

BREAKOUT SESSIONS

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Breakout Session #1: Thursday April 19, 2018

11:00am - 12:00pm Parallel Sessions

SESSION 1A: Managing Multiple Prevention Programs

Jan Urbanski, Clemson University; Jane Riese, Clemson University ; June Jenkins, Clemson University; NBCC, NASW-SWH, CCCC Hours (Room 102-103)

Discussion of how schools can support multiple prevention programs in an efficient and effective manner.

SESSION 1C: The Pee Dee Resiliency Project: Overview and Early Lessons Learned

Aditi Srivastav, Children's Trust of South Carolina; Samantha Hartley, University of South Carolina; Courtne Smith, University of South Carolina; Erika Kirby, BlueCross BlueShield Foundation of South Carolina; Allison Farrell, South Carolina Department of Mental Health; NBCC, NASW-SWH Hours (Room 106)

The Pee Dee Resilience Project (PDRP) aims to develop resilience and improve well-being for students, families, and communities by delivering and evaluating the impact of trauma-informed, school based mental health services. This session provides an overview and early lessons of this three year collaborative effort.

SESSION 1D: The Role of Human Movement in Developing Social, Emotional and Behavioral Health in Early Childhood

Dave Stodden, College of Education University of South Carolina, Ali Brian, College of Education University of South Carolina, Gina M. Kunz, University of South Carolina; NBCC, CCCC Hours (Room 107)

The purpose of this presentation is to provide evidence on the emerging problem of movement deficits in children, the potential negative long-term impact it may have on children's social-emotional, psychological, cognitive behavioral and physical health, and on our capability to reverse these movement deficits and the potential long-term benefits of promoting a positive trajectory of motor development.

SESSION 1E: Evidence-based Practices to Effectively Meet Student Social Emotional Learning Needs

Michelle Dunn, Clemson University; NBCC Hours (Room 108)

An abundance of research exists suggesting that social emotional competence plays a role in the academic success students and that emotions are critical to students' academic and cognitive development. Students who exhibit deficits in their emotional competence skills often engage in behavior that is disruptive, aggressive, oppositional, and non-compliance. This session will provide an overview of social emotional learning (SEL) and evidence-based practices that address SEL .

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SESSION 1F: Classroom Management Screening Methods: Best Practice and Technological Advances

Ashley MacSuga-Gage, University of Florida; NBCC Hours (Room 202 - 204)

As a result of attending this presentation, attendees will: (a) have a basic understanding of evidence-based Classroom Management Strategies (CMS), (b) have a basic understanding of at least four different CMS screening methods, and (c) have a basic understanding of the psychometric properties of those CMS screening tools.

SESSION 1G: Linking Together a Chain of Care

Alex Karydi, SC DMH/SC Youth Suicide Prevention Initiative; NBCC Hours (Room 203)

Conducting a suicide risk assessment and collaborative safety planning.

SESSION 1I: Dr. Sharon Hoover Keynote: Part 2

Sharon Hoover, University of Maryland; NBCC Hours (Room 207)

Sharon Hoover will continue her discussion of School-based Mental Health and be available for question and answer with her audience.

SESSION 1J: Empowering Families with a Guiding Star for Navigating Systems: A Family Road Map Flash Course

Wendy Besmann, TUFF/Family Road Map Institute (Room 206)

Introduces Family Road Map' step-by-step curriculum that helps families navigate systems to get better special needs services. This flash-course for school social workers, nurses, behavioral health specialists, and parent advocates introduces Family Road Map's five-step "Guiding Star" curriculum that empowers families to act as equal partners with providers in navigating health, education, and insurance systems.

If you would like to become part of the Conference Planning Committee
or a Conference Ambassador, comment on the app or
leave your name at the registration desk.

BREAKOUT SESSIONS

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Breakout Session #2: Thursday April 19, 2018

1:45pm - 2:45pm Parallel Sessions

SESSION 2A: Aligning and Integrating School Mental Health and PBIS: Resources and Tools for Training, Technical Assistance, and Coaching

Kelly Perales, Midwest PBIS Network, Erin Scherder, Charleston County School District, Barbara Wagner, Charleston Dorchester Department of Mental Health; NBCC, NASW-SWH Hours (Room 102-103)

This panel presentation will feature local exemplars who are aligning and integrating school mental health and PBIS referred to as Interconnected Systems Framework (ISF). This panel from the Charleston County School District and the Department of Mental Health will describe how using the training, technical assistance, and supportive tools and resources has helped them install the ISF.

SESSION 2B: Functional Behavior Assessment Data Graphing Tool

Laura A. Riffel, Behavior Doctor Seminars; NBCC, CCCCD Hours (Room 104-105)

In this session, a free graphing tool that graphs antecedent, behavior and consequence data in an easy to use format will be presented.

SESSION 2C: Yoga for the Treatment of Complex Trauma

Jane Riese, Clemson University, Emily Schafer, Clemson University; NBCC, NASW-SWH Hours (Room 106)

Trauma Sensitive Yoga is a treatment modality for complex trauma providing a non-coercive way to reconnect with the body.

SESSION 2D: Serving Those That Serve: Improving School-Based Support Services for Military Connected Youth

John D. Terry, United States Air Force Clinical Psychologist; Marissa Miller, Children's National Health System, Rockville, MD; NBCC Hours (Room 107)

This presentation will increase awareness of school mental health practices that support military-connected youth.

SESSION 2E: Early Childhood Mental Health Initiatives Across Environments

Jenny May, Office of Special Education, SCDE; Heather Googe, University of South Carolina; Noelle McInearny, SC Department of Social Services; Kerrie Schnake, Medical University of South Carolina; Louise Johnson, SC Department of Mental Health; NBCC, CCCCD Hours (Room 108)

Currently, several initiatives in early childhood that reach across sectors are being implemented to support early childhood mental health. This panel presentation, with speakers from the Office of the Childcare Administrator, the Medical University of South Carolina, Office of Special Education Services SCDE, and other important partners will explain and describe initiatives and their expected results.

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Breakout Session #2: Thursday April 19, 2018

1:45pm - 2:45pm Parallel Sessions

SESSION 2F: The PBIS Blueprint: The Guide to Successful Implementation

Kent Parker, Clemson University; Susan Thomas, Ph.D., Educational Consultant; NBCC Hours (Room 202-204)

The purpose of this session is to explore the use of the Positive Behavior Intervention and Supports (PBIS) Blueprint and its alignment with the implementation science from the National Implementation Research Network (NIRN) to develop and sustain a successful implementation. Participants will receive tools to assist in the design and implementation of PBIS at a district and/or school level.

SESSION 2G: Western Day Treatment: An Evidence Based Program of Distinction

Courtney Potts, Centerstone of Kentucky; Ron Van Treuren, Centerstone of Kentucky; NBCC, NASW-SWH Hours (Room 203)

Award winning Kentucky program highlights sustainable collaboration between behavioral health and public schools and families.

SESSION 2H: Evaluating the Effectiveness of School-wide Positive Behavior Intervention and Supports: Methodological Issues and Solutions

Nicholas Gage, University of Florida; NBCC (Room 205)

This session will focus on the difficulties in evaluating the effectiveness of School-Positive Behavior Intervention and Supports (SWPBIS) with regards to research design, measurement, and fidelity of implementation. We will discuss how schools, districts, states and researchers can use high-quality empirical methods to identify SWPBIS treatment effects. Empirical demonstrations will also be presented.

SESSION 2K: Increasing Mental Health Knowledge of Students, Families, Educators, and Communities Within a Multi-Tiered System

Karen E. Cox, University of South Florida; Rachel Bailey, University of South Florida; Catherine Raulerson, University of South Florida; NBCC Hours (Room 208)

This session will focus increasing mental health awareness across stakeholders within a MTSS to improve access to supports.

SESSION 2J: Effective School-Based Mental Health Programs

Chris Haines; Allison Farrell, SC Department of Mental Health; NBCC Hours (Room 206)

Learn about effective school-based mental health programs, best practices, and effective school-based interventions.

Visit the exhibit hall and take a picture in the bucket!

Post your pic to our app and our facebook page to be entered to win a prize!!

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Breakout Session #3: Thursday April 19, 2018

3:00pm - 4:00pm Parallel Sessions

SESSION 3A: School Behavioral Health Jargon Deconstructed

Gina M. Kunz, University of South Carolina; Matt Irvin, University of South Carolina; Dave Stodden, University of South Carolina; Mark Weist, University of South Carolina; NBCC Hours (Room 102-103)

We will highlight challenges and ways to deconstruct jargon used in school behavioral health. We will engage the audience in agenda setting to advance the field in coming to consensus to more effectively be able to communicate across disciplines and, more importantly, with key stakeholders such as family members and school personnel.

SESSION 3B: PBIS goes to PreK: Introduction to the Pyramid Model

Heather S. Googe, University of South Carolina; CCCCD Hours (Room 104-105)

The Pyramid Model is a tiered framework to support young children's social and emotional competence. The presenter will describe the development of the model, the structure of the model, the evidence-based practices promoted in each tier of the model, and information about how participants can access resources and training in South Carolina to implement the model in early childhood settings.

SESSION 3C: Childhood Trauma in the Classroom: Strategies to Create Supportive Environments in the School Setting

Jessie D. Guest, University of South Carolina; Jennifer Deaton, Doctoral Student, University of South Carolina; Brooke Wymer, University of South Carolina; Therese Newton, Doctoral Student, University of South Carolina; Jonathan Ohrt, University of South Carolina. NBCC, NASW-SWH, CCCCD Hours (Room 106)

This session assists teachers and counselors in creating supportive environments for children who exhibit disruptive behavior.

SESSION 3D: Team LEAD: Embedding a Culturally Relevant Framework of Youth Engagement, Prevention and Community Outreach K-12

Denise C. Koebecke, Valparaiso Community Schools; NBCC Hours (Room 107)

Dynamic Team LEAD founder, Denise Koebecke, presents an innovative K-12 framework of student empowerment and community outreach. Participants will gain a new perspective on community outreach and partnership in creating a culture which values and respects youth voice and engagement with the community as well as school.

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Breakout Session #3: Thursday April 19, 2018

3:00pm - 4:00pm Parallel Sessions

SESSION 3F: Tier III Behavior Supports: Preparing for Complex, Multi-Dimensional and Protracted Intervention

Kent Parker, Clemson University; NBCC Hours (Room 202-204)

Session focuses on evidence-based implementation Tier III intensive behavior supports.

SESSION 3G: Fostering a Culture of Evidence: Engaging Stakeholders in Making Evidence Informed Decisions

Robert Lucio, Saint Leo University; Michael Campbell, Saint Leo University; Heather Johnson, Saint Leo University; NASW-SWH, CCCCCD Hours (Room 203)

This presentation will explore the use of a six-step framework which will to engage key stakeholders in using evidence to inform decision making. Each component of this framework will be described in detail using examples to illustrate how each of these steps supports the implementation of this framework. Additionally, creating a culture that supports this framework will be discussed.

SESSION 3H: Leveraging School Mental Health Programs to Promote and Implement Comprehensive Suicide Care Pathways For Youth

Alex Karydi, South Carolina Youth Suicide Prevention Initiative; Allison Farrell, SC Department of Mental Health; Taylor Davis, SC Department of Mental Health; NBCC, NASW-SWH Hours (Room 205)

This interactive/activity focused session will improve knowledge of suicide prevention initiatives mobilized within School-Based Mental Health (SBMH) programs on the state and local level. Advocating for Collaboration at the state and local level is critical to implementing suicide care pathways. Hands-on activities will highlight best-practice standards of care for youth at risk of suicide and directly link participants to implementation tools available in the public domain.

SESSION 3J: Positive Behavioral Interventions and Supports (PBIS) Film Festival

Shanna Hirsch, Clemson University; Ashley MacSuga-Gage, University of Florida; NBCC (Room 206)

During this interactive session presenters will screen winning film submissions from the Positive Behavioral Interventions and Supports (PBIS) Film Festival hosted by the Association for Positive Behavior Support depicting national/international schools successfully using film to aide in the implementation, training, and reinforcement of PBIS. Featured films will focus on using video as a medium to support PBIS implementation at the student and staff level. Attendees will be provided with practical and immediately applicable resources focusing on both content and technical aspects of successful film creation to support the subsequent development of films within their school/district/setting.

BREAKOUT SESSIONS

Breakout Session #4: Friday April 20, 2018

10:30am - 11:30am Parallel Sessions

SESSION 4A: Juvenile Justice System: Confronting Biases

Tia Fletcher, Department of Juvenile Justice; Sara Garrett, South Carolina Department of Education; NBCC Hours
(Room 102-103)

In this workshop participants will examine the cultural implicit biases that may impact school personnel's response to students. The importance for school personnel to be aware of students' emotional, social, cognitive, and cultural needs will be addressed. Participants will reflect on individual implicit biases through the lens of cultural awareness.

SESSION 4B: All Together Now: Incorporating Behavioral Strategies into Your Early Childhood Classroom

Kate Ascetta, University of South Carolina; NBCC, CCCC Hours (Room 104-105)

Many early childhood classrooms can benefit from the increased use of evidence-based strategies, particularly strategies focused on the reduction of challenging behavior and increased engagement. The emphasis of this presentation is to increase practitioners' understanding of a three stage model to decrease challenging behavior in preschools using behavioral techniques.

SESSION 4C: Intensifying Interventions and Family-School Partnerships: Working to Address Academic, Social and Behavioral Adjustment of Rural Youth

Thomas W. Farmer, College of William and Mary; Molly Dawes, University of South Carolina; Matt Irvin, University of South Carolina; Gina Kunz, University of South Carolina; NBCC Hours (Room 106)

To illustrate research-based strategies for supporting rural youth, particularly those involved in bullying, this presentation will bring together experts from the field with expertise in (1) intensifying interventions and creating positive classroom environments, (2) creating family-school partnerships to align efforts that support students' successful adjustment in the school context, and (3) understanding rural students' risks for bullying involvement.

SESSION 4D: The Olweus Bullying Prevention Program: Building a Positive School Climate Using Bullying Prevention Best Practices

Jan Urbanski, Clemson University; Jane Riese, Clemson University; June Jenkins, Clemson University; NBCC, NASW-SWH Hours
(Room 107)

Key information about bullying and how schools can create safe, healthy environments where bullying is less likely to happen.

Why wait?

Reserve your room now for the 2019 Southeastern School Behavioral Health Conference
April 18-19th in Myrtle Beach, SC

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Breakout Session #4: Friday April 20, 2018

10:30am - 11:30am Parallel Sessions

SESSION 4E: Using System and Practice Data for Decision Making in an Interconnected Systems Framework

Kelly Perales, Midwest PBIS Network; Stacy Heck, Marion County Public Schools; Sunny Biggers, Marion County Public Schools; Joni Splett, University of Florida; NBCC, NASW-SWH Hours (*Room 108*)

This session will provide an overview of integrating school mental health and PBIS. This session will feature leaders from Marion County Public Schools, who are part of a random control trial on Interconnected Systems Framework and will share their experiences.

SESSION 4F: Proven Reinforcers to Create a Climate of Appreciation in Your School

Laura A. Riffel, Behavior Doctor Seminars; NBCC Hours (*Room 202 - 204*)

This presentation is based on research conducted for over 13 years on what reinforcers actually promote appropriate behavior.

SESSION 4G: Dr. Kathleen Lynne Lane Keynote: Part 2

Kathleen Lynne Lane, University of Kansas; NBCC Hours (*Room 203*)

Dr. Lane will continue her discussion of PBIS and be available for question and answer with her audience.

SESSION 4K: Addressing the Needs of Underserved Youth through the Use of Telemental Health Services

Megan M. Wallace, Medical University of South Carolina; Bianca T. Villalobos, Medical University of South Carolina; NBCC, NASW-SWH Hours (*Room 208*)

TOPS provides school-based mental health treatment for children and adolescents, with the goal of reaching populations that have traditionally been underserved by office-based mental health care programs, especially racial/ethnic minorities, and rural populations. The program provides evidence-based trauma-focused therapy for trauma-exposed children and families.

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Breakout Session #5: Friday April 20, 2018

11:40am - 12:40pm Parallel Sessions

SESSION 5A: Data-Driven Professional Development: Teacher Training on Functional Assessment-Based Interventions

Shanna Hirsch, Clemson University; Kathleen Lane, University of Kansas; Kristina Randall, Clemson University *(Room 102-103)*

We provide an overview of a data-driven approach for professional development on functional assessment-based interventions.

SESSION 5B: Drinking, Drug Use and Addiction in the Autism Community

Elizabeth Kunreuther, University of North Carolina School of Medicine; Ann Palmer, University of North Carolina Chapel Hill; NBCC, NASW-SWH Hours *(Room 104 - 105)*

Autism is a risk factor for developing substance use disorder (SUD). Discussion includes: protective and risk factors and strategies for support.

SESSION 5C: Using Data to Establish a MTSS for Complete Mental Health

Catherine Raulerson; Karen Cox; Rachel Bailey, University of South Florida; NBCC Hours *(Room 106)*

This session will focus on the data based decisions necessary for implementation of a MTSS for complete mental health.

SESSION 5D: Using Multi-Tiered Systems of Support to Cultivate Trauma Sensitive Learning Environments

Gina Skinner, Spartanburg School District 2; Fran Metta, Spartanburg School District 2; NBCC Hours *(Room 107)*

The Compassionate Schools Initiative is a framework for cultivating a trauma-sensitive learning environment that supports students and promotes skills of resilience. Presenters will discuss how the Compassionate Schools framework can be used to enhance existing multi-tiered systems of support in an effort to promote well-being and reduce social, emotional and behavioral barriers to academic and life success for students.

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Breakout Session #5: Friday April 20, 2018

11:40am - 12:40pm Parallel Sessions

SESSION 5E: Integration of SBMH and PBS for Students with Significant Emotional and Behavioral Disorders

Marquis Flemings, West Greenville School, Greenville County Schools; Candin Phillips, Greenville Mental Health; NBCC Hours (Room 108)

This presentation will demonstrate how to integrate school-based mental health counseling and positive behavioral supports.

SESSION 5F: Trauma-Sensitive Training Programs for Schools

John Richardson-Lauve, Child Savers; NBCC, NASW-SWH Hours (Room 202-204)

Learn the basic components of a trauma-sensitive school training implementation. The implementation of trauma-sensitive practices in schools is a means by which we can achieve the academic goals of attendance, behavior, and grades. While mental health services in schools is a core part of trauma-sensitive schooling, it must be coupled with training, professional development, consultation, and family engagement.

SESSION 5G: Identifying Incident Management Practices to Support the Development of Targeted Behavioral Interventions

Phillip Sherlock, South Carolina Department of Education; Rebecca Davis, South Carolina Department of Education (Room 203)

Investigating Incident Management through Data Mining - In order to guide policy and professional development toward incident management practices that support inclusive student learning, a systematic process for classifying schools based on how incident management is conducted for different types of students will be discussed.

SESSION 5H: A Brief Mindfulness Intervention for Teachers to Reduce Stress, Increase Well-Being, and Improve Classroom Climate

Stephen G. Taylor, The University of South Carolina; Alex M. Roberts, The University of South Carolina; Nicole Zarrett, The University of South Carolina; NBCC Hours; (Room 205)

Discussion of a brief mindfulness intervention for teachers currently being implemented in a secondary school setting.

SESSION 5K: Open Discussion: Developing a Certificate Program for Training in School Behavioral Health

Mark Weist, University of South Carolina; June Greenlaw, The University of South Carolina; NBCC Hours; (Room 208)

Participants in this interactive session will be able to share their ideas on developing a certificate program for school professionals in school behavioral health. Discussion will be held on core content methods of instruction (e.g. in person, on-line), a schedule of classes, guidance on the certificate and connection to continuing education credits, incentives to obtain the certificate, and other.

BREAKOUT SESSIONS

Breakout Session #6: Friday April 20, 2018

2:15pm - 3:15pm Parallel Sessions

SESSION 6A: An Alternate Path: Diversion for Juvenile Offenders

Nina Spinelli, Solicitor's Office - 2nd Circuit, Juvenile Arbitration (Room 102-103)

The arbitration process in South Carolina and how it impacts first time juvenile offenders will be presented. The presentation also covers carefully selected sanctions for youth when charged in school and their overall impact. Case examples will be

SESSION 6B: State and District Perspectives of Behavioral Health Services

Shelley McGeorge, SC Department of Education; Deitrich Drayton, SCDE, Office of Medicaid Services; NBCC Hours (Room 104-105)

Participants will learn about the various methods for providing behavioral health and requirements of providing Rehabilitative Behavioral Health Services (RBHS) in the school districts.

SESSION 6D: Integrating the Olweus Bullying Prevention Program and Positive Behavior Interventions and Supports;

Matthew Hudson-Flege, Clemson University; June Jenkins, Clemson University; Emily Schafer, Clemson University; NBCC Hours (Room 107)

Learn about the implementation of an integrated Olweus Bullying Prevention/PBIS program in a South Carolina School district.

SESSION 6E: Parent Peer Support Providers

Sherri Taylor, Federation of Families; Takiya Mackda, Federation of Families; NASW-SWH Hours (Room 108)

This workshop will review the concept of PPSP and a brief overview of how to become an national certified PPSP. Participants will also learn how "lived experience" uniquely qualifies Parent Peer Support Providers to competently deliver services to families which leads to improved service delivery and outcomes for children who experience emotional, developmental, behavioral, substance use, or mental health concerns.

SESSION 6F: Yoga in the Classroom

Kim DeMoss, Yoga Instructor; Jan Urbanski, Clemson University (Room 202 -204)

Learn how to help students focus, build their confidence, explore, and learn through yoga. No yoga experience required.

SESSION 6G: A Technology-Based Approach to Help Providers Deliver High Quality Child Mental Health Care

Kenneth Ruggerio; Tatiana Davidson, Medical University of South Carolina; NBCC Hours (Room 203)

Providers face a number of challenges to delivering high quality care to children in school-based and community practice settings, including managing large caseloads, child and caregiver engagement in treatment, and working with the child's learning style while in session. In this presentation we will describe the development and early evaluation of a tablet-based toolkit designed to improve providers' ability to engage children and caregivers in treatment.

SESSION 6J: Film Showing - "RESILIENCE: THE BIOLOGY OF STRESS & THE SCIENCE OF HOPE"

Hosted by the Pee Dee Resiliency Project, Elaine Miller, Moderator; NBCC Hours (Room 206)

This film is a follow-up to the previously presented film "Paper Tigers". This current film chronicles the birth of a new movement among pediatricians, therapists, educators and communities who are using cutting-edge brain science to disrupt cycles of childhood trauma, violence, addiction and disease. Join us as we talk about how schools can help build resilience in children.

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Breakout Session #7: Friday April 20, 2018

3:30pm - 4:30pm Parallel Sessions

SESSION 7B: Using Virtual Student Role Play as a Foundational Tool for Educator Mental Health Professional Development

Glenn Albright, The City University of New York (*Room 104 - 105*)

Using virtual student role-play to engage school personnel as the eyes and ears for mental health. This session will offer a demonstration of this new technology and review longitudinal data from over 5,000 educators that demonstrates the effectiveness of the tool in changing user behaviors related to identifying, approaching and referring students for mental health support and services.

SESSION 7C: An Introduction to Family and Youth Driven Support

Pheobe S. Malloy, Federation of Families; NBCC Hours (*Room 106*)

What does being "family and youth-driven" mean and why should it be important to you? This informative session will help you to understand the concepts of being "family and youth driven" and promote awareness of the concept of shared-decision making among families and systems of which they are a part.

SESSION 7F: A Second Chance for a Whole Life: Trauma and Resilience

Nikissia Craig, Whole Journey Services; NBCC, NASW-SWH Hours (*Room 206*)

Trauma and resilience are interconnected within a trauma-informed treatment approach and a wellness-based lifestyle. Training participants will be introduced to trauma-informed care approaches, in addition to strength-based and empowerment frameworks that will also strengthen one's understanding of trauma. This training promotes recovery and improved understanding of these issues.

SESSION 7G: D.I.Y.: Gathering Patient and Stakeholder Perspectives in Your District!

Victoria Rizzardi, University of South Carolina; Tristan Collier, University of South Carolina; NBCC Hours (*Room 203*)

This session will present the findings from 8 forums the USC School Behavioral Health Team held gathering patient and stakeholder perspectives on SBH. The presentation will focus on: 1) the importance of effective partnerships for implementing school-wide programs, 2) the barriers to collaboration identified by SC SBH patients and stakeholders and 3) ways to reduce barriers to collaboration as well as how the USC SBHT is successfully reducing barriers with the Pee Dee Resiliency Project.