Alexandria	Crawford

	social/emotional learning. The session also offers evidence-based strategies for fostering school connectedness and monitoring progress.		
Multiple group categorical CFA: Comparisons of NC and SC elementary students on social emotional health survey-primary	This poster presents a confirmatory factor analysis of the Social-Emotional Health Survey-Primary (Furlong et al., 2020) scales. The SEHS-P measures Covitality through four subscales: gratitude, zest, optimism, and peristence. The multi-group categorical CFA design allowed for comparisons across geographical location, grade, gender, and ethnicity.	Allison	Dembowski
Implementing and evaluating Brief Coping Kits in school mental health settings in Ontario, Canada	This study aimed to implement and evaluate 4 evidence-informed Brief Coping Kits into school mental health settings in Ontario, Canada with a progress monitoring tool for tracking implementation and response. Results from 44 school mental health professionals and 180 students from 2021-2023 indicated high satisfaction with the interventions, and evidence for reductions in internalizing symptoms and top problem severity. Future research is needed to assess gains over longer periods of time.	Nicole	Dryburgh
The Role of Attitudes towards Trauma-Informed Care in Educators' Perceptions of Personal and Organizational Acceptability	Improving educators' trauma-informed attitudes and beliefs could enhance their acceptability of mental health services in schools, a key driver of implementation. This study explores how educators' attitudes and beliefs about trauma-informed care relate to their personal and organizational (school) acceptability of mental health services. Results suggest educators' trauma-informed attitudes and beliefs could be promising targets in increasing the uptake of mental health services in schools.	Kaylor	Duncan
Examining Pre-Service Educators' Perspectives on a Trauma Learning Series: Comparing Live and Hybrid Training Models	This study examines pre-service educators' perspectives on a trauma learning series. One cohort of students received the learning series in a live format, and the other received a hybrid format. Participants in the learning series reported high satisfaction, learning of new information and skills, and increased feelings of preparedness to support those exposed to trauma. Results were similar between the Live and Hybrid cohorts, although the Live cohort reported higher overall satisfaction.	Saadia	Elahi

Assessing Students' Stress and Resilience-Enabling Social Skills to Inform Intervention Practices	We report the development of the SSIS Stress and Resilience Assessments. With the SSIS SaRA, educators and school mental health professionals have an efficient assessment that (a) facilities school-wide screening and monitoring of all students' adaptive responses to perceived stress and (b) yields actionable results to guide classwide or small group intervention programs to develop resilient behavior for students who show signs of prolonged or intense stress or emotional behavior concerns.	Stephen	Elliott
A Scoping Review of Implementation Strategies for Multi-Component School Behavioral Health Interventions	This poster will convey the findings of a scoping review examining peer-reviewed research on implementation strategies for school behavioral health interventions within a multi-tiered framework. Details on the implementation strategies, implementation outcomes, and major findings will be shared. The poster will also portray the distribution of implementation strategies by intervention intensity (Tier 1, Tier 2, Tier 3) and target outcome (internalizing, externalizing, social-emotional).	Kristen	Figas
Effects of Implementing Co-located Therapy Services on Educator Burnout & Reducing Barriers	Educator burnout rates are significantly higher than other working US adults. Multi-tiered systems of support centered on educator wellbeing hold promise in addressing this severe mental health need. Co-locating mental health therapy is a core component to educator centered MTSS. This current study uses a mixed methods strategy to assess how co-located mental health therapy can address educator burnout. Quantitative changes in burnout and qualitative interview will be analyzed and presented.	Jacob	Gustaveson
Social emotional competencies of middle school students: Preliminary findings from working with youth, teacher, and parents	The progress of the development of an open source, stakeholder informed measure of social emotional competences (SEC) for middle school students (6th through 8th grade) is presented. The poster shows the preliminary findings of interviews, including examples of SECs and possible unique contributions that do not map onto the existing framework. We also discuss the benefits and unique challenges of collaboration with these stakeholder groups and provide recommendations for creating partnerships.	Margaret	Hall
To What Extent are Middle School Parents	Historically, self-report has been the most widespread approach for assessing adolescents' subjective well-being (SWB). The literature on	Daijah	Hines

and Caregivers Accurate Informants of Student Subjective Well-Being	the use of secondary reporters, particularly parental/caregiver reports, in assessing adolescent SWB is limited. Understanding how to best assess adolescent SWB can assist in identifying adolescents who may be at risk for mental health concerns and response to interventions used to increase SWB.		
Workforce Burnout as a Critical School Mental Health Sustainability Issue: An Exploratory Study of Providers' Experiences	Workforce turnover, particularly in schools, is a critical issue impacting the sustainability of school mental health service and supports. This poster shares school and youth-serving practitioners experiences of burnout and top contributors to burnout in one southeastern state. Findings of this study have important implications for attending to both individual and broader school organizational wellness strategies as a way to combat this SMH workforce issue.	Aidyn	Iachini
Mental Health Care Barriers and Experiences of Access for Families: The Talk it Out Program	Community partnerships facilitated through School Based Mental Health programs increase the capacity to provide mental health care within individual agencies. Collaboration between educators, community agencies, and mental health care providers has been called for as a solution to better meet the mental health care needs of families. Many schools do not have the capacity to meet student mental health needs, and so it is important to engage in partnerships to promote access.	Katrina	Jean
Understanding Perception of School Climate among Indian American Adolescents	The discussion of results explores similarities and differences in findings among other student populations, as well as implications for further scholarship and practice.	Lakhvir	Kaur
Understanding Practitioner's Perspectives on Informant Discrepancies in Youth Mental Health Practice	Our research contributes to understand practitioners' perspectives about informant discrepancies in youth mental health practice, highlighting its complexity, the importance of evidence-based approaches, and the challenges for effective communication and decision-making.	Mihyun	Kim
Rural Mental Health: Observed Trends in Suicide Risk Assessment Data	This poster presentation addresses rising mental health and suicide rates among children and young people (CYP). Using data from a rural school district, it examines three years of suicide risk assessments with the Columbia Suicide Severity Rating Scale (C-SSRS). Key trends,	Megan	Kirk

	including demographic disparities and COVID-19 impacts, will be shared. Ideal for school staff, researchers, and mental health providers - implications for educational practice and research will be discussed.		
Lessons Learned from Facilitating the Adoption of a Whole Child Lens for Wellness Work	We are funded by the CDC to support the implementation of the CDC's Whole School, Whole Community, Whole Child (WSCC) model in Connecticut schools. We share lessons learned from this work: the importance of administrator buy-in, planful rollout, and tailored support for varied contexts and stages of implementation. Those planning mental health initiatives will gain strategies for securing administrator buy-in and facilitating alignment with local context and strategic plans.	Jessica	Koslouski
Using Cognitive Pre-Testing to Strengthen Development of a Comprehensive and Contextual School-Based Screener	We are developing a school-based screener that is comprehensive (covering multiple domains) and contextual (assessing assets and barriers). We share our work to engage end users in the measure development process to increase the usability and positive consequences that may be achieved by the screener. In this presentation, we share findings from cognitive pre-testing with ten elementary teachers and revisions made to the screener as a result of these findings.	Jessica	Koslouski
It's Wild Outside for Young, Unprepared Black Men; Ages 19-26	19-26 years of age is a dangerous window for Black men. Without clear goals or systems, we are left to fend for ourselves, waking up in cyclical patterns that turn into depression, rage and resentment. To combat unproductive feelings, we attach to communities of similar leadership - gangs, clicks, the folks! In this session, we will directly dissect the importance of positive male influences, fault vs. responsibility, imposter phenomenon, metabolization, adult SEL and the importance of routines!	James	Lambert III
Implementation of Youth Action and Resources to Address Mental Health Barriers in Schools (Tier 1 & 2)	The study investigated mental health barriers among suburban high school students through surveys, discussions, and an intervention. Results showed links between self-reliance trends, disruptions to routine, diet, relationships, academics, physical health, sleep due to stress/depression, and time spent on social media. The research	Amy	Lei

	highlighted the importance of student-led initiatives to reduce stigma and promote awareness.		
The Role of Family Communication in the Association between Racial Discrimination and Chinese American Youth Mental Health	This study explored the role of family communication in the association between racial discrimination and mental health outcomes among Chinese American youth during COVID-19. The results of path analysis showed that affirming family communication can function as a resilience factor for Chinese American youth mental health, by counterbalancing the negative impact of racial discrimination and incendiary family communication.	Jin Hyung	Lim
School-Based Mental Health Coaching: Building Capacity, Highlighting Diversity, and Supporting Retention in Our Field	Professional coaching for school-based mental health providers is one strategy aimed at building capacity, highlighting diversity, and increasing retention in our rural school districts. In this poster session, participants will learn how coachees are paired with seasoned mental health coaches to help navigate the many facets of their first years in the field. We will share the impact of our coaches/coachees and strategies for replicating our coaching model in school districts across the US.	Hennessey	Lustica
Children's Perspectives on Content to Include in a Whole Child Screener	We are developing a strengths-based, comprehensive, and contextual school-based screener. We are involving end users in the measure development process to increase the usability and potential positive consequences of the measure. In this presentation, we share findings from interviews with elementary students eliciting their perspectives on factors that influence their success in school, information they would share with their teachers, and areas in which they would like to receive support.	Kimmia	Lyon
Enhancing Rural Student Mental Health: Evaluating the Impact of SPIRSS Tier 3 Interventions	This poster presents preliminary findings from the SPIRSS initiative, a partnership between Wichita State University and rural Kansas LEAs, addressing the shortage of school-based mental health providers. The study evaluates the impact of tier 3 mental health services delivered by school psychology graduate students to K-12 students. Results show significant improvements in four measures of internalizing behaviors, highlighting the quality of professional development.	Morgan	McCosh
Evaluation of Trauma-Informed School	Trauma-informed school (TIS) approaches have the potential to benefit students, staff, and schools. However, limited evidence for its	Amanda	Meyer

Approaches: A Preliminary Investigation	effectiveness has been identified. Evaluation could improve the implementation of TIS by strategically measuring process and outcomes. However, limited resources exist for TIS evaluation. In this project, a mixed-methods participatory approach is used to assess the key factors affecting TIS evaluation, and to provide strategies for effective TIS evaluation.		
Exploring School and District Personnel's Definition and Knowledge of Evidence-Based Practices (EBPs) for Autistic Students	This presentation explores school and district personnel's perspectives on the definition of evidence-based practices (EBPs) and which practices are commonly identified as "evidence-based," especially when working with autistic students. The presentation highlights the importance of understanding school and district staff's EBP knowledge to help inform future efforts to enhance school staff's knowledge, selection, and successful implementation of these practices.	Olivia	Michael
A Brief Review: The State of Virtual School Psychology	Considering virtual work? This poster offers a look at the growth of telepractice in school psychology. Our survey of current practitioners reveals information on demographics, job responsibilities, work-life balance, materials, and independent contracting in the telepractice world. You will learn which regions have adopted telepractice and where we expect to see continued growth.	Kylie	Miller
Insights from Advancing Mental Health Support in Rural and Mid-Sized Districts	Our Mental Health Matters grant project addresses the shortage of mental health resources in underserved rural and mid-size school districts. We've placed 16 providers in 24 schools, serving over 20,000 students. Key achievements include increased access to culturally-responsive counseling, integration of bilingual counselors, evidence-based practices, and collaborative networks. This presentation will also provide tools for overcoming barriers in developing school mental health programs.	Citlali	Molina
Empowering Student Voices: A Peer-Led Assessment of School-Based Health Centers (SBHCs)	The Student CHAMPIONS program empowers students as health advocates. Focusing on school-based health centers (SBHC) in 3 Title-1 high schools, the program involves student-led survey design and data collection to assess perceptions of SBHCs. Preliminary results reveal the benefits of including student researchers, as well as insights into consent rates, service usage, and barriers. These findings	Kathleen	Moskowitz

I believe a lot of advocacy goes unsaid in schools": Student Reflections of School Social Worker Roles	This poster shares perspectives from school social work trainees enrolled in a masters-level course and their knowledge about role responsibilities, including school mental health practices, fostering school-family-community relationships, and macro-practice community and advocacy work in schools. Implications discussed include developing the capacity to engage in advocacy and broad-level changes, provide effective support services, and ensure students with disabilities receive services.	Jennifer	Murphy
Pawsabilities: Intentional integration of volunteer therapy dogs into Tier-II special education behavioral interventions	Certain therapy dogs and handlers are certified to provide volunteer services only. These community members are often an overlooked possible value-added contributor to already existent Tier II behavioral and mental health interventions. This poster session will illustrate preK-12 case examples from a two-year, research-to-practice autoethnography in which a volunteer certified therapy dog was shown to benefit students' behavioral self-regulation interventions and cognitive self-perceptions.	John	Palladino
Promoting Student Well-Being Through a Risk and Resilience Framework: Implications for Screening	Student well-being concerns for our nation's students have risen sharply and can negatively impact functioning. This study examined whether combining resilience and risk measures better predicted well-being than resilience alone. Results indicated that a combined risk and resilience screening approach identifies a unique group of students who need support and accurately identifies students at risk for low well-being as compared to using a resilience approach alone.	Timothy	Parks
Findings from a teacher-led mindfulness intervention to improve student social-emotional and cognitive outcomes	We will present findings from a school-based cluster trial of a teacher-led mindfulness intervention when applied during the early years of elementary school. Findings will focus on whether these interventions are able to improve the social-emotional wellbeing outcomes of students, and highlight key implementation considerations.	Jon	Quach
Depression Compass: development of a	Schools are vital for implementing mental health strategies for youth. However, traditional pre-service teacher training lacks mental health	Mariana	Rebello

will guide future outreach and advocacy efforts to enhance SBHC accessibility and effectiveness.

Brazilian artificial intelligence tool to answer teacher's questions about depression	coverage, limiting teachers' ability to recognize early warning signs. This presentation describes the development and feasibility of an AI tool to answer teachers' questions about depression and to help teachers problem-solve based on their student's changes in behavior due to mental health issues.		
Examining the Inner-Setting Barriers to Increase Access to Equitable Behavioral Health Care in School-Based Health Centers	Attendees will learn about the multiple inner-setting barriers and ideas that SBHCs behavioral health providers, supervisors and school leadership and administration hope to address to increase access to high-quality care for youth. Results from the current study will direct future recommendations and suggestions about how to best address the barriers that behavioral health providers face to best increase access to equitable behavioral health care to all students.	Sofia	Redondo
The impact of a New Jersey Statewide School Based Prevention Initiative on Supporting Students and School Staff	In summary, the nj4s initiative represents a holistic approach to supporting students' mental health and well-being in New Jersey schools. By providing enhanced mental health support, promoting early intervention and prevention efforts, reducing stigma, improving academic performance, supporting school staff, prioritizing cultural responsiveness and equity, and fostering community engagement, the initiative has the potential to make a significant and positive impact on the overall school climate	Sonia	Rodrigues-Marto
Teen online engagement spillover into offline mental health problems.	Adolescent mental health issues are rising alongside increased social media and online activity. While media narratives suggest a direct link, scientific literature shows mixed associations. The study aims to understand the interplay between online and offline environments in shaping adolescent mental health, with a focus on informing future interventions. Preliminary analyses providing descriptive information on motivators for online engagement and youth media use behaviors will be presented.	Emily	Shaffer
Promoting Student Mental Health in Maine's Most Rural County	This poster will provide a detailed overview of an innovative approach to mental health promotion within high poverty, highly rural schools in Washington County, Maine. Utilizing a multi-tiered system of support, the MaineHealth Center for Trauma, Resilience, and Innovation (MC-TRI) has partnered with educational leaders in Washington County to provide a stratified continuum of evidence-based practices designed	Aurora	Smaldone

	to improve student mental health as well as help school staff identify and address st		
Unmute Yourself Please! Engaging Social Workers in a Virtual Professional Learning Community to Support Students with Anxiety	This project describes the strategic implementation of a virtual training series for school-based social workers applying Tier III evidence-based strategies with students suffering from anxiety. The session will include discussion from training facilitators about how their training method was adapted to maximize applied learning and engagement, plus a review of quantitative and qualitative evaluation data on how engagement points related to improvements in participant knowledge and practice.	Mira	Snider
Mitigating Teacher Burnout in Title I Schools: The Role of Social-Emotional Competence Training	This study used a secondary data analysis to assess the relationship between teacher SEC training and burnout. We compared the results between teachers in Title I and non-Title I schools. We hypothesized the following: 1) a significant negative correlation between SEC training and burnout exists; 2) the level of teacher burnout will decrease with each incremental increase in SEC training; and 3) this correlation will be stronger (and more protective) for teachers in Title I schools.	James-Angelo	Suarez
An Integrated Care Approach to Addressing Unmet Behavioral Health Needs of School-Aged Children in Rural Public School Units	This poster presentation will review strategies for implementing a multidisciplinary school-based telehealth program within a rural school district. Specific focus will be on behavioral telehealth implementation and integration under this service design, including review of clinical and operational design and delivery methods, successes, challenges and clinical implications.	Erika	Taylor
Made By Us: Enhancing School-Based Mental Health for Black Girls Post-COVID-19 through Student Voice	Explore post-COVID-19 strategies to enhance school-based mental health support for Black girls. This presentation highlights the importance of culturally responsive approaches and the use of Student Voice and Youth Participatory Action Research (YPAR) to address unique mental health challenges. Gain insights into creating supportive school environments, fostering stronger student connections, and implementing effective, practical school-based mental health interventions for Black girls.	Christina	Tillery

A National Study of School Nurse Inclusivity in School-Based Suicide Prevention Programs: Dismantling Exclusive Practices	Despite school nurses being well-positioned to identify students at risk for suicide, they are often excluded from school-based suicide prevention programs. This session will present the results of a national study that examines the inclusive and exclusive practices within districts/schools and their impact on the school nurse role in youth suicide prevention. Presenters will make policy recommendations and unpack best practices to support school nurse inclusivity in programmatic efforts.	Deborah	Tyndall
Acceptance and Commitment Therapy for elementary-aged youth: What do we know and where do we go?	There is an increased need for effective school-based interventions. ACT is a therapeutic technique to achieve psychological flexibility. However, its application to youth in schools is limited. This presentation offers a comprehensive review of ACT in the elementary-aged population to determine extent of use, treatment components, and therapeutic outcomes. By understanding the current scope of ACT, the field will be better suited to adapt this psychotherapy to meet student mental health needs.	Angelina	Venetto
Using Alternating Treatment Design to Evaluate Feel Your Best Self During Morning Meetings	This study explores the impact of the Feel Your Best Self (FYBS) toolkit on class-wide behaviors in a Kindergarten classroom. Utilizing a single case design, FYBS mini-lessons were implemented during Morning Meetings. Results suggest increased class-wide academically engaged behavior and positive affect following FYBS mini-lessons in comparison to business-as-usual Morning Meeting.	Michael	Weiner
The Relationship between Students' Levels of Perceived Anxiety and Depression and Important School-Monitored Outcome Data	This conference session aims to share universal mental health screening data from one district. The relationship between students' perceived anxiety and depression screening scores will be offered. Association data for how students' perceived anxiety and depression screening scores impact important school-tracked outcomes (i.e., attendance, ODRs, grades) will also be shared.	Brandon	Wood