



SOUTHEASTERN SCHOOL BEHAVIORAL HEALTH CONFERENCE

www.schoolbehavioralhealth.org



Reaching the Tipping Point for Effective School Behavioral Health

2019 Program Guide

A special thanks to our Partner Sponsor,
the Behavioral Alliance of South Carolina (BASC).

BASC is made possible through a grant from the
South Carolina Department of Education-
Office of Special Education Services.

<https://schoolbehavioralhealth.org/basc>



April 18-19, 2019

Sheraton Myrtle Beach Convention Center
Myrtle Beach, SC



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

MOLLY M. SPEARMAN
STATE SUPERINTENDENT OF EDUCATION

April 18, 2019

I am excited to welcome you to the 6th Annual Conference on Advancing School Behavioral Health. The Southeastern School Behavioral Health Community organizes this event to focus on effective school behavioral health (SBH) programs and services that represent school-family-community agency partnerships, supporting students toward positive social, health, emotional, behavioral, and academic functioning.

Removing learning barriers for children and promoting their school and life success requires close collaboration between families, schools, and other youth-serving systems, as emphasized by this community and conference. We are committed to increasing effective SBH and enhancing partnerships with our colleagues in law enforcement. South Carolina is already a leading state for SBH and having school resource officers (SROs) in schools. At a summit, Governor Henry McMaster and I committed to working together to increase the presence of SBH and SROs in schools to support our students, teachers, and families.

Critical to our progress is working together across professional disciplines and systems, moving toward a shared agenda that builds effective programs and services in our schools to support the wellness and academic achievement of our students. I am proud to announce the Behavioral Alliance of South Carolina (BASC), supported by the South Carolina Department of Education (SCDE) and guided by our Deputy Superintendent, John R. Payne.

This conference represents a key component of the BASC, providing effective training and resources to educators, school mental health (MH) professionals, community MH professionals, family and youth advocates, staff and leaders from other youth-serving systems (e.g., juvenile justice, child welfare, primary health care, disabilities, allied health), researchers, government officials, faith and business leaders, and others. This year's event also features outstanding keynote presentations, a lunch presentation on Creating Connectedness: Suicide Prevention for Children and Youth in SC, more than sixty breakout sessions, networking opportunities, and more. Please accept my best wishes for a wonderful conference experience, and for success in your work to improve the lives of our children, youth, and families.

Sincerely,

A handwritten signature in blue ink that reads "Molly M. Spearman".

Molly M. Spearman
State Superintendent of Education

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WELCOME!

Dear Colleagues,

On behalf of the Southeastern School Behavioral Health Community (SSBHC) and the University of South Carolina, we are pleased to welcome you to the 2019 Southeastern School Behavioral Health Conference!

In the winter of 2014, the South Carolina School Behavioral Community recognized the need for representatives and stakeholders from across the Southeastern United States to come together, collaborate and share their efforts towards the advancement of school behavioral health (SBH). That need was the impetus for the creation of the annual Southeastern School Behavioral Health Conference. This conference has successfully addressed comprehensive school mental health efforts (see <http://csmh.umaryland.edu>) and multi-tiered systems of support, such as in Positive Behavioral Interventions and Supports (see www.pbis.org). We are fortunate to have witnessed the growth of this conference and community over the past five years from a primarily South Carolina focused operation to a regional movement. We owe much of that success to you, our members and conference attendees.

This year's conference is taking place at a time when public education is seeing renewed activism on the part of teachers, parents, state legislatures and mental health stakeholders to help support the critical needs of schools while promoting the positive social, health, emotional, behavioral, and academic functioning of students, associated with their school and life success. You are our students' greatest asset. We ask you to stay engaged and proactive. Help shape the future of school behavioral health, not just in the Southeast but across the nation. Our personal respect and thanks goes out to all of you.

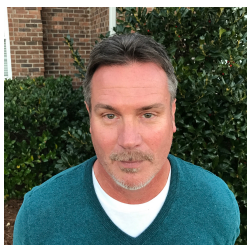
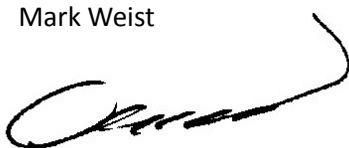
This year's conference includes stimulating presentations representing diverse perspectives from regional and national leaders. We hope that you enjoy the many networking opportunities toward building new collaborations and strengthening existing ones.

On behalf of the Conference Planning Team, we offer our best wishes for an informative and enjoyable conference and we hope you have a terrific time in Myrtle Beach!

Robert Stevens



Mark Weist



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- ◆ Aperture Education
- ◆ Area 62 SC Alcoholics Anonymous
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- ◆ Mental Health Heroes
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- ◆ New Hope Treatment Center
- ◆ Palmetto Summerville Behavioral Health
- ◆ PeeDee Resiliency Project
- ◆ QBS, Inc.
- ◆ Select Health of South Carolina
- ◆ South Carolina Department of Alcohol and Other Drug Abuse Services (DAODAS)
- ◆ South Carolina Department of Education
- ◆ South Carolina Department of Mental Health
- ◆ South Carolina State Credit Union
- ◆ South Carolina Clinical & Transactional Research Institute (SCTR)
- ◆ South Carolina State Library
- ◆ South Carolina Youth Suicide Prevention Initiative
- ◆ SYMMETRY: Neuro-Pathway Training
- ◆ Teen Mental Health
- ◆ Three Rivers Behavioral Health
- ◆ Three Rivers Midlands Residential Treatment
- ◆ University of South Carolina College of Social Work
- ◆ University of South Carolina College of Education

CONFERENCE PLANNING TEAM MEMBERS

Thank you to the dedicated members of the Conference Planning Committee who work so hard to make this conference great!!!



Conference Co-Chair

Robert Stevens - Southeastern School Behavioral Health Community



Conference Co-Chair

Mark Weist - University of South Carolina



Conference Coordinator

Katherine Widener - University of South Carolina



App and Evaluations

Tristan Collier - University of South Carolina



Continuing Education

Katherine Widener - University of South Carolina



Sponsorships

June Greenlaw - University of South Carolina

Samantha Martinez - University of South Carolina



Finance

Nancy E. Bové - University of South Carolina



Proposal Review Committee

June Jenkins - Clemson University

Krysti Weber - University of South Carolina

Katherine Widener - University of South Carolina

Penny Arnau - Southeastern School Behavioral Health Community

Sommer Blair - University of South Carolina

Sonya Gayles - South Carolina Department of Education

Tristan Collier - University of South Carolina

State Advisors

- | | |
|---|---|
| ◆ West Virginia - Joni Greenberg | ◆ North Carolina - Brandon Schultz |
| ◆ Alabama - Kristine Jolivette | ◆ Tennessee - John Cagle |
| ◆ Florida - Nick Gage | ◆ Virginia - John Richardson-Lauve |
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The Southeastern School Behavioral Health Conference is proud to offer continuing education credits again this year. Approved accredited hours are available for **South Carolina licensed counselors, social workers, and early childhood professionals**. Professionals from outside of South Carolina are encouraged to contact their local licensing boards for reciprocity information; the accrediting organizations were chosen in hopes of providing credits to a regional / Southeastern audience. *(Note: this conference is an offering of the University of South Carolina, a regionally accredited institution of higher learning, which increases the likelihood of out-of-state approval.)*

Accreditation has been received from the following organizations:

- **National Association of Social Workers, South Carolina Chapter**
- **National Board for Certified Counselors, Inc** *(Southeastern School Behavioral Health Conference has been approved by NBCC for NBCC Credit. Sessions approved for NBCC credit are clearly identified. Southeastern School Behavioral Health Conference Community is solely responsible for all aspects of the program. NBCC Approval No. SP-3255.)*
- **South Carolina Child Care Training System (CCCCD)**

To receive attendance credit:

1. Review the accreditation details for the accrediting organization in the "Continuing Ed" section of the "Attendeehub Southeastern School Behavioral Health" app *(available in Google Play and iPhone App Stores)*.
2. Verify the session has been approved by the accrediting organization by checking the session categories within the "Schedule" section of the app. **Note:** look for the specific initials of the organization, not the profession. Fields and professions are listed for informational purposes only *(E.g., look for "NBCC" to receive "NBCC" credit. A track listing with "counselors" but not "NBCC" would not receive NBCC credit.)*. While all sessions are approved for NASW "general hours", only certain sessions are approved for "social work hours". This will be noted with NASW SWH for social work hours in the program and the conference app.
3. Attend the Session. The certificate will include a space for the attendee to report how many general contact hours they have received (Max: 8); this certificate will be appropriate for educators and other professions that require general hours to be reported. If you require NBCC or NASW specific credit, you must contact us at ADVSBH@mailbox.sc.edu to receive a personalized certificate of attendance.
4. Mark your attendance. Make sure the moderator has either scanned you into the session or written your name down on the sign-in sheet. You will need to be scanned in for the Keynotes each morning as well. There will be several people scanning before and during the Keynotes session. Please make sure you are marked in attendance by one of the moderators. For CCCCCD credit in approved breakout sessions, see the moderator for instructions on ensuring you receive this credit.

For more information, please see a CEU information sheet located at the registration table.

CONFERENCE LOGISTICS

The map below provides an overview of the conference center, as well as parking, Wi-Fi, contact information, and App QR.

PARKING

Parking is available in the lot adjacent to the Convention Center. Parking is complimentary for registered hotel guests. For conference attendees who do not have a reservation at the hotel, parking is \$5.

FREE WIFI

Network: Convention Center

Password: convention

CONTACT INFO

Website:

www.schoolbehavioralhealth.org

Email: advancingsbh@sc.edu

SOCIAL MEDIA #SSBHC

Twitter: @advancingsbh

Facebook: [advancingsbh](https://www.facebook.com/advancingsbh)

Instagram: @advancingsbh



Scan to Download the
**AttendeeHub
Conference App.**

Search "Southeastern School
Behavioral Health
Conference".



FLOOR PLAN LEGEND

Grand Ballroom = Main Presentation Room

Exhibit Hall = Exhibitor Area

101 - 108 = First Floor Break-Out Rooms

201 - 209 = Second Floor Break-Out Rooms

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Join us at the
Reception

Thursday evening from 4:30pm - 6:30pm

Hospitality Suite

Hosted by **South Carolina State Credit Union**
Wednesday 4:30pm - 7:00pm and Thursday 6:00pm - 9:00pm
in room 303 of the hotel

Download our Conference App from this QR Code



For iPhone Users

Open your camera and hover over the QR Code. It will take you to the app store to download the Attendeehub App. Once that's added to your phone, simply search Southeastern School Behavioral Health Conference.

For Android Users

Open Google Play to download the Attendeehub App. Once that's added to your phone, simply search Southeastern School Behavioral Health Conference.

EVERYTHING YOU NEED IS ON THE APP

- ◆ Conference Schedules
- ◆ Speaker Information
- ◆ Hotel Map
- ◆ Social Media Links
- ◆ Interactive Games
- ◆ Exhibitors
- ◆ Up to the Minute Notifications
- ◆ Other Attendees
- ◆ Sponsors
- ◆ The Interactive Activity Feed
- ◆ Continuing Education Information
- ◆ Session Location
- ◆ Room Change Alerts
- ◆ Session Handouts

KEYNOTE PROFILES

HEATHER PESHAK GEORGE, PH.D.



Building Capacity to Systematically Improve Outcomes for All

(Room: Ballroom)

Dr. George will speak about the resources available and advancements made in Positive Behavioral Interventions and Supports over the past 20 years. Participants will learn what is needed to build the capacity of schools in addressing problem behaviors and improving overall school climate through the multi-tiered framework. Systematically planning through prevention, early identification, and connecting those at-risk to needed advanced supports with ongoing progress monitoring improves the outcomes for all. Dr. George will share experiences from the field in equipping a broad range of stakeholders, including students, educators, support staff, school board members, mental health professionals, administrators and families with the practices needed to provide a full continuum of supports across districts, schools and individual students in the classroom.

ABOUT DR. GEORGE

Heather Peshak George is a Research Professor at the University South Florida who co-directs the state-wide *FLPBIS:MTSS Project* and the federally-funded *OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS Center)*, and the *OSSS School Climate Transformation - SEA (Florida SCT)* grants. She is also the past-President (2014-2017) of the *International Association for Positive Behavioral Support (APBS)* and has served on the APBS Board of Directors since 2009 where she currently is serving as an Emeritus Ex-Officio. Dr. George brings extensive experience in providing training and technical assistance in PBIS across the continuum in all settings and in coordinating systems change efforts at the local, state, national and international level to promote an integrated approach to implementing evidence-based practices through a multi-tiered framework. She teaches at USF, serves as a Consulting Editor for *Preventing School Failure* and has directed over 25 million dollars in external funding.

Dr. George received her Master's degree in Clinical Psychology at Indiana State University in 1992 and her Doctorate degree in Curriculum and Instruction with an emphasis in Special Education, School Psychology and Reading at Louisiana State University in 2000. Before joining FLPBIS in 2001, she served as the Technical Assistance Coordinator of Louisiana's state-wide PBIS Project. Prior to that time, she served as Administrator for a community-based respite, rehabilitation, and vocational program in Indiana. Her areas of interest include positive behavior support, school-wide discipline, systems-level change, implementation and function-based behavior support planning, and international applications of PBIS.

CONFERENCE SCHEDULE

Thursday, April 18, 2019

7:30am - 8:50am	Registration, Breakfast, Coffee, and Networking
9:00am - 9:40am	Welcome, Business, Introductions (<i>Ballroom</i>)
9:40am - 10:40am	Keynote Address (<i>Ballroom</i>) Heather P. George, Ph.D., Department of Child and Family Studies, University of South Florida
10:40am - 11:00am	Break (<i>Registration Desk Open - Visit with Exhibitors</i>)
11:00am-12:00pm	Breakout Session #1
12:00pm-1:45pm	Lunch & Learn (<i>Ballroom</i>) Creating Connections: Suicide Prevention for Children and Youth in SC by Taylor Davis
2:00pm-3:00pm	Breakout Session #2
3:00pm - 3:20pm	Break (<i>Registration Desk Open - Visit with Exhibitors</i>)
3:20pm-4:20pm	Breakout Session #3
3:20pm - 4:20pm	(Invitation Only) State Advisors Meeting in Huntington Room (201)
4:30pm-6:30pm	Poster Session and Reception (<i>Ballroom</i>)

KEYNOTE PROFILES

DENISE WHEATLEY-ROWE



How Are the Children?

(Room: Ballroom)

This keynote presentation will explore the intersection of positive youth development, overall behavioral health wellness, trauma-informed care with racial equity and social justice. Advancing innovation in school-based behavioral health to leverage an array of opportunities and build evidence in community-informed ways is critically important to sustain these services as system-level integration progresses.

Denise will discuss discovering feasible options to facilitate “a race for results” approach in the field of school-based behavioral health services. Identification of practices to gather insights and perspectives from children and adolescents, families and other key informants are considered essential elements of making a positive difference and showing impact over time.

The research and development of school-based behavioral health services has evolved over the last few decades. We as a nation are searching for ways to establish strong behavioral health networks of a well-coordinated, comprehensive continuum of services for children and adolescents in schools. Making behavioral health promotion, prevention, and treatment services more widely available is a targeted goal.

ABOUT MS. WHEATLEY-ROWE

Denise Wheatley-Rowe is a native of Baltimore. She attended Howard University-College of Nursing and the University of Maryland-School of Social Work where she received a Bachelor of Science Degree in Nursing and Master of Social Work, respectively.

Denise has over 30 years of clinical and health management experience in hospital and community-health settings. Ms. Wheatley-Rowe’s work has primarily focused on the various domains of health, capacity-building, and collaboration to create a stronger, more responsive system of care for consumers.

She currently holds the position of Vice President of Accountability at Behavioral Health System Baltimore.

CONFERENCE SCHEDULE

Friday, April 19, 2019

7:30am - 8:50am

Registration (*open until 12pm*), Breakfast, Coffee, and Networking

9:00am - 9:15am

Welcome and Business (*Ballroom*)

9:15am - 10:15am

Keynote Address (*Ballroom*)

Denise Wheatley-Rowe, MSW
Vice President, Accountability, Behavioral Health System, Baltimore

10:15am - 10:30am

Break (*Registration Desk Open - Visit with Exhibitors*)

10:30am-11:30am

Breakout Session #4

11:30am-11:45pm

Break (*Registration Desk Open - Visit with Exhibitors*)

11:45pm-12:45pm

Breakout Session #5

12:45pm - 2:15pm

Lunch - Exhibitor Bingo Drawing

2:30pm-3:30pm

Breakout Session #6

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Welcome to the South Carolina Sixth Annual School Behavioral Health Conference. Thank you for making a better today and tomorrow for our youth with disabilities in South Carolina. Your work is ensuring that all students receive an education that caters to their needs and interests and prepares them for life beyond the classroom.

The Office of Special Education Services (OSES) supports the SCDE mission and vision by ensuring that students with disabilities in South Carolina receive a free appropriate public education in the least restrictive environment to develop world class knowledge and skills in preparation for success in college, careers, and citizenship.

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Office of Special Education Services
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Website: <https://ed.sc.gov/districts-schools/special-education-services/>

**Rebecca C. Davis, Director, Office of Special Education Services
John R. Payne, Deputy Superintendent, Division of Federal Programs,
Accountability and School Improvement
Molly M. Spearman, State Superintendent of Education**

BREAKOUT SESSIONS

18

Breakout Session #1: Thursday April 18, 2019

11:00am - 12:00pm Parallel Sessions

SESSION 1A: Follow-Up from Keynote - Building Capacity to Systematically Improve Outcomes for All

Heather Peshak George, University of Maryland; NBCC, CCCCDD Hours (Room 102-103)

Continued Keynote discussion on the process used to build a cross-sector state leadership team and to support the implementation of the Pyramid Model in early childhood settings in South Carolina. The Pyramid Model is a multi-tiered system of support designed to promote social and emotional competence and prevent challenging behaviors in young children (18 months-5 years).

SESSION 1B: Developing and Leading Effective School Mental Health Programs

Chris Haines, South Carolina Department of Mental Health, Greenville Mental Health Center; NBCC Hours (Room 104 - 105)

Learn about how to develop effective school mental health programs, how to integrate school mental health programs into school-level and district-level MTSS, PBIS, and SEL, how school mental health programs can continue to support students during times when school is not in session, and strategies for the effective leadership of school mental health programs. Greenville Mental Health Center's SMH program, new innovations, and 25 years of experience in SMH programming will be used as a model.

SESSION 1C: Classroom Management Using Technology to Support Students with EBD in the General Education Setting

Michelle Dunn, Shanna Hirsch; Clemson University; NBCC Hours (Room 106 - 107)

This presentation will examine four evidence-based classroom management strategies, including teaching behavioral expectations, opportunities to respond, active supervision, and behavior specific praise. We will discuss how technology can be incorporated into each strategy to help teachers implement them effectively. Technology tools that will be discussed include PBIS videos, Poll Everywhere, PowerPoint clickers, and the MotivAider.

SESSION 1D: The Impact of Sensory Processing Deficits on Students with Autism Spectrum Disorder in Classroom Settings

Lisa A. Phalen, Old Dominion University, NBCC, CCCCDD Hours (Room 108)

The presentation will focus on how sensory processing deficits affect individuals diagnosed with autism spectrum disorder in educational settings. Sensory processing is the ability of the brain to process sensory information through seven different systems. The goal of the presentation is to enhance the understanding of educators and professionals who teach and provide services to those on the spectrum by presenting an overview of current sensory processing research and diagnostics.

SESSION 1E: Growing SBMH Services Through a Trauma-Informed Lens: Lessons Learned from a State and Local Perspective

Dimple Desai, Center of Excellence for Children's Behavioral Health, GSU; Lavla Fitzgerald, Department of Behavioral Health and Developmental Disabilities; NASW-SW, NBCC Hours (Room 202 - 204)

The Georgia Apex Program (GAP), a partnership between the Georgia Department of Behavioral Health and Developmental Disabilities (DBHDD), Office of Children, Young Adults, and Families community-based mental health providers, local schools/school districts and the Center of Excellence for Children's Behavioral Health at Georgia State University, is helping to address the mental health needs of Georgia students. State and local partners will share lessons learned.

BREAKOUT SESSIONS

19

Breakout Session #1: Thursday April 18, 2019

11:00am - 12:00pm Parallel Sessions

SESSION 1F: Advancing School Behavioral Health for Military Students and Families - Part 1

Paul Ban, U.S. Army Medical Command; Mark Weist, University of South Carolina (Room 203; 2 hour session)

In Part 1, we will describe the Army's School Behavioral Health (SBH) program over the course of 20 years, how it transformed into an integral component of the Army's enterprise-wide Child and Family Behavioral Health System (CAFBHS), and how the CAFBHS/SBH functions within the Interconnected Systems Framework and Communities of Practice approach.

SESSION 1G: Youth Involvement/Leadership in Building Statewide Systems of School Behavioral Health

Jennifer L. Ulie-Wells; NBCC Hours (Room 205)

Empowering youth is one of the most critical components of school behavioral health system development yet is often forgotten. This session will explore youth involvement/leadership frameworks to engage youth at building district, and state-wide systems.

SESSION 1H: Challenges and Opportunities: Why Poverty Matters and Why Schools Can Matter More

Tammy Pawloski, Francis Marion Center of Excellence; NBCC, CCCC Hours (Room 206)

Life with limited resources can negatively impact achievement, but the good news is that schools matter! This fast-paced session will explore highest-yield strategies and their foundation in neuroscience. Learn how to reframe the challenges faced by teachers in high-poverty schools as opportunities for changing the futures for under-resourced students.

SESSION 1I: Commit to Be Fit: A Three-Pronged Approach to Creating a Culture of Wellness

Hollyanne E. Jenkins, Amanda Grove, Rappahannock County Public Schools; NBCC Hours (Room 207)

This presentation provides an overview of Commit to Be Fit's initiative to create a healthier culture in three key areas: cafeteria, classroom, and the community. Attendees will gain insight on to how to inspire and motivate school staff, students, and community members to embrace a healthier lifestyle. In addition, ideas and strategies will be shared to help attendees implement similar wellness initiatives within their own school systems.

SESSION 1J: Preschool Suspension and Expulsion Practices in Child Care in South Carolina

Heather Googe, University of South Carolina; NBCC, CCCC Hours (Room 208)

The presenters will discuss the findings from a recent study on the prevalence of suspension and expulsion practices in child care settings in South Carolina. In addition, presenters will share the practice and policy implications related to exclusionary practices in early childhood settings.

SESSION 1K: Empowering Educators to Talk about Mental Health by Practicing with Virtual Students

Perry Blankenship, McDowell County Public Schools; NBCC Hours (Room 209)

Learn how and why a rural school district and Project Aware grant recipient implemented online mental health training that goes beyond awareness to empower teachers and staff to speak with students and parents.

**All day, every day,
they're expected to listen.**



Be the one who listens to them.

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The South Carolina Department of Mental Health and the Department of Education have a shared goal: **All students in South Carolina schools will have access to school mental health services by 2022.**

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- Cutting-edge technology used in the delivery of behavioral health treatment
- Opportunities to participate in research and grant-funded programs
- Collaboration with health care organizations, other state agencies, school districts, institutions of higher learning, and other Community Mental Health Centers

For more information, call **1-800 NEW JOBS** or visit **www.jobs.sc.gov**

BREAKOUT SESSIONS

21

Breakout Session #2: Thursday April 18, 2019

2:00pm - 3:00pm Parallel Sessions

SESSION 2A: Utilizing SEL, Trauma Informed Practices, and Mindfulness to Assist Children Who Have Experienced Trauma

Barzanna White; NBCC Hours (Room 102-103)

This presentation will include a brief overview of how adverse childhood experiences impact health, mental health, and learning. Participants will learn about how social emotional learning, trauma informed practices, and mindfulness can be used to reduce trauma and increase academic engagement.

SESSION 2B: Positive Behavior Interventions and Supports (PBIS) Film Festival - Part 1

Shanna Hirsch, Clemson University; Ashley MacSuga Gage, University of Florida; NBCC Hours (Room 104-105; 2 hour session)

During this interactive session presenters will screen winning film submissions from the Positive behavior Interventions and Supports (PBIS) Film Festival hosted the the Association for Positive Behavior Support depicting national/international schools successfully using the 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 practice.

SESSION 2C: Trauma-Sensitive Training Programs for Schools

John Richardson-Lauve, ChildSavers, NASW-SW, NBCC Hours (Room 106 - 107; 2 hour session)

Learn the basic components of a trauma-sensitive school training implementation. Effective training is a blend of content and inspiration. The elements of a training event, ongoing professional development and consultation, and other essential elements (eg, regulation strategies, self-care for professionals, etc.) will be covered. Participants will be exposed to the core components and given resources to bring back to their professional roles.

SESSION 2D: Characteristics Necessary for Teacher Success with Students with Emotional Disabilities

Cheryl Bowers, Horry County Schools (Room 108)

An understanding of teacher characteristics necessary for success in a classroom for students with emotional disabilities can potentially improve the rate of success for this population. This presentation provides a description of a successful teacher of students with ED through the perceptions of those working directly with this population. Presented is a dissertation study designed to assist educators and other stakeholders to identify and train teachers to work successfully in ED classrooms.

SESSION 2E: Reducing Teacher Stress and Burnout Through Mindfulness: A Workshop to Review and Implement a Brief Mindfulness-Based Intervention (bMBI) - Part 1

Alex Roberts, Stephen Taylor, Nicole Zarrett; University of South Carolina; NBCC Hours (Room 202 - 204; 2 hour session)

This two-hour presentation will employ a "workshop style" format in order to: (1) share empirical results from a brief-mindfulness based intervention (bMBI) for teachers; (2) review the intervention curriculum; and (3) implement an abbreviated version of the program with program attendees.

BREAKOUT SESSIONS

22

Breakout Session #2: Thursday April 18, 2019

2:00pm - 3:00pm Parallel Sessions

SESSION 2F: Advancing School Behavioral Health for Military Students and Families - Part 2

Paul Ban, U.S. Army Medical Command; Mark Weist, University of South Carolina (Room 203; 2 hour session)

In Part 2, we will actively engage all in applying the take-aways from Part 1 and the results/recommendations of the 2018 Blue Star Families Military Family Lifestyle Survey (<https://bluestarfam.org/wp-content/uploads/2019/02/2018MFLS-ComprehensiveReport-DIGITAL-FINAL.pdf>) to expand on the Findings/Discussion/Next Steps from the Priority Population 3: Children and Youth from Military Families forum of the 2017 SSBHC Preconference.

SESSION 2G: Implementation of Evidence-Based Suicide Prevention Program in Public Schools Using Community-Based Collaboration

Vira Salzburn, Sarah Dobra; Chatham County Safety Net Planning Council; NBCC Hours (Room 205)

Using the example of Prevent Suicide Today, participants will understand local adaptation of evidence-based suicide prevention training and implementation, scaling-up, and sustainability of a suicide prevention program in a public school system. The presentation will highlight community partnerships, wrap-around communications, and other key program management considerations. Participants will gain an understanding of a community collaborative approach to suicide prevention in public schools.

SESSION 2H: Bridging Emotional and Reading Skills: BEARS in the Classroom

Jill Shelnut, Michelle Dunn; Clemson University; NBCC Hours (Room 206)

This interactive session will (a) describe five core social emotional competencies, (b) share components of interactive read-alouds, and (c) provide a resource list of suggested children's literature to support positive social and emotional development. Participants will be engaged through a demonstration of conducting an elementary level read-aloud lesson with a focus on improving children's social and emotional skills.

SESSION 2I: PRACTICE: A Mobile Health App to Help Providers and Patients with Homework During Therapy

Brian Bunnell, Medical University of South Carolina; NBCC Hours (Room 207)

We will present the results from interviews with youth patients, their caregivers, and providers about barriers to homework, or between-session skills practice, during youth behavioral health treatment. We will also present how these interviews informed the design of PRACTICE, a mobile health solution designed to help patients and providers to overcome these barriers.





SESSION 2J: Misdirected Minds: How "Helpers" Lead Our Gifted and Talented Youth to the Juvenile Justice System

Sara Newman, RISE Youth and Family Services; NASW-SW Hours (Room 208)

Gifted and Talented youth face unique challenges academically, socially and emotionally. Socioeconomically disadvantaged youth face additional challenges as they encounter 'helpers' who misdiagnose and stream them into systems which do not address their needs, oftentimes creating experiences which are traumatic and drive them further into these systems. Through a brief review of research about misdiagnosis, trauma and the most effective ways to engage and treat youth in the juvenile justice system, participants will learn how to appropriately assess and intervene with these individuals both early on as well as after they are in these systems.



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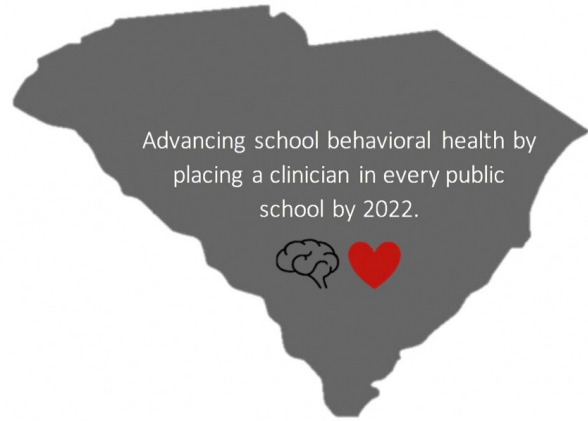


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BREAKOUT SESSIONS

25

Breakout Session #3: Thursday April 18, 2019

3:20pm - 4:20pm Parallel Sessions

SESSION 3A: Improving Outcomes by Integrating School Mental Health and PBIS: Two Case Studies from a Randomized Controlled Trial

Kelly Perales, Midwest PBIS Network; Erin Scherder, Charleston County School District; Dama Abshier, Marion County Public Schools; NBCC Hours (Room 102-103)

This session will feature two sites' experiences of implementing an Interconnected Systems Framework. Data will be shared regarding student behavioral and mental health outcomes, system level data of implementing ISF via the ISF Implementation Inventory, and intervention receipt data. Hear about successes and lessons learned from the two school districts and their partnering community mental health agencies, as well as implications for the field.

SESSION 3B: Positive Behavior Interventions and Supports. (PBIS) Film Festival - Part 2

Shanna Hirsch, Clemson University, Ashley MacSuga-Gage, University of Florida; NBCC Hours (Room 104-105; 2 hour session)

During this interactive session presenters will screen winning film submissions from the Positive behavior Interventions and Supports (PBIS) Film Festival hosted by the Association for Positive Behavior Support depicting national/international schools successfully using film to aid 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 practice.

SESSION 3C: Trauma-Sensitive Training Programs for Schools - Part 2

John Richardson-Lauve, ChildSavers; NASW-SW, NBCC (Room 106-107; 2 hour session continued)

Learn the basic components of a trauma-sensitive school training implementation. Effective training is a blend of content and inspiration. The elements of a training event, ongoing professional development and consultation, and other essential elements (eg, regulation strategies, self-care for professionals, etc.) will be covered. Participants will be exposed to the core components and given resources to bring back to their professional roles.

SESSION 3D: Supporting Providers and Reaching Kids (SPARK): A Novel Technology-Based Approach to Help Providers Engage Children and Families in Mental Health Care

Tatiana Davidson, MUSC; NBCC Hours (Room 108)

Providers face a number of challenges to engaging children in mental health treatment. We will describe technology-based strategies that providers may use to engage children, as well as the evaluation of SPARK (Supporting Providers and Reaching Kids). SPARK is a tablet-based toolkit designed to improve providers' ability to engage children and caregivers in treatment, as well as to help guide them in delivery of an evidence-based treatment with youth.

SESSION 3E: Reducing Teacher Stress and Burnout Through Mindfulness: A Workshop to Review and Implement a Brief Mindfulness Based Intervention (bMBI) - Part 1

Alex Roberts, Stephen Taylor, Nicole Zarrett, University of South Carolina; NBCC Hours (Room 202-204; 2 hour session)

This two-hour presentation will employ a "workshop style" format in order to: (1) share empirical results from a brief-mindfulness based intervention (bMBI) for teachers; (2) review the intervention curriculum; and (3) implement an abbreviated version of the program with program attendees.

BREAKOUT SESSIONS

26

Breakout Session #3: Thursday April 18, 2019

3:20pm - 4:20pm Parallel Sessions

SESSION 3F: Improving Family-School Engagement and Reducing Emotional and Behavior Concerns for Children in Early Elementary School

Andy Garbacz, University of Wisconsin-Madison; NBCC, CCCCD Hours (Room 203)

The purpose of this presentation is to describe and report outcomes of the Family Check-Up. The Family Check-Up is an ecological, family-centered approach to intervention and treatment. This presentation will focus on the Family Check-Up for promoting family-school engagement and reducing children's emotional and behavior concerns in early elementary school. Implications for supporting families of children in early elementary school at school entry will be discussed.

SESSION 3G: Unmet Needs of Students Transitioning Out of School and Strategies to Better Meet These Needs

Laura Spears, SC Vocational Rehabilitation Department; NBCC Hours (Room 205)

I will discuss what is needed during the transition process from school to work to promote long term success. I will highlight some strategies in SC that serve as a model for interagency collaboration. The discussion will include not only the transition to work but adulthood in general. I will discuss the importance of promoting self advocacy for the youth in order to ensure they have a say in their future direction. I can include agency partners as well in the discussion.

SESSION 3H: Empowering Through Choices Not Chances

Amy Faulkner, Amanda Derrick; Spartanburg School District Five (Room 206)

This presentation will explore the use of intervention strategies which foster the relationship between the child and teacher/parent/caregiver, while empowering the child, deescalating the situation, and providing the opportunity for social/emotional growth through modeling and reflection.

SESSION 3I: Strategic Financing for Multi-Tiered School Mental Health Services

Elizabeth Freeman, Kelly Wells; American Institutes for Research (Room 207)

This workshop will teach participants a five-step method to develop a financing plan for a multi-tiered school mental health program, and will identify an array of financing "ingredients" for potential inclusion in their own "recipes" for reliable financing of services that work.

SESSION 3J: The Role of Federally Qualified Health Centers in School Mental Health

Joseph R. Wofford, Eau Claire Cooperative Health Center; NBCC Hours (Room 208)

In this session, I will provide information on how behavioral health clinicians from federally qualified health centers (FQHCs) can fill service gaps in a school mental health initiative. Additionally, I will share about potential additional benefits to students and families which can result from involvement with such a clinician. Details will be provided so that attendees can leave with a clear understanding from proposal to implementation and evaluation.

SESSION 3K: How Can We Support Tier 3 Behavior Students in K-5?

Kimberly Suber, Robert Smalls, Jamelia Koon, Richland 1 School District; CCCCD Hours (Room 209)

The R.E.S.E.T. program focuses on Tier 3 students in the MTSS model and we serve as the short-term therapeutic support program for K-5. In lieu of suspension or facing expulsion students are placed in our program for 45 days. This session will provide a description of how we were able to develop a program that serves the district, strategies used with teachers and suggestions on how to work with students that are displaying behavioral issues.



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BREAKOUT SESSIONS

28

Breakout Session #4: Friday April 19, 2019

10:50am - 11:50am Parallel Sessions

SESSION 4A: Follow- Up from Keynote - How Are The Children?

Denise Wheatley-Rowe, Behavioral Health System Baltimore (Room 102-103)

Discover feasible options to facilitate "a race for results" approach in the field of school-based mental health services. Identification of practices to gather insights and perspectives from children and adolescents, families and other key informants are considered essential elements of making a positive difference and showing impact over time.

SESSION 4B: Film Showing: "Resilience: The Biology of Stress and the Science of Hope" - Part 1

Lauren Szymonik, Children's Trust; CCCCD Hours (Room 104-105; hour 1 of a 2 hour session/film)

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.

SESSION 4C: Collaborative Strategies to Address Childhood Trauma in the Classroom

Jennifer Deaton, Kathryn Linich, Brooke Wymer, Jessie Guest, Brittany Sandonato, Jonathan Ohrt; University of South Carolina; NASW-SW, NBCC Hours (Room 106 - 107)

This session assists teachers and school support staff in creating supportive environments for children who exhibit disruptive behaviors due to trauma.

SESSION 4D: An Innovative Health Education Curriculum Integrating Mindfulness and Cognitive-Behavioral Skills Training for Middle Schoolers

Desiree W. Murray, Rachel Mills-Brantley; UNC-Chapel Hill; NASW-SW, NBCC Hours (Room 108)

This presentation will describe an innovative health education program that integrates mindfulness and cognitive-behavioral skills training for middle schoolers to promote self-regulation. A description of the Be CALM (Cool, Attentive, Logical, Mature) content, core student activities, professional development for health/P.E. teachers, and role of school counselors in supporting more at-risk youth will be presented. Session participants will also engage in experiential learning activities.

SESSION 4E: National Best Practices - Assessing and Improving Your School Mental Health Quality

Sharon Hoover, University of Maryland Schools of Medicine (Room 202-204)

This workshop will provide an overview of national best practices in school mental health quality, developed by the National Center for School Mental Health in partnership with the field. Participants will learn how to access and navigate a free, online assessment system for measuring school mental health quality and accessing individualized resources - the School Health Assessment and Performance Evaluation (SHAPE) system, www.theSHAPEsystem.com. Best practices from each domain of school mental health quality - Teaming, Needs Assessment and Resource Mapping, Mental Health Screening, Mental Health Promotion (Tier 1), Early Intervention and Treatment (Tiers 2 and 3), Funding and Sustainability, Documenting Impact - will be described, along with accompanying tools and resources. The workshop will also share a free national school mental health curriculum built on the foundation of these best practice domains, with online access to district training and trainee manuals.

BREAKOUT SESSIONS

Breakout Session #4: Friday April 19, 2019

10:50am - 11:50am Parallel Sessions

SESSION 4F: Enhancing Statewide MTSS Implementation with PBIS, SEL and SMH

Beth Boggs, Lynn Makor; NCDPI; NBCC Hours (Room 203)

Multi-tiered Systems of Support (MTSS) is the underlying framework for both Response to Intervention (RtI) and Positive Behavior Intervention and Supports (PBIS). This session will review state-level changes and highlight key work and resources with scaling-up NC MTSS, including integration of PBIS, social-emotional learning and school mental health.

SESSION 4G: Promoting Trauma Informed Schools

Benjamin Hearn, Lexington County Community Mental Health; Danielle Morey, USC School Behavioral Health; NASW-SW, NBCC Hours (Room 205)

Students who have had traumatic experiences in either the home, community, or school present a unique problem for schools as they may have emotional or behavioral needs which differ from their peers. Trauma Informed Care seeks to meet these needs by providing an organization with knowledge, values, and communication skills that are needed to effectively work with this population as well as teaching signs and symptoms of trauma as well as resiliency and risk factors.

SESSION 4H: Human-Centered Design: A Tool for Developing Responsive School

Behavioral Health Programs

Margriet de Zeeuw Wright, Melissa Freedman, Robert Hock; University of South Carolina College of Social Work; NASW-SW, NBCC Hours (Room 206)

Participants will learn the basics of Human-Centered Design (HCD) and participate in a hands-on HCD activity. They will consider how HCD might be introduced and applied to their schools to foster meaningful solutions to real-world problems.

SESSION 4I: Why School Based Mental Health Works

Jenny Wilhoite, Georgia Hope; NBCC Hours (Room 207)

How to create a School-Based Mental Health program within schools to provide all children access to mental health services. These programs address the needs on all three tiers providing universal prevention, early intervention, and intensive services. Testing, assessments, peer groups, diagnostic appointments, pre-screening, group therapy, individual therapy, family therapy, community support services, and family training are just some of the services provided, with no cost to school or family.

SESSION 4J: Making Schools and Communities Healthier and Safer: The Safe Schools Framework Implementation Toolkit

Kelly Wells, Elizabeth Freeman, American Institutes for Research (Room 208)

This presentation will walk participants through the Safe Schools Framework Implementation Toolkit (Safe Schools FIT), which was developed with strategies, best practices, and lessons learned over two decades of Safe Schools/Healthy Students (SS/HS) grantee implementation at the local and state level. Safe Schools FIT is designed for use by school-based teams at the school and community levels.



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BREAKOUT SESSIONS

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Breakout Session #5: Friday April 19, 2019

12:10pm - 1:10pm Parallel Sessions

SESSION 5A: Rethinking School Discipline: Promising Practices to Reduce Suspension Rates and Promote Positive Student Behavior

Jessica Yang, Winthrop University; NASW-SW, NBCC, CCCCD Hours (Room 102-103)

Exclusionary discipline strategies feed directly into the school to prison pipeline. A phenomenon with dangerous implications for youth, especially those of color. One district has been able to take significant strides in reducing their reliance on these harmful practices. This session will explore the phenomenon and promising approaches to disrupt exclusionary discipline practices.

SESSION 5B: Film Showing: "Resilience: The Biology of Stress and The Science of Hope" - Part 2

Lauren Szymonik, Children's Trust; CCCCD Hours (Room 104 - 105; Hour 2 of 2 hour session and discussion)

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.

SESSION 5C: Yoga, Mindfulness and Team Building for At-Risk Students

Kathleen B. Smith, Horry County Schools; NBCC Hours (Room 106 - 107)

Participants attending this session will learn basic standing yoga poses in combination with mindfulness and team building activities for use with our at-risk population. The activities presented are currently being used with students attending an alternative school (grades 5-12), but are appropriate for general populations. No previous yoga experience is required.

SESSION 5D: All for One: District-Wide and University Partnership

Kate Ascetta, University of South Carolina; Angie Slatton, David A. Price; Lexington-Richland 5 School District; CCCCD Hours (Room 108)

What would happen if a school district committed to engaging all early childhood teachers and assistants in a year-long professional development experience in collaboration with university faculty? That's what a Midlands school district and university faculty sought to find out. The presentation shares how the first year of implementing responsive and adaptive professional development increases teachers' instructional practices related to prevention and reduction of challenging behavior.

SESSION 5E: It's Time to Stop the Hurt: Connecting Bullying and Children's Exposure to Domestic Violence

June Jenkins, Jan Urbanski; Clemson University; NBCC Hours (Room 202 - 204)

Children from abusive homes are more likely to bully than other children and childhood bullying, especially frequent bullying, is correlated with later perpetration of domestic violence. This workshop will examine the interrelationship of these two issues by defining bullying and children's exposure to domestic violence, sharing statistics related to both, and reviewing research highlighting the connection. Similarities and differences between the issues will be discussed.

BREAKOUT SESSIONS

Breakout Session #5: Friday April 19, 2019

12:10pm - 1:10pm Parallel Sessions

SESSION 5F: Considerations of Universal Mental Health Screening: A Rural School Illustration

Nicole Skaar, University of Northern Iowa; NBCC Hours (Room 203)

Once school officials make the choice to begin universal mental health screening, they must consider several important issues prior to implementation. The purpose of this presentation is to describe some of the issues school officials must consider in order to successfully implement universal mental health screening. Further, a rural school's implementation will be used to illustrate.

SESSION 5G: Using Technology to Address the Needs of Underserved Trauma-Exposed Youth in South Carolina

Meg M. Wallace, Bianca Villalobos, Regan Stewart, Sarah Moran; Medical University of South Carolina; NASW-SW, NBCC Hours (Room 205)

The Telehealth Outreach Program (TOP) 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.

SESSION 5H: Ready, S - E - T, Go: Building a Culture of SEL

Tristan Richardson, WINGS for Kids; Kate Barton; NBCC, CCCC Hours (Room 206)

Social-emotional learning is not just for kids – in fact, it begins with adults. Learn how to develop your own social and emotional skills and how to build a culture of SEL in your school or program by being S-E-T: supportive, engaging, and thoughtful.

SESSION 5I: Developing Teachers and Parents as Partners to Improve Social Behavior Competencies for Middle School Students

Andy Garbacz, University of Wisconsin-Madison; NBCC Hours (Room 207)

The purpose of this presentation is to describe a family-school partnership intervention for improving youth social behavior competencies and strengthening the parent-teacher relationship during middle school. In addition, a process of developing a family-school partnership intervention for middle school will be described as a framework for adopting evidence-based interventions for school settings. Implications will be discussed.

SESSION 5J: Introduction to Carolina Family Engagement Center

Gina Kunz, University of South Carolina College of Education Research Institute; Karen Utter, Tom Hudson, University of South Carolina Family Engagement Center, SC School Improvement Council; Abe Wandersman, Wandersman Center; NBCC, CCCC Hours (Room 208)

Housed in UofSC's College of Education Research Institute, the Carolina Family Engagement Center (CFEC) will develop a state-wide collaborative network of family engagement organizations to increase communication and coordination, increase information dissemination and resources to families and educators, and strengthen SC's infrastructure and capacity to serve families through evidence-based family engagement practices. We will share goals and engage participants in facilitated discussion.

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Breakout Session #6: Friday April 19, 2019 2:30pm - 3:30pm Parallel Sessions

SESSION 6A: Transitions: Supporting Military Children - An Online Simulation to Rapidly Build Capacity of Adults to Support Vulnerable Youth

Dawn Bornheimer, Kognito (Room 102-103)

Military-connected youth have higher rates of school failure as well as mental health challenges. It is critical that the adults who work with these youth appreciate the strengths and challenges of military families and have the skills to build trusting relationships with these vulnerable youth. Learn about a 30-minute online role-play simulation and talk with a virtual youth who is struggling.

SESSION 6B: Collaborative Classroom: Cultivating a Community of Learners

Sarah Catto, Center for the Collaborative Classroom; NBCC Hours (Room 104-105)

This session is focused on the development of strong classroom community. We begin with time for reflection about the participants' previous powerful learning experiences. Participants then use their own experiences to connect to guiding principles that help cultivate a community of learners. We combine a number of interactive activities to promote discussion as we explore each of these guiding principles in greater depth. The session concludes with shared resources that emphasize SEL's role.

SESSION 6C: Follow-Up for School Suicide Prevention: Core Components of Suicide Safer Schools

Taylor Davis, South Carolina Department of Mental Health (Room 106-107)

This presentation will serve as a follow-up to the Lunch & Learn from the previous day. Attendees will grow in their understanding of how schools can be used as a vital resource for youth suicide prevention and leave with practical tools that can be used in a variety of settings.

SESSION 6D: Increasing Staff Knowledge, Understanding, and Skill Through a District Wide School Based Behavior Committee (SBBC)

Melissa Simpson, Julie Rodgers, Cassandra Prenetit, Katharine Hathaway; Forsyth County School System; NBCC Hours (Room 108)

Participants will learn about the development, implementation, and feedback related to the impact of a district wide School Based Behavior Committee (SBBC) in a medium sized public school district. The SBBC was developed to address the current trend of increased behavioral excesses in students with a concurring lack of resources available for specialized support.

SESSION 6E: Strength Based Approach to Working with Traumatized Students

Don Elsey, Charleston County School District; NBCC Hours (Room 202 -204)

This presentation will focus on not only interventions but also a new way to frame a student's behavior based on their history of trauma. It allows the educator to have insight into the impact of trauma, while still focusing on the task at hand. The framework is trauma focused cognitive-behavioral therapy which provides evidence to the components of this strength based approach. Regular classroom as well as special education teachers have a chance to offer support on a regular basis.

Breakout Session #6: Friday April 19, 2019

2:30pm - 3:30pm Parallel Sessions

SESSION 6F: Introducing Human Centered Design to Promote Service Innovation Among South Carolina Social Service Providers

Robert Hock, Terry Wolfer, Margeriet de Zauw Wright; Martha Fenske; University of South Carolina; NASW-SW, NBCC Hours (Room 203)

Demographic, economic, and policy changes require social service agencies to become more nimble and adaptive in their service design. The Innovative Intervention Incubator at the University of South Carolina College of Social Work uses principles of person and family-centered care and design thinking to build provider capacity for leading service innovation. This session highlights use of Human Centered Design for social innovation through research, case studies, and lessons learned.

SESSION 6G: Typical or Troubled?: A Mental Health Professional Development for Middle and High School Staff

D. Seeley, American Psychiatric Association Foundation; NASW-SW, NBCC Hours (Room 205)

The American Psychiatric Association Foundation Typical or Troubled?® Program is a long-standing effort to train educational staff in middle and high schools in noticing early warning signs of their students, how to talk to students about what they noticed, and how to act to refer students support services. The Typical or Troubled?® Program has gone through extensive content development efforts to make sure the program grows with the growing Mental Health concerns of schools.

SESSION 6H: Reporting Meaningful Outcomes: Building a Compelling Case for School Behavioral Health Programs

Brandon Schultz, East Carolina University; NBCC Hours (Room 206)

The presentation will cover many of the common challenges associated with program evaluation in schools, focusing on the analysis and interpretation of single-case research. The presentation will also focus on strategies for reporting program outcomes in a manner that is compelling for key school stakeholders, including parents, administrators, and school board members.

SESSION 6I: Strategies to Better Serve Urban Students in the Classroom

Nicole Thompson, The Urban School Psychologist; NBCC Hours (Room 207)

Adverse Childhood Experiences (ACEs) and the emotional trauma that comes along with them can negatively impact students ability to learn in the classroom. Often times educators feel a sense of hopelessness when trying to motivate such a vulnerable population, sometimes leading to burn-out. Given such, specific strategies will be provided to instill motivation, hope and resilience in the students, thus improving the overall academic environment.

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- ❖ **African American Parents' Self-Development Socialization Messages and Associations with African American Youths' Educational Outcomes**, Aliah Johnson, Charity B Griffin (Winston-Salem State University)
- ❖ **A Comparison of Externalizing and Internalizing Behaviors in Predicting Academic Performance**, Hunter Bury (University of South Carolina); Tristan Collier (USC), Mark Weist (University of South Carolina)
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NOTES

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A Voice for Children's Behavioral Health in SC

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