2021 Annual Conference on Advancing School Mental Health

School Mental Health: Moving Forward Together

Conference Agenda

October 14-15th, 2021

9 Specialty Tracks
Over 100 Sessions
Keynotes
Symposia
Poster Sessions

For more information, **visit**
schoolmentalhealth.org/conferences

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Hosted by the

National Center for School Mental Health at the
University of Maryland School of Medicine

UNIVERSITY *of* MARYLAND
SCHOOL OF MEDICINE

NCSMH
NATIONAL CENTER FOR
SCHOOL MENTAL HEALTH

CONFERENCE OBJECTIVES

At the end of the conference, attendees will be able to:

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

SPECIALTY TRACKS

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

This track focuses on mental health promotion services and supports (Tier 1), social emotional learning, and school climate. These include mental health-related activities, such as the promotion of positive social, emotional, and behavioral skills and wellness that are designed to meet the needs of all students, regardless of whether or not they are at risk for mental health problems. These activities can be implemented school-wide, at the grade level, and/or at the classroom level. This track also focuses on policies and practices to promote positive school climate by fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community.
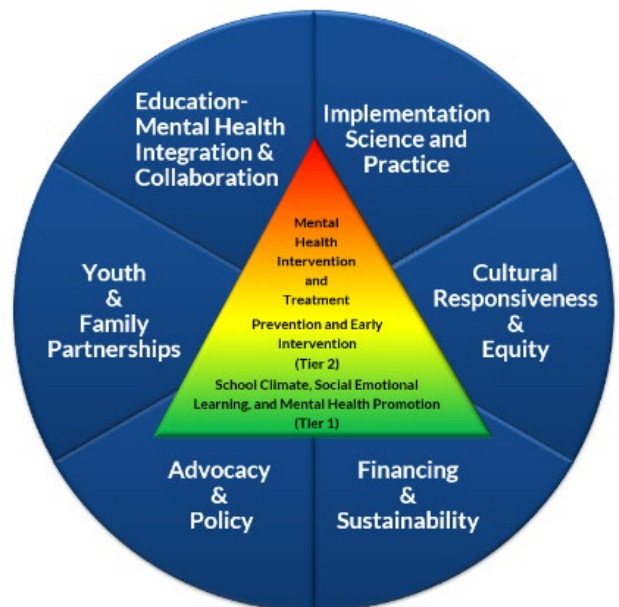
2) Prevention and Early Intervention (Tier 2)

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

3) Mental Health Intervention and Treatment (Tier 3)

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

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

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

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

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

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

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

CONFERENCE AGENDA

Thursday, October 14th 2021	Day 1	12:00 – 6:00 PM ET	
12:00-12:15	Welcome and NCSMH Updates
12:15-1:15	Keynote Address
1:15-1:25	Break
1:25-2:25	Conference Session 1 (9 Conference Sessions)
2:25-2:35	Break
2:35-3:35	Conference Session 2 (9 Conference Sessions)
3:35-3:45	Break
3:45-4:45	Conference Session 3 (9 Conference Sessions)
4:45-5:00	Break
5:00-6:00	Poster Sessions

Friday, October 15th 2021	Day 2	12:00 – 5:00 PM ET	
12:00-12:05	Welcome
12:05-1:05	Keynote Panel
1:05-1:15	Awards
1:15-1:25	Break
1:25-2:25	Conference Session 4 (8 Conference Sessions)
2:25-2:35	Break
2:35-3:35	Conference Session 5 (9 Conference Sessions)
3:35-3:45	Break
3:45-5:00	Symposia Sessions

12:00-12:15   **Welcome and NCSMH Updates**
Sharon Hoover, PhD and Nancy Lever, PhD, Co-Directors, National Center for School Mental Health at the University of Maryland School of Medicine, Baltimore, MD

12:15-1:15   **Keynote Address**
Overcoming the Collective Trauma of the Pandemic: Creating Healing-Centered, Safe, Supportive, and Equitable Schools
Joyce Dorado, PhD, Director and Co-Founder, UCSF HEARTS (Healthy Environments and Response to Trauma in Schools); Clinical Professor, Department of Psychiatry and Behavioral Sciences; University of California San Francisco at Zuckerberg San Francisco General Hospital
For most people, the coronavirus pandemic has been experienced as a collective trauma, with people of color and socioeconomically disadvantaged people (children, families, and adults) disproportionately bearing the pandemic's adverse effects. This keynote will outline trauma-informed, equity-promoting approaches that can support schools to be places of healing, resilience, and equity for students as well as for the adults who serve and care for them.

Conference Session 1 | 1:25-2:25 PM

CS 1.01 Placing Equity at the Center of Mental Health Promotion in Schools
Suzanne Button, PhD, Wenimo Okoya, EdD, The Jed Foundation
Track: Cultural Responsiveness & Equity
In order to address complex and critical issues of equity in programs that promote mental health in schools, implementors and schools must place equity at the center of change efforts. In our JED High School technical assistance model, we drive change efforts with an equity frame. This presentation will outline equitable implementation strategies, learnings from our first cohort year, and preliminary data on the students we are hoping to support.

CS 1.02 Transformational Relationships: Centering Culture and Identity
Sonya Benavides, MSW, PPSC, Seneca Family of Agencies
Track: Cultural Responsiveness & Equity
Equity in schools requires teams to reflect on whether their personal practice promotes a sense of belonging for all youth. This work requires practitioners to engage in deeper discourse around identity harm and the impact social ecological factors can have. Participants will explore frameworks to promote healing through the creation of transformational relationships; and learn from the experiences of those in the field who have destigmatized discussions about race, culture and identity.

CS 1.03 Partnering To Co-Design Interventions: A Positive Psychology Case Example
Emily Barry, MEd, Sarah Fefer, PhD, University of Massachusetts Amherst, Shannon Suldo, PhD, University of South Florida , Kaylee DeFelice, BS, Elizabeth Rice, BA, Zachary Bath, BA, University of Massachusetts Amherst

Track: Education-Mental Health Integration & Collaboration

How can researchers and school-based mental health providers collaborate to implement interventions matched to schools' unique contexts? Through co-design! This presentation will highlight a case example of one school's mission to support their students' complete mental health during a global pandemic. The school actively collaborated with a university-based research team to co-design delivery and evaluation of an existing positive psychology intervention during the context of remote learning.

CS 1.04 SHAPE UP New York: Piloting A State-Wide Learning Collaborative

Mellisa Heatly, PhD, University of Rochester Medical Center, Angela Keller, MSW, NYS Office of Mental Health
Jessica Stanic, MSW, MPA, NYS Office of Mental Health, Claire Criscione, BA, NYS Office of Mental Health
Track: Implementation Science and Practice

Presenters will discuss pilot implementation of SHAPE Up New York, a learning collaborative focused on advancing the quality of school mental health systems across New York State. We will discuss strategies for building statewide capacity for advancing the quality of NYS's Comprehensive School Mental Health Systems (CSMHS) using the SHAPE System, the National School Mental Health Curriculum, and Quality Improvement cycles. We will also discuss how this initiative met needs related to COVID-19 and share exemplar resources from across NYS.

CS 1.05 District-wide Mental Health Screening: Six Years of Implementation

John Crocker, MeD, Methuen PS, MASMHC
Track: School Climate and Universal Mental Health Promotion (Tier 1)

Presenters will provide a 6-year overview of how mental health screening was piloted, tested, and scaled-up across Methuen Public Schools. Practical strategies that have yielded successful implementation of mental health screening will be offered to attendees, including the use of web-based screening and adoption of a passive consent policy. The use of data to 1) identify students who may require services, 2) aid in progress monitoring, and 3) evaluate program efficacy will also be discussed.

CS 1.06 Youth Aware of Mental Health Adapted for Hybrid Tier 1 Classroom Delivery

Jacqueline Anderson, PhD, Jennifer Hughes, PhD, MPH, UT Southwestern
Track: School Climate and Universal Mental Health Promotion (Tier 1)

The pandemic led schools to quickly adapt their mental health programming and academic instruction. One Tier 1 program that was adapted was Youth Aware of Mental Health from an in-person to hybrid delivery. From the feedback of the students, they reported that they were satisfied, found it helpful, and would make no changes. These adaptations made to the program can inform considerations for future models and hybrid delivery approaches.

CS 1.07 Teacher Interpretation & Application of Behavioral Data throughout RTI

Colleen Bemonte, PhD, Judith Harrison, PhD, Rutgers University
Track Name Prevention and Early Intervention (Tier 2)

This presentation will describe the results of a study in which we evaluated pre-service and in-service teachers' ability, confidence, willingness, and perceived usefulness to interpret and apply behavioral data before and after training. Participants will learn the results of the study and how to implement the "Collecting, Interpreting, and Applying Graphed Behavioral Data" training.

CS 1.08 Design and Implementation of an Educator Therapy Program

Megan Mccormick, PhD, Megan Polanin, PhD, Liz Demeusy, PhD, Micheal Brachfeld, PhD, Denisha Carter, PsyD, MedStar Georgetown Center for Wellbeing in School Environments (WISE), Sameet Ashfaq, MS, The Chicago School of Professional Psychology

Track: Mental Health Intervention and Treatment (Tier 3)

The health of teachers has a profound impact on classroom climate and student functioning. The current session will highlight teacher mental health concerns and barriers to engagement in care, describe an integrated educator therapy program, present preliminary data from ongoing program evaluation, and provide strategies for leveraging internal and community-based resources to better meet the mental health needs of teachers and administrators.

CS 1.09 Increasing Parent Consumer Behavioral Intentions for Evidence-Based Care

Spencer Choy, MA, Marina Matsui, BA, Brad Nakamura, PhD, University of Hawaiʻi at Mānoa

Track: Youth and Family Partnerships

Prior to our work presented here, parent-report measurement about behavioral intentions for engaging in evidence-based services was non-existent, but our innovative Parent Engagement in Evidence-Based Services (PEEBS) was developed and tested with a large sample of diverse parents. Our findings supported five reliable and valid dimensions of parent behavioral intentions in this area. We gladly and freely offer the PEEBS to support your schools, providers, families, and students.

2:25-2:35 PM   Break

Conference Session 2 | 2:35-3:35 PM

CS 2.01 Students With Mental Health Challenges From COVID-19: School Nurse's Role

Cynthia Samuel, PhD, RN,CSN, Irvington Board of Education

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This presentation discusses the school nurse's role with students having mental health challenges from COVID-19. These behaviors lead to a stressful environment at home, and in school leaving parents and teachers frustrated. Focus is on developing strategies for effective learning, health, and well-being. School Nurses are able to collaborate with their districts, and community resources coordinating interventions meeting academic and cultural needs of students and families.

CS 2.02 Where is the Equity? Teacher Perspectives on Student Wellness in COVID-19

Tasha Childs, MSW, University of South Carolina, Elizabeth Brown, PhD, George Mason University, Kate Philippo, PhD, Loyola University Chicago, Naomi Brown, MSW, George Mason University, Aidyn Iachini, PhD, University of South Carolina, Linda Galib, MPH, Loyola University Chicago

Track: Education-Mental Health Integration & Collaboration

This presentation will share findings from a national survey of current P-12 US teachers. We will identify resources that teachers access for school-based mental health services and highlight findings from this mixed method study that explores student wellness needs and teachers' perceptions of needed resources (e.g., professionals, services, interventions) across school characteristics. Implications for research and practice regarding student wellness will be shared.

CS 2.03 School Mental Health During the Pandemic: What We Can Bring Forward

Louise Fink, PhD, Baltimore City Public Schools, Ashley Collins, MPH, Baltimore City Public Schools, Nikira Epps, MPH, Behavioral Health System Baltimore

Track: Financing and Sustainability

School mental health during the Pandemic brought forth innovation we can bring forward. To inspire healthier communities, it is imperative to connect people with innovative and quality services now while strategizing future improvement reflective of environmental, social, economic and industry constraints. Expanded School Behavioral Health program, in it's 34th year, utilizes unique funding systems and effective evaluation tools continually evolving to meet the needs of students and families.

CS 2.04 Classroom WISE: Mental Health Literacy Training Package for Educators
Jessica Gonzalez, MSW, Mental Health Technology Transfer Center (MHTTC) Network Coordinating Office - Stanford University, Heather Gotham, PhD, Mental Health Technology Transfer Center (MHTTC) Network Coordinating Office - Stanford University, Shannon Nemer, West Ed, PhD, Nancy Lever, PhD, Sharon Hoover, PhD, National Center for School Mental Health - University of Maryland School of Medicine,
Track: School Climate and Universal Mental Health Promotion (Tier 1)
Educators and school personnel play a vital role in identifying and responding to mental health needs. The Mental Health Technology Transfer Center (MHTTC) Network and the National Center for School Mental Health developed Classroom WISE (Well-Being Information and Strategies for Educators), a free 3-part package (online course, video series, website) focused on educator mental health literacy. This session will demonstrate Classroom WISE and present evaluation results.

CS 2.05 Examining School-Based Mental Health Supports for Students in Foster Care
Jacqueline D'Angelo, PhD, Alex Trout, PhD, Academy for Child and Family Well Being
Track: School Climate and Universal Mental Health Promotion (Tier 1)
Students in foster care experience high rates of mental health disorders, which negatively impacts school success. We will share findings from a national survey of educational professionals (N=550) examining the degree to which schools are equipped to support students involved in foster care and the perceived importance and availability of social, emotional, and mental health supports. Moreover, we examine the perceived challenges schools face in addressing the needs of students in foster care.

CS 2.06 Restorative Practice and Health Protective Factors for Girls of Color
Thalia González , JD, Rebecca Epstein, JD, GeorgeTown Law Center
Track: School Climate and Universal Mental Health Promotion (Tier 1)
Presenters will discuss findings from a national qualitative study that indicates positive associations between proactive restorative practices and health protective factors for Black and Latina middle and high school female students. Key outcomes include increased school, peer and family connectedness, improved sense of safety and school climate, and development of social-emotional skills. Though conducted prior to COVID, the results have significant implications for school reopening plans.

CS 2.07 Supporting Teachers in Implementing SEL: Findings from The Character Effect
Amy Kerr, MEd, Miami University, Allison Williams, PhD, Beech Acres Parenting Center, Amanda Meyer, BA, Miami University, Jaimi Cabrera, MSW, Anne Wallace, PhD, Beech Acres Parenting Center, Paul Flaspohler, PhD, Miami University
Track: School Climate and Universal Mental Health Promotion (Tier 1)
Panelists will present on efforts to evaluate the implementation and outcomes of The Character Effect, an emerging evidence-based SEL program focused on supporting teachers to support students. Presenters will share results from a program evaluation; discuss how teacher support strategies can be linked with student SEL; outline specific strategies for supporting teacher well-being and efficacy; and discuss program flexibility across school environments, including COVID virtual education.

CS 2.08 Social-Emotional Learning & Mixed Reality Simulation as Tier 2 Intervention

Amy Cook, PhD, Kristen Murphy, PhD, Lindsay Fallon, PhD, Anastasiia Lun, MA, Anna Whitehouse, University of Massachusetts Boston

Track: Prevention and Early Intervention (Tier 2)

This presentation describes a social-emotional learning (SEL) tier 2 intervention, Storybooks and Social Hooks (SASH), with K-5 children. SASH uses culturally responsive dialogic reading and role play, including mixed reality simulations (MRS), to support SEL. Our research findings showed statistically significant improvements in SEL skill display. Presenters will describe how to implement the SASH curriculum as a tier 2 intervention and how to measure SEL skills using Direct Behavior Ratings.

CS 2.09 Comparative Effectiveness of Models to Reduce Exclusionary Discipline

Kristin Scardamalia, PhD, Cindy Shaeffer, PhD, Yourdanos Bekele, BA, University of Maryland School of Medicine, Kyle Longeway, MED, Cecil County Public Schools, Christie Edelson, MED, Cecil County Public Schools, Tory Saulsbury, MED, Cecil County Public Schools

Track: Implementation Science and Practice

Preliminary outcomes from a comparative effectiveness study of three models designed to reduce use of exclusionary discipline practices will be presented: the School-Based Diversion Initiative (SBDI) with enhanced restorative justice support; universal staff training in the Life Skills Crisis Intervention program (LSCI); and school resource officer mental health training (AMHT-SRO). School leaders will also provide insights on the implementation support strategies that promote model success.

3:35-4:45 PM   Break

Conference Session 3 | 3:45-4:45 PM

CS 3.01 14 Ways School Boards Can Improve School Mental Health

Jennifer Ulie-Wells, PhD, Please Pass the Love

Track: Advocacy and Policy

Comprehensive School Mental Health Systems build the foundations for schools to be able to create thriving environments and develop sustainable supports. A school board is a vital partner to improve the mental health of our students, staff, and families. As a school board member, Dr. Ulie-Wells will discuss critical mental health trends, what mental health looks like in school, concrete strategies every school board member needs to know, and resources.

CS 3.02 Leveraging Rural Teachers' Perspectives to Support Student Mental Health

Lora Henderson, PhD, Amanda Nyugen, PhD, Catherine Bradshaw, PhD, University of Virginia

Track: Cultural Responsiveness & Equity

We pull from several programs of research to identify the training and support that rural teachers need to be able to meet the mental health and social and emotional needs of their students, and then describe approaches to teacher training and professional development specifically adapted for rural teachers. We will engage participants in a guided discussion around promising approaches to teacher-focused interventions that can also improve rural student wellbeing.

CS 3.03 Nature vs. Nurture: Compassionate Engagement in Education

Amber Knighting, PhD, Virginia Tiered Systems of Support, Kelly Henderson, PhD, Formed Families Forward

Track: Cultural Responsiveness & Equity

In the absence of equivalent emotional states, humans are not innately compassionate beings. Yet, in a profession such as Education, which functions to serve others, the ability to have a personal, emotional, spiritual and communal understanding of one another is critical. This session will explore the use of Transformative Social Emotional Learning to conceptualize Diversity as an Asset and address the Systemic Trauma of Intersectionality within educational institutions.

CS 3.04 Utilizing Intersectionality to Shift Practices and systems
Chynna McCall, PhD, Missouri Prevention Science Institute, Monica Romero, MA, Educational, School & Counseling Psychology, University of Missouri, Wenxi Yang, MS, Educational, School & Counseling Psychology, University of Missouri, Tanya Weigand, MSW, School of Social Work, University of Missouri, Christa Copeland, PhD, Missouri Prevention Science Institute
Track: Cultural Responsiveness & Equity
Presenters will discuss a flow chart that illustrates the necessary steps for gaining an intersectional perspective for an individual. Along with the flow chart, activities that help to generate growth within the steps will also be provided. To aid systems work, the system requirements outline will be provided. Along with that outline activities and prompts to help guide systems consultation discussions will also be provided. Worksheets that can help further a systems growth towards being an equitable environment.

CS 3.05 Youth Voice 2020: Covid-19 & Social Emotional Wellness in Rural Districts
Hennessey Lustica, PhD, Sodus CSD, Rob Lillis, ABD, Evalumetrics Research
Track: Education-Mental Health Integration & Collaboration
This study was designed to examine the social emotional impact of rural school building closures on students in grades 4-12, during COVID-19 closures. We will share the results of the Youth Voice Survey 2020 (n=2,819) which indicated increased levels of social emotional distress and attachment to school and family as statistically significant mitigating factors in this sample. We will share our student's voices and our method for transforming their voices into tangible MTSS interventions.

CS 3.06 Development of a Tier 1 Mental Health Literacy Program (MHL) Inventory
Rosemary Reyes, BA, University of Washington School of Medicine; Psychiatry & Behavioral Sciences; School Mental Health Assessment, Research, and Training (SMART) Center; Eric Bruns, PhD, University of Washington School of Medicine; Psychiatry & Behavioral Sciences; School Mental Health Assessment, Research, and Training (SMART) Center; Casey Chandler, BA, University of Washington School of Medicine; Psychiatry & Behavioral Sciences; School Mental Health Assessment, Research, and Training (SMART) Center, Todd Crooks, Chad's Legacy Project, Laura Crooks, MHA, Chad's Legacy
Track: School Climate and Universal Mental Health Promotion (Tier 1)
This session will present an effort by the SMART Center to develop an online program inventory of Tier 1 school-based mental health literacy programs for high school students. A scoping review was used to identify over 40 school-based MHL programs that met an established definition for mental health literacy. In this presentation, we will discuss how MHL programs were reviewed & assessed for inclusion in our online inventory. Implementation best practices for MHL programs will be outlined. The presentation will also discuss how MHL programs can ensure cultural responsivity within schools. By providing culturally responsive implementation practices within MHL programs ensures that students from all cultural backgrounds are being provided adequate & appropriate mental health care in schools.

CS 3.07 Virtual adaptation of a Tier-2 intervention with newcomer students
Maisha Syeda, PhD, Claire Crooks, PhD, Alexandra Fortier, EdD, Ghina Kayssi, MA, Centre for School Mental Health, Western University

Track: Prevention and Early Intervention (Tier 2)

The conference session presents on the adaptation of an evidence-informed, resilience-enhancing Tier-2 school intervention for virtual delivery with newcomer students. We will highlight the trauma-informed and culturally responsive consideration that guided our adaptation process and describe the training and supports created for school mental health professionals to help them deliver the program online. Finally, we will provide recommendations to promote newcomer parental engagement.

CS 3.08 Having Students Prevent Violence, Recognize Struggles, and Advance Equity

Carolyn Curties, EdD, Fryeburg Academy

Track: Youth and Family Partnerships

This presentation focuses on the power of peers to improve the well-being of others and positively transform school cultures. Participants will learn how students can prevent and reduce school violence, recognize and reduce peers' mental health struggles, and advance issues of equity to make schools a safer and more supportive place for all. Given the vast mental health struggles in youth, this session provides strategies to how to successfully have students help each other.

CS 3.09 Integrating Trauma-Sensitive Schools and Social and Emotional Learning

Kathleen Guarino, LMHC, American Institutes for Research

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This session will examine how schoolwide trauma sensitivity and social and emotional learning can be integrated and expanded to foster safe, supportive, and culturally responsive schools. Presenters will discuss key strategies for integration that include: developing a shared understanding and integrated vision; building readiness; changing mindsets; supporting joint implementation; starting with the adults; and addressing robust equity.

3:35-4:45 PM   Break

Posters | 5:00 – 6:00 PM

CLUSTER ONE: Multiple Tracks

Building Capacity in Educators to Build Trauma-Informed Systems *Elizabeth Demeusy, PhD, Medstar WISE; Megan Polanin, PhD, Medstar WISE; Denisha Carter, PhD, Medstar WISE; Sameet Ashfaq, BA, The Chicago School of Professional Psychology; Megan McCormick, PhD, Medstar WISE*

Track: Education-Mental Health Integration & Collaboration

Coming Back from COVID-19: Community-Building Circles for Educators *Jessica Kusina, MA, University of Rochester Medicine; Melissa Castle Heatly, PhD, University of Rochester Medicine*
Track: Education-Mental Health Integration & Collaboration

School Nurses' Role in Behavioral Health Service Delivery in DC Schools *Breahnna Saunders, MPH, Marketing for Change; Olga Acosta Price, PhD, Center for Health and Health Care in Schools*
Track: Education-Mental Health Integration & Collaboration

Tracking Teacher and Student Wellbeing Through COVID-19 *Cambria Corsi, MEd, University of Utah; Mary Hynes, MEd, University of Utah*
Track: School Climate and Universal Mental Health Promotion (Tier 1)

CLUSTER TWO: Multiple Tracks

A Review of Interdisciplinary Teams in School Mental Health *Katelyn Wargel, MA, MPA, Miami University; Paul Flaspohler, PhD, Miami University; Jack Baker, MA, Miami University; Amy Kerr, MEd, Miami University; Amanda Meyer, BA*
Track: Education-Mental Health Integration & Collaboration

Empowered Voices High School Credit Course Offered by CBOs *Ethan White, Boys & Girls Club of Malibu; Peggy Zherdev, MSW, MPP, Boys & Girls Club of Malibu; Violet Miekle, MA, Boys & Girls Club of Malibu; Sarah Ryan, MA, Boys & Girls Club of Malibu*
Track: Education-Mental Health Integration & Collaboration

Training Educators to Address the Mental Health Needs of Students With IDD *Stephanie Barbre, PhD, Texas Tech University; Chinomso Ihenagwam, MEd, Texas Tech University*
Track: Education-Mental Health Integration & Collaboration

Educator Perspectives on a Culturally-Responsive Pedagogical Training *Jerica Knox, MS, North Carolina State University*
Track: Cultural Responsiveness & Equity

The Intersection of Unconscious Bias and Discriminatory School Discipline *Case Thomas, LSU Health Sciences Center School of Public Health*
Track: Cultural Responsiveness & Equity

CLUSTER THREE: Implementation Science and Practice

Coaching for High Fidelity and Alliance Within a Tier 2 Group Intervention *Sarah Fefer, Phd, University of Massachusetts Amherst; Shannon Suldo, PhD, University of South Florida; Emily Berry, MEd, University of Massachusetts Amherst; Kai Zhuan Shum, PhD, University of South Florida; Kaylee DeFelice, BS, University of Massachuetts Amherst*

Mindfuness Practices for Staff and Youth in Alternative Education Settings *Sara Sanders, EdD, University of Alabama; Kristine Jolivette, PhD, University of Alabama, Allyson Pitzel, MS, University of Alabama; Aimee Hackney, MS, University of Alabama; Ashley Virgin, MS, University of Alabama*

School Mental health Professionals' Role in Online Resources Provision *Isabel Sadowski, McGill University*

A Case Analysis of Value Among Members of a CSMH Community of Practice *Deanna DePietro, MPH, National Institutes of Health; Rachel Sadlon, MPH, Center for Health and Health Care in Schools; Mariola Rosser, EdD, Center for Health and Health Care in Schools*

Teacher PD for Universal Mental Health Promotion: A Systematized Review *Hannah Dinnen, MA, MEd, Miami University; Evie Dickman, Miami University*

CLUSTER FOUR: Multiple Tracks

Improving School Mental Health for BIPOC Girls: A Scoping Review *Jennifer Cooper, PhD, Yeshiva University*
Track: Cultural Responsiveness & Equity

ACT for Anxious Adolescents in Schools: Single-Case Multiple Baseline Trial *Siri Sedgwick, BS, Utah State University; Tyler Renshaw, PhD, Utah State University*
Track: Mental Health Intervention and Treatment (Tier 3)

In-Depth Psychological Flexbility Process Assessments with Adolescents *John Barr, BS, Utah State University*
Track: Mental Health Intervention and Treatment (Tier 3)

Measuring and Conceptualizing Mindfulness to Treat Youth Mental Health *Caleb Farley, BS, Utah State University; Tyler Renshaw, PhD, Utah State University; Mary Phan, BS, Utah State University*
Track: Mental Health Intervention and Treatment (Tier 3)

CLUSTER FIVE: Prevention and Early Intervention (Tier 2)

Trauma-Informed Interventions to Support Middle School Youth *Alec Hall, MsEd, University of Massachusetts Boston; Kelsey Gordon, MA, University of Massachusetts Amherst; Sarah Whitcomb, PhD, University of Massachusetts Amherst*

Impact of Inattention and Hyperactivity on School Connectedness *Amy Kerr, MEd, Miami University; Katelyn Wargel, MA, Miami University; Paul Flaspohler, PhD, Miami University*

School Professionals' Preparedeness for Addressing Mental Health Concerns *Melissa Jones-Bromenshenkel, PhD, Eastern Illinois University; Kathryn Havercroft, PhD, Eastern Illinois University*

Using Virtual PD to Expand Use of Tier 2 Positive Psychology Practices *Shannon Suldo, PhD, University of South Florida; Ka Shum, PhD, University of South Florida; Emily Barry, MEd, University of Massachusetts Amherst; Letty DiLeo, MA, University of South Florida*

Yellow Ribbon Suicide Prevention Program *Richard Falcon, BA, Compass Behavioral Health*

CLUSTER SIX: School Climate and Universal Mental Health Promotion (Tier 1)

A "Whole School Approach" to Mental Health Promotion in the Classroom *Madhuvanti Mukherjee, BS, Vidyasagar University*

Addressing Social-Emotional Learning Skills of Youth in Juvenile Facilities *Kristine Jolivette, PhD, University of Alabama; Ashley Virgin, MS, University of Alabama; Aimee Hackney, MS, University of Alabama; Elizabeth Gaskins, LMSW, Georgia Department of Juvenile Justice*

Assessing Risk/Protective Factors of High School Student Mental Health *Adam Wheeler, MPH, Healthy Mind Network; Megna Singh, Healthy Minds Network*

Enhancing Schools' Culture of Well-being Utilizing the ARC Framework *Erika Franta, PhD; Brittany Liebsack, PhD, Mid-America Mental Health Technology Transfer Center (MHTTC); Brenda Bassingthwaite, PhD; Hannah West, PhD; Jordan Thayer, PhD; Mid-America Mental Health Technology Transfer Center (MHTTC), Munroe Meyer Institute, University of Nebraska Medical Center*

Universal School-Based Trial of Teen Mental Health First Aid USA *Karen Girgis, MA, National Council for Behavioral Health; Sanjana Bhakta, MA, National Council for Behavioral Health*

Initial Development and Validation of a CASEL-Aligned Measure *Stephanie Vinal, MEd, Utah State University; Tyler Renshaw, PhD, Utah State University*

12:00-12:15   **Welcome**

Sharon Hoover, PhD and Nancy Lever, PhD, Co-Directors, National Center for School Mental Health at the University of Maryland School of Medicine, Baltimore, MD

12:15-1:15   **Meeting the Mental Health Needs of Schools, Students, and School Staff Now**

Anne Bowles, Program Director, Council of Chief State School Officers, Washington, D.C.;
Jill Bohnenkamp, PhD, Clinical and School Psychology Core Faculty & Clinical Assistant Professor of Psychiatry;
Alex Mays, Senior National Program Director, Healthy Schools Campaign

COVID relief funding to state education agencies (SEAs) and local education agencies (LEAs) represents a historic opportunity to support student and staff mental health, wellbeing and connection. This session will provide an overview of COVID relief funding and ways in which the funding can be used at the state and local levels to support student and staff mental health, including emerging examples from across the country. In addition, this session will highlight key opportunities, such as leveraging Medicaid and Every Student Succeeds Act Title funding, that exist for ensuring the sustainability of supports implemented with COVID relief funding.

1:05-1:15   **Awards**
1:15-1:25   **Break**

Conference Session 4 | 1:25-2:25 PM

CS 4.01 Social Justice in Schools During Times of Racial Pandemic: Asian America
Matthew Mock, PhD, JFK School of Psychology of NU
Track: Cultural Responsiveness & Equity
The global pandemic in current context has re-exposed xenophobia impacting the mental and social wellness of those seen as Asian and Asian American. For all of us on high school and university campuses, race, culture, class and social diversity are inextricable aspects of our work. So are the traumas of racism, social "othering" and systemic oppression. A frame of social justice is critical, essential for our contributions presently, for the future and referencing the past.

CS 4.02 School Nurses' Role in Behavioral Health Service Delivery in DC Schools
Breahnna Saunders, MPH, Marketing for Change, Acosta Price, PhD, Center for Health and Health Care in Schools, The George Washington University Milken Institute School of Public Health, Rachel Saldon, MPH, Center for Health and Health Care in Schools
Track: Education-Mental Health Integration & Collaboration

School Nurses (SNs) play an important role in carrying out school mental health health promotion and prevention activities in schools. This presentation shares findings on the role of a SN in an urban public school district undergoing an expansion in school behavioral health service provision, and the extent to which SNs feel equipped with the skills and support to fulfill their role in school behavioral health service provision. Recommendations for the SN role in school behavioral health are examined.

CS 4.03 SMH Training in Intersectionality, Social Determinants of Health & Healing

Kelly Edyburn, PhD, Loyola University Chicago, Tara Raines, PhD, University of Nevada Las Vegas, Tameisha Hinton, US, University of California, Santa Barbara, Jennifer Twyford, PhD, California Lutheran University, Erin Dowdy, PhD, University of California, Santa Barbara
Track: Cultural Responsiveness & Equity
Presenters will share a framework for school mental health training to promote equity in child mental health. The proposed framework is based on reflective practice and incorporates three pillars: decentralizing psychodiagnostic assessment, centralizing systems-level work, and renewing focus on strengths and healing. Presenters will engage participants in activities related to how they—in their own roles as educators, practitioners, policymakers, and researchers—can enact this paradigm shift.

CS 4.04 Who Cares? A Regional Approach to Creating Cultures of Care in Schools

Amy Yillick, EdD, High Desert Education Service District; Rossiers School of Education, USC
Track: School Climate and Universal Mental Health Promotion (Tier 1)
Follow the journey of creating & implementing a Culture of Care in all Central Oregon schools. Funded by a cross-sector grant, this team has shifted educational systems to become trauma-responsive, equitable & restorative to improve outcomes for our most vulnerable population. Hear our process, successes & hurdles, & how our work is more relevant than ever with COVID-19. Culture of Care is shaping a new version of education in Central Oregon-this approach can change yours too!

CS 4.05 A Classroom-Based Tier II Intervention for Ninth Graders At-Risk of Dropout

Aidyn Iachini, PhD, Tasha Childs, MSW, University of South Carolina, College of Social Work
Track: Prevention and Early Intervention (Tier 2)
This presentation will share the design and development of a classroom-based group motivational interviewing Tier II intervention for ninth graders at-risk of high school dropout. Findings from a mixed-method study on the feasibility, acceptability, and preliminary effectiveness of the intervention will be shared. Implications for school mental health practice also will be discussed.

CS 4.06 Considerations in Trauma Screening and EBP Delivery for Newcomer Youth

Erum Nadeem, PhD, Rutgers, Michelle Maddex, LCSW, La Clinica de la Raza, Ellen Moore, LCSW PhD, La Clinica de la Raza, Erica Gomes, LSCW, La Clinica de la Raza, Whitney Greswold, MPA, La Clinica de la Raza
Track: Mental Health Intervention and Treatment (Tier 3)
This presentation focuses on trauma screening and treatment delivered by school-based health centers in a diverse urban community. The first component is a mixed-methods research study focused on use of brief trauma screening and integrated behavioral health care. The second component focuses on the application of culturally-responsive trauma services. Specifically, the presentation describes adaptations made to the delivery of of the Cognitive Behavioral intervention for Trauma in Schools.

CS 4.07 Family-School Partnerships that Promote Mental Health

Jane Walker, MSW, Millie Sweeney, MS, FREDLA
Track: Youth and Family Partnerships

This session will highlight innovative programs that school districts have developed with family organizations throughout the country to engage and support families in their schools. Examples of programs range from mental health awareness training to creating evening parent support centers, to developing family navigation programs. Presenters from FREDLA, a national family organization, will share lessons learned about strategies and challenges when creating school-family partnerships.

CS 4.08 Social Justice and Collaboration as Tools of Trauma-Informed Care

Carrie Lorig, MEd MFA, Georgia State University, Aleksandra Krupina, MEd, Georgia State University, Kris Varjas, PsyD, Georgia State University

Track: Education-Mental Health Integration & Collaboration

The integration of trauma-informed care (TIC) within MTSS frameworks is promoted as a means for addressing the widespread impacts of trauma and for recognizing trauma's impact on students from marginalized groups. We assert that social justice oriented TIC requires acknowledgement of trauma as individual and systemic. Collaboration opportunities among school mental health professionals are identified at the Tier 1 level to build resilience and foster networks of support for students.

2:25-3:25pm Break

Conference Session 5 | 2:35-3:35 PM

CS 5.01 Development, Feasibility, and Acceptability of the Stress & Coping Toolkit

Tali Raviv, PhD, Ann & Robert H. Lurie Children's Hospital of Chicago and Northwestern University, Bianca Vargas Ocasio, MSW, Ann & Robert H. Lurie Children's Hospital of Chicago and Northwestern University, Sybil Baker, LSCW, Ann & Robert H. Lurie Children's Hospital of Chicago and Northwestern University, Haley Goldenthal, MA MS, Northwestern University, Feinberg School of Medicine, Claudio Rivera, PhD, Ann & Robert H. Lurie Children's Hospital of Chicago and Northwestern University, John Lee, MD, Ann & Robert H. Lurie Children's Hospital of Chicago and Northwestern University

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This session focuses on the development and piloting of a universal program implemented by middle school classroom teachers and counselors to build student coping skills and mental health awareness, promote positive social connections and enhance resilience in the face of stress in response to the COVID-19 pandemic. The session will include demonstration of sample activities, data from the pilot study, and recommendations for other classroom-based universal programming to support student coping.

CS 5.02 What it Takes to Win: School Mental Health Policies at the State-Level

Krithika Harish, MPA, Inseparable; Dafna Michaelson Janet, Colorado State Representative; Frank Cornelia, Colorado Behavioral Health Council; Four Price, Texas State Representative; Michelle Harper, Meadows Mental Health Policy Institute

Track: Advocacy and Policy

State governments have an important role in advancing comprehensive school mental health systems and are important partners for local districts seeking to implement school mental health systems. In this session, you'll hear directly from state legislators and advocates who have successfully advanced school mental health legislation on the strategies and tactics they leveraged to achieve success, and the challenges they encountered along the way.

CS 5.03 Addressing Racial Disproportionality in Diagnosis

Stacy Spencer, MSSW, LCSW-S; Keisha Martinez, LPC, Integral Care

Track: Cultural Responsiveness & Equity

Research has shown that African American youth are diagnosed with Conduct Disorder and Oppositional Defiant Disorder disproportionately higher than other demographic groups. This presentation will present national data regarding disproportionate diagnosis, what the literature says as to why this is an issue and what steps our team took to address it.

CS 5.04 Moving Inclusion Upstream through a Positive Youth Development Lens

Micah Woodard, MSW, United Stated Public Health Commissioned Corps/Indian Health Service

Track: Cultural Responsiveness & Equity

Promoting connections that support continuous improvement in wellness and learning potential for youth will require more inclusive, culturally-centered, and robust continuum of care access models. The Positive Youth Development Center Home Model (PYD-CHM) offers an innovative approach to developing a collaborative and engaged community approach within a School-Based setting that is developmental, skills based, experiential, and relationship focused.

CS 5.05 A Resilience Mock-ECHO to Share School-Based Mental Health Best Practices

Eve-Lynn Nelson, PhD, University of Kansas Medical Center, Melissa Maris, PhD, University of Missouri, Stephanie Punt, MA, University of Kansas, E Alice Zhang, PhD, University of Kansas, Robert Stiles, MPH, University of Kansas, Kristy Gagnon, BA, University of Kansas

Track: Education-Mental Health Integration & Collaboration

Through engaging the audience with a Mock-ECHO session, the presenters will highlight how to implement telementoring and reinforce collaboration. Using the Resilience ECHO as an example, presenters will engage the participants in ECHO evaluation choice-points as well as share outcomes. Presenters who have different roles on the ECHO team will share the nuts-and-bolts of school-focused ECHOs, including: topic selection; administration; evaluation; and continuous quality improvement.

CS 5.06 Special Educators & Social Workers Working Together to Address Trauma

Mary Schuh, PhD, JoAnne Malloy, PhD, University of New Hampshire

Track: Education-Mental Health Integration & Collaboration

The University of New Hampshire has launched a unique interdisciplinary graduate program called Trauma Informed Policy and Practice (TIPP), where master's special education and social work scholars learn side by side about best practices in trauma-informed, equity-based inclusive education. This presentation will focus on the characteristics of scholars, required coursework, results of school trauma assessments, and growth in scholars' perspectives and skills.

CS 5.07 Using Telementoring to Increase Access to Quality Mental Health Services

Faith Zabek, PhD, Micheal D Lyons, PhD, Julia V Taylor, PhD, Kathryn L Zeanah, PhD, Sarah Kassabian Downey, MEd, University of Virginia

Track: Implementation Science and Practice

What if all students could access the high-quality mental health services they need from school-based practitioners they know and trust? The telementoring model is a novel approach to bridging the research-to-practice gap that addresses many of the challenges traditional strategies have faced. In this session, participants will discover this promising model that can amplify the capacity of school mental health providers to deliver best practices and can reduce mental health disparities in schools.

CS 5.08 Trauma- Informed K-12 Leadership: An Essential Element to Build Back Better

Marleen Wong, PhD, Center for Safe and Resilient Schools and Workplaces, Pamela Vona, MA MPH, USC School of Social Work, Vivien Villaverde, LCSW, USC School of Social Work
Track: School Climate and Universal Mental Health Promotion (Tier 1)
This presentation will describe model of culturally-responsive, trauma-informed K-12 leadership. Presenters will highlight the core competencies leaders need to conduct their everyday responsibilities (communication, conflict management, fostering accountability) in ways that align with trauma-informed (e.g. empowerment, trust) and culturally responsive (e.g. justice) principles. This presentation will also describe the leadership practices and characteristics that promote culturally responsive, trauma informed systems. Specifically, it will help leaders identify the skills and knowledge needed to assess and reform policies with an emphasis on those that perpetuate long-standing.

CS 5.09 Design and Use of a Novel Suicide Risk Referral and Communication Tool

Jill Paladino, MPH, University of Michigan, Department of Psychiatry
Track: Mental Health Intervention and Treatment (Tier 3)
This presentation will discuss the use of a referral and communications tool to foster bi-directional communication between schools and emergency services when a student is identified as at risk of suicide with the goals of improving appropriateness of referrals to emergent care and care coordination. Attendees will also learn about the collaborative development process, associated training for school professionals, and how to access materials to guide replication in their local community.

Symposia | 3:35 – 5:00 PM

S 01 Comprehensive Approaches to School Mental Health Implemented at Scale
Chair: *Keith Herman, PhD, University of Missouri, Columbia, MO*
Discussant: *Jennifer Kaminski, PhD, Centers for Disease Control and Prevention, Atlanta, GA*
Presenters: *Wendy Reinke, PhD; Aaron Thompson, PhD; Ann Digirolamo, PhD, University of MO, Columbia, MO*
Track: Prevention and Early Intervention (Tier 2)
This symposium will describe school-related initiatives to reduce the population prevalence of youth mental health concerns. The first two papers focus on a county-wide approach to youth mental health. In combination, these projects screen school-age youth in the county three times a year and support all county schools in providing services to youth and families. The third paper focuses on the statewide implementation of a school-based mental health model in Georgia.

S 02 Culturally Responsive Teaching and Student-Teacher Relationships
Chair: *Sarah Lindstrom Johnson, PhD, Arizona State University*
Discussant: *Yesmina Luchsinger, MA, Center for Applied Research Solutions*
Presenters:
- *Sarah Lindstrom Johnson, PhD, Arizona State University, Tempe, AZ:* Cultural-responsiveness as a component of trauma-informed schools models, science of co-regulation, teacher self-efficacy
- *Meredith Powers, MEd, University of Virginia, Charlottesville, VA:* Research on warm demandingness, Teacher assessed cultural responsive teaching practices, Racial/ethnic differences in student/teacher relationships
- *Catherine Corbin, PhD, School Mental Health Assessment, Research, and Training (SMART) Center, University of Washington, Seattle, WA:* Interventions to support equity in student-teacher relationships, teacher emotional exhaustion

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Literature supports the value of student-teacher relationships as a part of school climate as well as promotion of student academic and behavioral success. Additionally, student-teacher relationships have been considered both an aspect of culturally-responsive teaching as well as an outcome of such practices. This presentation will present research from three studies exploring this intersection as well as the value of student-teacher relationships on classroom management and teacher wellbeing.

S 03 Evidence-Based Practices for ADHD in High Schools: Putting Engagement First

Chair: *Margaret Sibley, PhD, University of Washington School of Medicine, Seattle, WA*
Discussant: *Melissa Dvorsky, PhD, Children's National Hospital and the George Washington School of Medicine and Health Sciences, Washington, DC*
Presenters:
- *Steven Evans, PhD: Ohio University, Athens, OH:* Evidence-based Intervention Components for ADHD in High Schools
- *Margaret Sibley, PhD, University of Washington School of Medicine, Seattle, WA:* Engagement-focused Interventions for High School Students with ADHD
- *Michael Meinzer, PhD: University of Illinois at Chicago, Chicago, IL:* Culturally Relevant adaptation of Interventions

Track: Mental Health Intervention and Treatment (Tier 3)
This symposium presents three engagement-focused interventions for high school students with ADHD that consider unique delivery formats, strategies to involve parents, and simultaneous targeting of academic and social/emotional difficulties. Discussion will focus on how to design interventions that maximize student engagement, are practical for schools to deliver, and can be individualized to each school's unique cultural context.

S 04 How We Can Use Data to Promote Wellbeing Among Students and Teachers

Chair & Discussant: *Lieny Jeon, PhD, Johns Hopkins University School of Education*
Presenters:
- *Jodi Miller, MSEd; Katherine Ardeleanu, MEd; MSEd, John Hopkins University School of Education, Baltimore, MD:* Student and Teacher Wellbeing, Utilizing Data to Inform Practice
- *Julie Grossman, PhD, Prince George's County Public Schools, Upper Marlboro, MD: Strategies to Promote Student Wellbeing*
- *Xiangyu Zhao, Med, and Briana Bostic, MSEd, John Hopkins University School of Education:* Findings on Teacher Wellbeing Study, Strategies to Promote Teacher Wellbeing

Track: Prevention and Early Intervention (Tier 2)
This symposium focuses on ways data can be collected and used to promote student and teacher wellbeing. We will also discuss the importance of student and teacher wellbeing, introduce a new tool (WellCheq) and review recent findings about wellbeing as well as practices to support student/teacher wellbeing using data from WellCheq. We also discuss the limitations of current measures used to assess wellbeing.

S 05 Integrating Whole Child Approaches to Advance Equity

Chair: *Sara Wolforth, JD, American Institutes for Research, Chicago, IL*
Discussant: *Robert Mayo, PhD, American Institutes for Research, Washington, DC*
Presenters:
- *David Osher, PhD, American Institutes for Research, Arlington, VA*
- *Wehmah Jones, PhD; Mara Schanfield, MEd, American Institutes for Research, Arlington, VA; Kathleen Guarino, MA, American Institutes for Research, Waltham, MA*
- Trauma-Sensitive Schools, Social, and Emotional Learning, Equity, Cultural Responsiveness

- *Dia Jackson, PhD, American Institutes for Research, Arlington, Va:* Social and Emotional Learning, Multi-tiered System of Supports, Equity
- *Sarah Caverly, PhD, American Institutes for Research, Chicago, IL:* Culturally Responsive Practices, Restorative Practices, Equity, School Culture and Climate

Track: School Climate and Universal Mental Health Promotion (Tier 1)

This symposium presents recent learnings on the importance of centering equity while intentionally integrating whole child approaches. Presenters will share insights from research and technical assistance work on integrating approaches including social and emotional learning, trauma sensitive schools, restorative practices, and culturally responsive practices.

S 06 It Takes a Village: Building a State's Trauma Responsive Schools Designation
Presenters:
- *Mashana Smith, PhD, Ann & Robert H. Lurie Children's Office Center for Childhood Resilience, Chicago, IL:* Trauma-Responsive School Consultation Models
- *Cara Wiley, Ma, Illinois State Bord of Education, Springfield, IL and Catherine Whitfield, LCSW, Chicago Public Schools, Chicago, IL:* Roles of Schools of State Educational Agencies in Developing Trauma-Responsive Schools
- *Colleen Cichetti, PhD, Ann & Robert H. Lurie Children's Office Center for Childhood Resilience, Chicago, IL:* Considerations for A Statewide Trauma Responsive Schools Designation

Track: School Climate and Universal Mental Health Promotion (Tier 1)

Over the past decade, mental health professionals have promoted awareness of trauma responsive schools. Despite a plethora of training offerings, there is not a consensus on training content or training effectiveness. Similarly, there is little operationalization of the mechanics of trauma responsive schools. This presentation describes a collaborative effort to address this lack of consensus and to build a shared definition that diverse stakeholders can agree upon for Illinois.

S 07 School Principals' Emotional Competence and Their Performance as Leaders
Chair: *Ning Wang, Ph.D, Widener University, Chester, PA*
Discussant: *Stephen Wilhite, D.Phil, Widener University, Chester, PA*
Presenter: *Eric Kuminka, EDd, Penn-Delco School District, Mickleton, NJ*

Track: School Climate and Universal Mental Health Promotion (Tier 1)

The purpose of this research was to examine the relationship between principals' self-perceived social and emotional competence and their leadership performance assessed by supervisors and faculty members.Results of this study provide insights as to the importance of social and emotional competence for administrative educational programs, ongoing professional development, and school leadership hiring practices.

S 08 Telehealth ROCKS ECHOs: Evaluation Across Three School Mental Health Topics
Chair: *Alice Zhang, PhD, University of Kansas Medical Center, Kansas City, KS*
Discussant: *Eve-Lynn Nelson, PhD, University of Kansas Medical Center, Kansas City, KS*
Presenters: *Robert Stiles, MA, MPH; Stephanie Punt, PhD Candidate, University of Kansas Medical Center, Kansas City, KS*

Track: Education-Mental Health Integration & Collaboration

Three telementoring series focusing on rural school mental, behavioral and physical health were provided to a diverse rural school and community audience using the Project ECHO model. Evaluation outcomes indicate this telementoring model is effective in supporting the school and community providers before and during the pandemic, on issues related to suicide prevention and intervention, and supporting youth with mental and behavioral health and complex medical needs across learning settings.

S 09 Trauma-Engaged Schools – Moving beyond awareness to engagement
Chair: *Sharon Fishel, MS, Alaska Department of Education and Early Development, Juneau, AK*
Discussant: *Jared Parrish, PhD, Alaska Division of Public Health, Anchorage, AK*
Presenters: *Heather Coulehan, MEd, Association of Alaska School Boards, Juneau, AK; Vanessa Salmon, MSW, Alaska Department of Education and Early Development, Juneau, AK: Trauma-Engaged Schools Resources; Patrick Sidmore, Alaska Division of Public Health*
Track: School Climate and Universal Mental Health Promotion (Tier 1)
Beyond trauma informed or sensitive schools, Alaska is building a trauma-engaged response to the common experiences of adversity experienced by students, families, communities, and school staff. Learn about the unique data informing the work, the deeply rooted community development process, and the publicly available resources from a team of Alaskans bringing together multiple disciplines and cultural wisdom. Finally, learn how this work is moving forward in diverse settings.

Continuing Education

October 14, 2021: 4.00 hrs.   October 15, 2021: 4.50 hrs.

All sessions may not be approved for the awarding of continuing education credit. CE packets will clearly note any non-credit CE sessions.

Counselors: The Institute for Continuing Education and the University of Maryland are co-sponsors of this event. This co-sponsorship has been approved by NBCC. The Institute for Continuing Education is an NBCC approved continuing education provider, ACEP 5643. The Institute for Continuing Education is solely responsible for this program, including the awarding of NBCC credit.

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Psychologists: The Institute for Continuing Education is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. The Institute for Continuing Education maintains responsibility for this program and its content.

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Skill Level: Due to the interdisciplinary nature of this Conference, sessions have not been rated for skill level (beginning, intermediate, advanced). Participants are urged to review session description for appropriateness for professional and personal development.

Instruction Methodology: May include lecture, audio-visual, demonstration, experiential practice of techniques, large and small group discussion.

Ethics Hours / Academic Credit: The Conference offers no "academic" credit and CE hours awarded are not eligible toward fulfillment of a degree. No "ethics" hours are offered.

ADA: For accommodations on the basis of disability please contact: SHuntley@som.umaryland.edu.