



SOUTHEASTERN SCHOOL BEHAVIORAL HEALTH CONFERENCE

www.schoolbehavioralhealth.org



Advancing School Behavioral Health Improving Practices, Growing the Professional Community, and Promoting Resilience

- 2023 Program Guide -

Special thanks to our sponsors

South Carolina Department of Health and Human Services
South Carolina School Behavioral Health Academy (SBHA)



April 20 - 21, 2023

Sheraton Myrtle Beach Convention Center
Myrtle Beach, SC



Henry McMaster GOVERNOR

Robert M. Kerr DIRECTOR

P.O. Box 8206 > Columbia, SC 29202

www.scdhhs.gov

April 19, 2023

It is my great pleasure to welcome you to the 10th annual Southeastern School Behavioral Health Conference. Through operating South Carolina's Healthy Connections Medicaid program, the South Carolina Department of Health and Human Services' (SCDHHS) mission is: "To be boldly innovative in improving the health and quality of life for South Carolinians." There is no better example of our agency advancing innovation for South Carolinians than our partnership with the University of South Carolina's (USC) school behavioral health team, and this conference. We feel so strongly about this work that we are sponsoring, not only this conference but also the creation of the SC Behavioral Health Academy (SCSBHA). SCDHHS' school-based mental health services initiative, which includes the SCSBHA, is designed to increase access to quality mental health services in South Carolina's schools. This includes an emphasis on increasing the number of licensed mental health counselors providing services in schools and helping schools integrate mental health services into their day-to-day operations.

For more than ten 10 years the Southeastern Behavioral Health Community, led by the USC team, has collaborated with numerous state, regional, and national organizations to provide information and shared expertise. The conference you are attending has been a critical part of this effort. The main goal of the conference is to support schools in implementing effective school behavioral health programs for ALL students that promote their positive social, emotional, and academic functioning. This conference has led the nation in highlighting effective school behavioral health programs that reflect a strong mental-health, clinical, and school partnership. You will learn more about the SCSBHA and many new opportunities over the next two days.

Attendees at the 2023 Southeastern School Behavioral Health will be able to participate either virtually or in person. All attendees will be able to interact with state and national leaders including mental health staff, clinicians, researchers, university faculty, school staff, and school teams to improve the depth and quality of services across all tiers of intervention. This year's conference theme: *Advancing School Behavioral Health-- Improving Practices, Growing the Professional Community, and Promoting Resilience* addresses an issue of critical importance as we move to the new phase of post-pandemic recovery. Through this conference, you will have the opportunity to experience more than 50 break-out sessions, 15 pre-recorded talks, 20 conference exhibitors, as well as 30 high interest poster sessions. Together, this will allow you to see our commitment to providing effective training; resources; and, support for educators, students, and families.

I would like to thank you for attending this conference and hope that you use this opportunity, and the connections you will make, to help improve outcomes for students and families in all of our schools.

Sincerely,

Robert M. Kerr, SCDHHS Director



WELCOME!

Dear Colleagues,

For the next two days, as an attendee at the 2023 Southeastern School Behavioral Health Conference (SSBHC), you will be immersed in the insights and innovations driving the future of school behavioral health (SBH), involving strong education-mental health system partnerships, strengthening schools' multi-tiered systems of support (MTSS). The Conference will also reflect on how much has changed over the past three years in our region, our states, and our school districts. We have all witnessed the dramatic transformations that have taken place with our students and in our schools.

With the assistance of this year's major sponsor, the South Carolina Department of Health and Human Services (SCDHHS), the conference will provide the most up to date practices in creating safe schools, responding to crises, and implementing evidence-based strategies for Tier 1 (promotion/prevention), Tier 2 (early intervention) and Tier 3 (more intensive intervention) within schools' MTSS. The presentations and discussions that take place for the next two days will help shape our SBH workforce, provide necessary training experiences, guide school-based coaching, offer a range of networking opportunities, and lead us to a greater understanding of the preferences and needs of Southeastern communities, families, students, school staff, and collaborators from other youth-serving systems.

Activities and information shared at this Conference are reflected in all of our work (see www.schoolbehavioral.org) and in our newly launched John H. Magill School Behavioral Health Academy (SBHA funded by SCDHHS, see www.scsbha.org). This year's conference theme - **Advancing School Behavioral Health-- Improving Practices, Growing the Professional Community, and Promoting Resilience**, reflects our emphasis on engaging all stakeholders in implementing and refining evidence-based practices and strategies for all schools while sharing lived experience, advancing health equity, and focusing on the social determinants of mental health.

As this year's conference is taking place, major changes in how families, schools, clinicians, health/wellness organizations, law enforcement and other agencies address the SBH needs of youth are occurring. You, as family members, leaders in education, mental health and other youth-serving systems will be charting the future of our students. While this conference has a regional emphasis with a national reputation, it continues to build from our outstanding experiences in South Carolina. Our state has a commitment to lead by providing the highest quality programs for students, families and schools.

Once again we are presenting this conference in a dual format, both "in-person" and "virtually."

This reflects one of the great changes that is taking place in health care. Over 40% of all visits for direct mental health consultation in 2020 were done through telehealth, a 100-fold increase from previous years. School behavioral health is at the epicenter of this change. As of 2020, over a 1.4 million students in more than 2000 public schools had access to school-based telehealth. This has and continues to increase exponentially. Nowhere is this transformation more profound than in mental health.

WELCOME!

Whether you are attending “in-person” or “virtually,” we believe the SSBHC will provide an outstanding opportunity to gain new knowledge, explore innovative ideas in SBH, and network with diverse colleagues and stakeholders to help equip you to be a positive change agent in your local school/district/community. Our health care experience has been – and continues to be – reshaped and reconfigured to fit the digital world and the physical world.

On behalf of the SSBHC, the University of South Carolina, and the South Carolina Departments of Health and Human Services, Education, and Mental Health, we are pleased to welcome you to the 2023 Southeastern School Behavioral Health Conference!

Conference Leaders:



Mark D. Weist, Professor of Clinical-Community and School Psychology, University of South Carolina



Taylor Davis, Associate Program Manager, SBHA, Manager SSBHC Conference



Bob Stevens, Senior Advisor for the SSBHC and Consultant to AWARE, CoIIN, and STAR Clinical Research Network

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EXHIBITORS



Southeast (HHS Region 4)

MHTTC

Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration



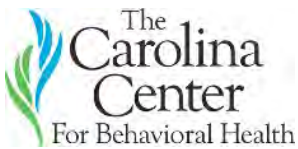
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CONFERENCE PLANNING TEAM MEMBERS

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 Manager

Taylor Davis - University of South Carolina



App, Attendee Hub, and Evaluations

Taylor Davis and Francis Salerno, Madison Niles - University of South Carolina



Continuing Education

Tucker Chandler- University of South Carolina



Marketing and Social Media

Leah Tolan - University of South Carolina



Sponsorships and Exhibitors

June Greenlaw - University of South Carolina

Madison Niles - University of South Carolina



Finance

Nancy E. Bove - University of South Carolina

State Advisors

- | | |
|---------------------------------------|---|
| ◆ Alabama - Kristine Jolivette | ◆ Mississippi - Molly Portera |
| ◆ Arkansas - Elizabeth Kindall | ◆ North Carolina - Brandon Schultz |
| ◆ Florida - Nick Gage | ◆ South Carolina - Erin Scherder |
| ◆ Georgia - Layla Fitzgerald | ◆ Tennessee - John Cagle |
| ◆ Kentucky - Ron Van Treuren | ◆ Virginia - John Richardson-Lauve |
| ◆ Louisiana - Barzanna White | |

CONTINUING EDUCATION INFORMATION

The Southeastern School Behavioral Health Conference is proud to offer continuing education credits again this year.

Approved accredited hours are available for Department of Mental Health employees and licensed-professional counselors (LPC and LPC-S), Marriage and Family therapists (LMFT and LMFT-S), Social workers (MSW, LMSW, LISW-CP, LISW-AP) and, Nurses.

Additionally this year SSBHC is partnering with the Department of Education to offer recertification credits for South Carolina Educators.

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
- 2023 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 Community is solely responsible for all aspects of the program. NBCC Approval No. SP-4167.
- South Carolina Area Health Consortium
- South Carolina Department of Education: The activity "2023 Southeastern School Behavioral Health Conference" supported by the Office of Student Intervention Services has been approved for renewal credit purposes. Educators may receive a renewal credit for each hour of participation.



CONTINUING EDUCATION INFORMATION

To receive attendance credit:

- **Review** the accreditation details for the accrediting organization in the “Continuing Education” section of the “CVENT Events Southeastern School Behavioral Health” app (available in Google Play and iPhone App Stores) or on the Virtual Attendee Hub Website.
- **Verify the session has been approved by the accrediting organization** by checking the session categories within the “Schedule” section of the app, program, or Virtual Attendee Hub.
 - o 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 hours. A track listing with “counselors” but not “NBCC” would not receive any NBCC credit hours.).
 - o Only live and live-streamed sessions qualify for any NBCC or NASW continuing education credit.
 - o While most sessions are approved for “NASW general hours,” only certain sessions are approved for “NASW social work hours,” which will be listed as NASW-SW. If a social worker attends and no social work specific hours are awarded, they may claim the time as general hours.
- **Attend the Session.** All attendees will receive the general SSBHC certificate that will include a space for the attendee to report how many general contact hours they have received (Max: 8 live sessions; **XX** virtual sessions). This certificate will be appropriate for educators and other professions that require general hours to be reported. If you require NBCC, NASW, SC-DOE, or AHEC specific CE credit, you must sign-in at each session you attend. Email ADVSBH@mailbox.sc.edu to receive a personalized certificate of attendance.
- **Mark your attendance by signing into each session.**
 - o Live attendees, please make sure you have signed into each session by completing an online sign-in form for each session you attend (including keynote speakers) as well as completing the individual session evaluation via the conference app. Online sign-in forms can be accessed by scanning the QR code available on the door of each session. Session moderators will be available to assist you with all sign-in and evaluation questions.
 - o Virtual attendees, please log in to the Virtual Attendee Hub and add each chosen session to your personal schedule. Once you have joined the session, your attendance will be automatically marked. To receive general hours for all pre-recorded/virtual sessions, log in to the Virtual Attendee Hub and view sessions within conference dates of April 20-21. Complete each session evaluation by selecting “survey” on the right-hand side of the session page on the Virtual Attendee Hub.

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: MBCC2022

CONTACT INFO

Website:

www.schoolbehavioralhealth.org

Email: advsbh@mailbox.sc.edu

SOCIAL MEDIA #SSBHC

YouTube: @3Be

Twitter: @BeSSBHC

Instagram: @BeSSBHC

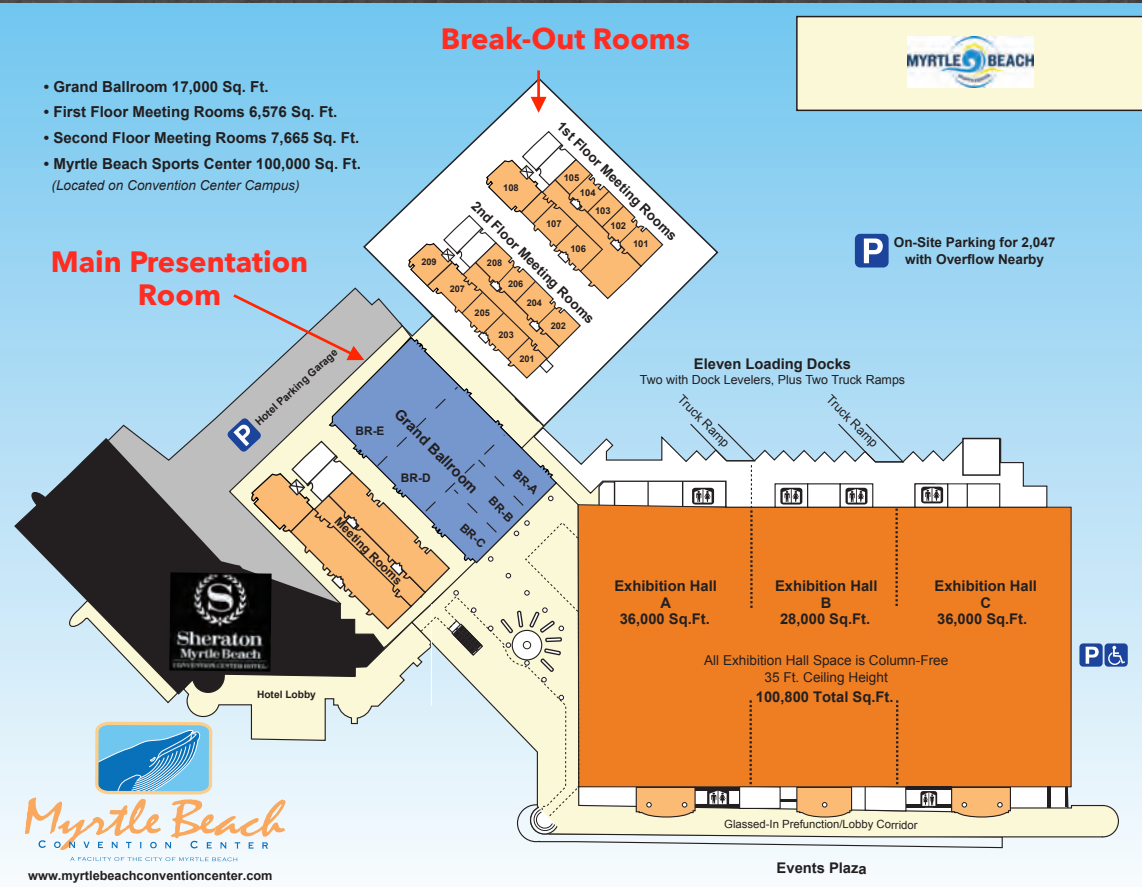
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Scan to Download the
**AttendeeHub
Conference App.**

Search "Southeastern School
Behavioral Health
Conference"

Event ID: SSBHC SC2023



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

KEYNOTE PROFILES

KENT MCINTOSH, PH.D.

Professor, Special Education
Philip H. Knight Chair
University of Oregon



Co-creating Schoolwide Systems with Our Students and Families

SSBHC General, NBCC, NASW-General, DOE, AHEC

Our school behavior support systems are stronger and more equitable when we seek voice and meaningful inclusion from our students, families, and communities. This presentation will provide points of entry and specific strategies and tools for making our systems reflect the strengths, values, and needs of those they are intended to support.

ABOUT KENT MCINTOSH

Kent McIntosh, PhD, is the Philip H. Knight Chair of Special Education at the University of Oregon and Director of Educational and Community Supports, a research unit in the College of Education. His current research focuses on implementation and sustainability of school-based interventions, reducing racial discipline disparities, and integrated academic and behavior support.

He is lead author of over 90 peer reviewed journal articles, presenter of over 50 keynote addresses, and principal or co-investigator of over \$60 million in federal grant funding. He is Co-Director of the Center on Positive Behavioral Interventions and Supports and facilitator of the Center's Equity Workgroup, as well as a founding member of the PBIS-SCP Canada Network.

His awards received to date include Article of the Year from APA's Division 16, CEC's Council for Children with Behavioral Disorders, the Distinguished Early Career Research Award from CEC's Division of Research, and the Fund for Faculty Excellence Award from the University of Oregon. He has also worked as a school psychologist, teacher trainer, and teacher in both general and special education.

KEYNOTE PROFILES

SAMUEL BELLAMY

Program Manager
Coastal Community Foundation



How To Not Fail An Open Book Test

Creating Safe Spaces for Young People in the Classroom

SSBHC General, NBCC, NASW-General, DOE, AHEC

Effective teaching begins with providing a safe and inclusive space for young people. A vibrant, supportive atmosphere in the classroom is not something that just happens. It is created by intentional thought, preparation, and action. It's not difficult to create a space where pupils can feel comfortable if we use strategies that help your kids feel like they belong in the classroom. By giving teachers resources they need to foster a friendly atmosphere and a sense of community in the school, all student outcomes; academic, social, and emotional improve. This is a test we all can pass!

ABOUT SAMUEL BELLAMY

Having worked as a consultant for both South Carolina Mentor and Mentor Nationals statewide affiliates in NC, MD/DC, Samuel is strategic implementer and capacity building expert working with school and community-based mentoring programs providing resources to enhance mentoring practices that lead to long term sustainable impact across the Carolinas.

As a program officer with the Coastal Community Foundation, he oversees a portfolio of grantmaking projects spread over nine counties, technical help, capacity building, and result management services to nonprofits across the region.

Samuel has written three books and holds a master's in public administration with a focus on nonprofit management. Along with being married and the parent of three kids, he also serves as an associate pastor at Increasing Faith Ministries

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CONFERENCE SCHEDULE

Thursday, April 20, 2023

7:30am - 8:50am	Registration (<i>open all day</i>), Breakfast, Coffee, and Networking
9:00am - 9:30am	<p>Welcome and Introductions from</p> <p>Robert Stevens, Senior Advisor for SSBHC, Consultant to SBHA, AWARE, STAR Clinical Network</p> <p>Taylor Davis, Conference Manager, Associate Program Manager SBHA</p> <p>Robbie Kerr, Director, SC Department of Health and Human Services</p>
9:30am - 10:30am	<p>Keynote Address (Ballroom)</p> <p>Kent McIntosh (University of Oregon)</p> <p>Co-creating Schoolwide Systems with Our Students and Families</p>
10:30am - 10:45am	Break (<i>Registration Desk Open - Visit with Exhibitors</i>)
10:45am-11:45am	Breakout Session #1
11:50pm-1:40pm	<p>Lunch and Comments from</p> <p>Mark Weist, Professor of Psychology, University of South Carolina; Director, Clinical Community Doctoral Program; Director, South Carolina School Behavioral Health Academy</p> <p>John H. Magill, Retired State Department of Mental Health Director</p>
1:55pm-2:55pm	Breakout Session #2
2:55pm - 3:10pm	Break (<i>Registration Desk Open - Visit with Exhibitors</i>)
3:10pm-4:10pm	<p>Breakout Session #3</p> <p>Southeastern PBIS Leaders and State Advisors Meeting (<i>by invitation only</i>)</p> <p>Room 104 - 105</p>
4:10pm - 4:30pm	Visit with Exhibitors
4:30pm-6:30pm	Poster Sessions and Reception (<i>appetizers/cash bar</i>)

CONFERENCE SCHEDULE

Friday, April 21, 2023

7:30am - 8:50am

Registration (*open until 1pm*), Breakfast, Coffee, and Networking

Welcome from

9:00am - 9:15am

Mark Weist, Professor of Psychology, University of South Carolina; Director, South Carolina School Behavioral Health Academy (SBHA)

Deborah Blalock, Deputy Director, South Carolina Department of Mental Health

9:15am - 10:15am

Keynote Address (Ballroom)

Samuel Bellamy (Coastal Community Foundation)

How to Not Fail an Open Book Test, Creating Safe Spaces for Young People in the Classroom

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

12:50pm - 2:05pm

Lunch, Networking, Door Prizes, and Comments from

Lori Parrish, Program Manager, South Carolina School Behavioral Health Academy (SBHA)

2:20pm-3:20pm

Breakout Session #6

3:35pm - 5:00pm

Small Groups and Interactive Sessions

Hybrid Conference App and Attendee Hub Website



Event ID: SSBHC S2023

For iPhone and Android Users

Open your camera and hover over the QR Code. It will take you to Google Play or the app store to download the Conference App. Once that's added to your phone, simply search Southeastern School Behavioral Health Conference. Login with First and Last Name and email address. When prompted, input activation code and Event ID.

Virtual Attendee Hub Website

To view all Pre-recorded Sessions, enter the link <https://cvent.me/X3LE24> into your browser. Follow the registration steps for the Conference App to access all of the Virtual Attendee Hub content.

(All virtual sessions can be viewed at any time throughout the dates of the conference and up to 90 days after)

EVERYTHING YOU NEED IS ON THE APP

- | | |
|--|------------------------------------|
| ◆ Library of all Pre-recorded Virtual Sessions | ◆ Other Attendees |
| ◆ Conference Schedules | ◆ Sponsors |
| ◆ Speaker Information | ◆ Up to the Minute Notifications |
| ◆ Hotel Map | ◆ Continuing Education Information |
| ◆ Social Media Links | ◆ Session Location |
| ◆ Interactive Games | ◆ Room Change Alerts |
| ◆ Exhibitors | ◆ Session Handouts |

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GRADUATE SCHOOL STUDENTS

The John H. Magill School Mental Health Certificate

Graduate students in counseling, social, work, and related fields are invited to apply.

The program is designed to develop a well-qualified workforce of school mental health clinicians; it is run jointly by the South Carolina Department of Mental Health and the USC School Behavioral Health team.

Students work in school mental health positions in their final year of studies and complete a 600-hour internship and 30 hours of professional development.

Students receive a specialization certificate signifying additional school mental health training in DMH policies, MTSS/PBIS/ISF, evidenced based practices, cultural humility, crisis intervention and more.



Benefits:

- **Paid internship**
- **Training in school mental health services and evidence-based treatments**
- **Experience with diverse populations**
- **Consultation with interdisciplinary teams**

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BREAKOUT SESSIONS

Breakout Session #1: Thursday April 20, 2023

10:45am - 11:45am Parallel Sessions

SESSION 1A: Dialectical Skills Groups: Building School-Based Resiliency Skills for Life

SSBHC General, NBCC, NASW-SW, NASW-General, DOE, AHEC

William Schofield (Hall County School District), Joy Schofield (Hall County School District)

(Room 202 ; Capacity - 50 theater)

Participants will learn about the Hall County School District's successful unique "skills-based" Tier 2 resiliency curriculum, Dialectical Skills Groups (DSG's). DSG's teach students tools that they can place in their life readiness toolbelt, to equip IN and BEYOND the walls of their schools, providing students the ability to.

SESSION 1B: Social Emotional Behavioral Development: A Necessary Part of Daily Teaching and Learning

SSBHC General, NBCC, NASW-General, DOE, AHEC

Kimberly Yanek (Center for Social Behavior Support)

(Room 106 - 107 ; Capacity - 110 Theater ; Live Stream Presentation)

During this session, we will unpack the research to identify effective and practical ways to teach social emotional behavioral (SEB) skills daily. We will explore systems of support for staff to implement identified practices. We will consider ways to monitor our efforts and impact to ensure that our system is working for all. We will consider the impact on students and staff as we think critically about the most effective and efficient way to design daily teaching and learning for SEB skills.

SESSION 1C: Beyond Brick and Mortar: School-Based Telehealth for Child Trauma Treatment

SSBHC General, NBCC, NASW-General, DOE, AHEC

Regan Stewart (Medical University of South Carolina) ; *(Rooms 104 - 105 ; Capacity - 45 Theater ; Live Stream Presentation)*

Telehealth offers an innovative strategy to effectively and efficiently provide access to specialized mental health services in schools, creating a service model that leverages the most of available resources without compromising the quality of care. This presentation will describe the Telehealth Outreach Program (TOP) program, including program development, implementation, and outcomes. Lessons learned and tips for implementing a school-based telemental health program will be discussed.

BREAKOUT SESSIONS

Breakout Session #1: Thursday April 20, 2023

10:45am - 11:45am Parallel Sessions

SESSION 1D: Racial/Ethnic Disparities Through a Family Lens: School-based Systemic Interventions

SSBHC General, NBCC, NASW-General, DOE, AHEC

Viki Kelchner (University of Central Florida), Karen Cooper-Haber (University of South Carolina)

(Room 203 ; Capacity - 40 Theater)

The session will review the effects of providing school-based family counseling interventions in public K-12 schools. Participants will understand current research related to school-based family counseling, including research currently being done by the presenters. Participants will also examine ways to utilize family and child counseling services in a school setting through a training model. This presentation will include both didactic and discussion methodologies.

SESSION 1E: The Elephant in the Room: Impact of Beliefs on Implementing MTSS (PBIS) with Essential Behavior Standards

SSBHC General, NBCC, NASW-General, DOE, AHEC

Kelly Stern (Hawaii Department of Education) ; *(Room 206-208 ; Capacity - 135 Theater)*

Systemic changes are critical to successful implementation of MTSS/PBIS systems in schools. What often happens is that most people are unaware of the "elephant in the room", the belief barriers that impact the implementation of good tiered systems of support. In this presentation, you will learn what West Hawaii has done to assess for belief barriers, the strategies they use to address the belief barriers and the foundational behavior standards that everyone needs to adopt, teach, & reinforce!

SESSION 1F: Implementing Universal Screening and MTSS in the Schools: Lessons Learned

SSBHC General, NBCC, NASW-General, DOE, AHEC

Nancy Turner (Rock Hill School District), James McDougal (State University of New York at Oswego), Keith Wilks (Rock Hill School District)

(Rooms 102 - 103 ; Capacity - 45 Theater)

This presentation will review the implementation of a district wide MTSS project in South Carolina. Presenters will discuss the universal screening and behavioral health interventions used and the associated results obtained. The focus of the presentation will be on the key "lessons learned" by project implementers for negotiating district politics and overcoming implementation challenges and strategies for fostering educator support and collaboration.

BREAKOUT SESSIONS

Breakout Session #1: Thursday April 20, 2023

10:45am - 11:45am Parallel Sessions

SESSION 1G: Effective Components of a Multi-Tiered Framework

SSBHC General, NBCC, NASW-General, DOE, AHEC

Erin Scherder (MUSC) ; *(Room 108 ; Capacity 50 Theater)*

This session will offer DHHS Academy members an overview of multi-tiered frameworks and strategies to integrate initiatives into their school's framework utilizing the guiding principles of effective school mental health. DHHS Academy members will discuss the effective components of an MTSS following the key guidelines of the Interconnected Systems Framework. Guiding questions will allow participants to reflect on Tier 1, 2, and 3 across an integrated continuum. The session will end with a discussion on coaching and how each MTSS member can coach the system to be as effective as possible in meeting the needs of students.

SESSION 1H: Bridging Gaps in Youth Mental Healthcare: A Bi-State Approach

SSBHC General, NBCC, NASW-General, DOE, AHEC

Ellen Carroll (CaroNova), Miriam Tardif-Douglin (CaroNova) ; *(Room 205 ; Capacity 40 Theater)*

The Carolinas, with the help of CaroNova, are leading a bi-state effort to co-design a system of care that simplifies the complexities of navigating youth mental healthcare. Learn how schools play a key role in the co-design process of transforming the current mental health system into one that is holistic, collaborative, and focused on the wellbeing of youth.

SESSION 1J: Promoting Resilience of Military-Connected Students Through Multi-Tiered Systems of Support

SSBHC General, DOE, AHEC

Tremekia Priester (SC DOE) ; John Terry (VA/USC) ; Suzanne Snyder (SC DOE) ; *(Room 204 ; Capacity 50 Theater)*

Military-connected students encounter significant challenges due to the unique demands placed on military families. This presentation will inform attendees of innovative approaches to integrating school behavioral health implementation processes and Multi-Tiered Systems of Support to promote the resiliency and mental health of military-connected students.

BREAKOUT SESSIONS

Breakout Session #2: Thursday April 20, 2023

1:55pm - 2:55pm Parallel Sessions

SESSION 2A: Beyond Self-Care: School Mental Health for Faculty and Staff

SSBHC General, NBCC, NASW-General, DOE, AHEC

Chris Haines (South Carolina Department of Mental Health/Greater Greenville Mental Health Center, SC) ; *(Room 202; Capacity 50 Theater)*

Addressing the mental health needs of adults who work in schools is necessary for delivering both high quality education and for establishing a healthy school climate. This session will help school leaders to identify the stressors affecting faculty and staff and to develop strategies that support the mental health needs of faculty and staff. Participants will learn about brain states and strategies that school leaders could implement immediately to foster a community of care.

SESSION 2B: Disproportionality and Schoolwide-Positive Behavior Interventions and Supports: Ensuring Equity for All

SSBHC General, NBCC, NASW-General, DOE, AHEC

Ashley MacSuga-Gage (University of Florida), Nicholas Gage (Wested) ; *(Room 106 - 107 ; Capacity 110 Theater - Live Stream Presentation)*

This session will describe disproportionality in education, with a focus on disproportionate discipline for culturally and linguistically diverse students and students with disabilities. We will then describe how SWPBIS can be used to address disproportionate discipline and decrease the likelihood of disproportionality.

SESSION 2C: Implementing and Evaluating the Incredible Years in Rural and Urban School Settings: More Similarities than Differences?

SSBHC General, NBCC, NASW-SW, NASW-General, DOE, AHEC

Brian Daly (Drexel University), Elizabeth Mellin Ph.D., Dawn Anderson-Butcher, Olivia Rozsitz, Annie Resnikoff
(Rooms 104 - 105 ; Capacity 45 Theater - Live Stream Presentation)

The purpose of this presentation is to discuss various implementation and evaluation strategies by two unaffiliated teams working in urban and rural settings to deliver The Incredible Years, an empirically validated, universal social-emotional learning (SEL) curriculum. Teams will describe and discuss their implementation and evaluation decisions, including what has worked well and areas of challenge.

SESSION 2D: Family Therapist in School: Therapists Assist Latino Students in Overcoming Social, Emotional, and Behavioral Issues

SSBHC General, NBCC, NASW-General, DOE, AHEC

Karla Castro Briseno (Richland School District Two) and Ruth Yeh (Richland School District Two) ; *(Room 203 ; Capacity 40 Theater)*

Latino students, especially those who are immigrants or part of immigrant families, are at high risk of behavioral, social and emotional issues that derive as a result of exposure to trauma, acculturation, school and family issues, toxic stress, adverse childhood experiences and discrimination. Our program will address how the provision of mental health services by systemically trained, bilingual therapists in one school district meets the needs of these students.

BREAKOUT SESSIONS

Breakout Session #2: Thursday April 20, 2023

1:55pm - 2:55pm Parallel Sessions

SESSION 2E: Introduction to the Community Resiliency Model

SSBHC General, NBCC, NASW-SW, NASW-General, DOE, AHEC

John Richardson-Lauve (St. Joseph's Villa) ; *(Room 206-208 ; Capacity 135 Theater)*

The Community Resiliency Model (CRM)[®] is an evidenced based set of wellness skills that are aimed to train individuals to help themselves and others. The primary focus of this skill-based stabilization program is to re-set the natural balance of the nervous system. Understanding the neuroscience of our body's response to crisis, we can learn these wellness skills to proactively regulate the body's response and bring us back into our resilience zone.

SESSION 2F: Utilizing PBIS to Scale Up Mental Health Services in California

SSBHC General, NBCC, NASW-General, DOE, AHEC

Luke Anderson (Placer County Office of Education) and Michael Lombardo (Placer County Office of Education) ; *(Room 102 - 103 ; Capacity 45 Theater)*

PCOE has established site wellness centers that deploy mental health clinicians and community liaisons that partner with existing school staff to support wellness centers, wellness practices, and integrated teaming structures. These structures reflect systems and data features generalized from School-Wide Positive Behavioral Interventions and Supports and reflect an integration of features from the Interconnected Systems Framework and the System of Care movement.

SESSION 2G: Facilitation of Cultural Responsiveness Training During Periods of Heightened Public Distress: Insights and Lessons Leared

SSBHC General, DOE, AHEC

Britt Patterson (University of Maryland NCSMH), Samantha Reaves (University of Maryland NCSMH), Chris Haines (SC Department of Mental Health/ Greater Greenville Mental Health Center) ; *(Room 108 ; Capacity 50 Theater)*

Improving healthcare for marginalized groups has been at the forefront of policy, public discourse, and research since 2020 following the increase in recorded and widely publicized instances of police brutality, racism, sexism, nationalist rhetoric, and violent behavior. A key component of improving healthcare for marginalized groups has been providing pre- and in-service professionals with training in culturally responsive care focused on provider awareness, knowledge, and skill.

SESSION 2H: Bullying Prevention: The Key is KNowing Where to Focus

SSBHC General, NASW-General, DOE, AHEC

Eric Landers (Georgia Southern University) ; *(Room 205 ; Capacity 40 Theater)*

This presentation discusses the Problem Analysis Triangle prevent bullying in schools. Bullying impacts school personnel in terms of time, effort, and even money. Participants will learn how the bully, the victim, and the opportunity work together to create the bullying situation. Participants will also learn how to strengthen different support already present in their schools to better predict bullying, protect the victims, and address the bully when the behavior has occurred.

SESSION 2J: Preparing Educators to Support K-12 Students' Mental Health and Wellbeing

SSBHC General, NASW-General, DOE, AHEC

Johnathan Ohrt (University of South Carolina) and Jessie Guest (University of South Carolina) ; *(Room 204 ; Capacity 50 Theater)*

In this session, we present strategies to support educators in addressing K-12 students' mental health and wellbeing. We will discuss (a) our previous research on teachers' perceived barriers to supporting students' mental health, (b) current training approaches, and (c) recommendations for organizing professional development and providing continuous support and consultation within schools. We present our own training and consultation model to support educators and provide preliminary data.

BREAKOUT SESSIONS

Breakout Session #3: Thursday April 20, 2023

3:10pm - 4:10pm Parallel Sessions

SESSION 3A: Advancing Comprehensive School Mental Health Systems: Beyond the Current Crisis

SSBHC General, NASW-General, DOE, AHEC

Joyce Sebian (National School Mental Health Partnership) ; *(Room 202 ; Capacity 50 Theater)*

This session will address opportunities for advancing and sustaining comprehensive school mental health systems in states and communities. New ways of thinking are needed. Both a crisis response and long-term system building strategies are needed. The youth mental health crisis is critical, but equally urgent and timely is the need to use this critical time to look ahead and build a more effective and sustainable system for school mental health.

SESSION 3B: Investing in Relationships: Reducing Trauma in Rural Schools Through Connection

SSBHC General, DOE, AHEC

Elizabeth Mellin (Binghamton University - SUNY) ; *(Rooms 106 -107 ; Capacity 110 Theater - Live Stream Presentation)*

Relationships matter. This is especially true in rural schools where students and their families often have deep connections to people in their communities. What is also true, that poverty, isolation, inadequate resources, are also associated with adverse childhood experiences or trauma. This presentation will share 3 place-based strategies (supported by both practice and research) for investing in relationships to reduce trauma in rural schools and communities.

SESSION 3C: ISF-Aligned Discrimination Intervention to Reduce Racial Aggression Disparities Through the Pandemic

SSBHC General, NBCC, NASW-SW, NASW-General, DOE, AHEC

Kelly Perales (Midwest PBIS Network) ; *(Rooms 104 - 105 ; Capacity 45 Theater - Live Stream Presentation)*

The Interconnected Systems Framework enhances and aligns related social-emotional-behavioral initiatives to improve the mental health and wellness outcomes in an equitable way for all students. Participants will learn how one district, along with family members and community partners have used additional strategies to go beyond access to improve systems and impact within middle schools.

SESSION 3D: Surviving and Thriving: Trauma and Resilience

SSBHC General, NBCC, NASW-SW, NASW-General, DOE, AHEC

John Richardson-Lauve (St. Joseph's Villa) ; *(Room 203 ; Capacity 40 Theater)*

Moments of trauma & crisis impact us all. Understanding the neuroscience and psychology of our reactions helps us to craft effective response to mitigate the impact. Even if you have been in trauma-informed training events in the past, you will still learn valuable lessons in this workshop related to predictive processing theory, brain networks, brain states, & resilience practices. These are the tools we can use to sustain ourselves and those we serve & care for.

BREAKOUT SESSIONS

Breakout Session #3: Thursday April 20, 2023

3:10pm - 4:10pm Parallel Sessions

SESSION 3E: Southeast Mental Health Technology Transfer Center: Available Resources for Schools and Districts

SSBHC General, NBCC, NASW-General, DOE, AHEC

Janet Cummings (Southeast Mental Health Technology Transfer Center) and Sarah Treilo (Southeast Mental Health Technology Transfer Center); *(Rooms 206 - 208 ; Capacity 135 Theater)*

The SAMSHA-funded Mental Health Technology Transfer Center (MHTTC) Network provides technical assistance to facilitate the dissemination of evidence-based mental health programs and services. Leaders from the Southeast MHTTC School Mental Health Initiative will provide an overview of resources that were developed for school mental health leaders and explain how to access hundreds of resources (including online courses, recorded webinars, reports, and toolkits) that are all available at no cost.

SESSION 3F: Strength-Based Crisis Intervention

SSBHC General, DOE, AHEC

Rawle Ragoonath (University of South Carolina), Shanta Jerideau (University of South Carolina), Leah Tolan (SBHT)
(Rooms 102 - 103 ; Capacity 45 Theater)

The suicide of a student can leave a school and the community faced with grieving students, distressed parents and school staff, media attention, and a community struggling to understand what happened and why. Schools need reliable information, practical tools, and pragmatic guidance to help them protect their students, communicate with the public, and return to their primary mission of educating students.

SESSION 3G: Racial/Ethnic Disparities in Mental Health Service Utilization Among Foster Children in South Carolina

NBCC, NASW-SW, NASW-General, DOE, AHEC

Yanfeng Xu (University of South Carolina), Oluranti Babalola (University of South Carolina), Nelis Soto-Ramirez (University of South Carolina), Cynthia Flynn (University of South Carolina); *(Room 108 ; Capacity 50 Theater)*

We will present results from a mixed-methods study of foster children's mental health service utilization in South Carolina. Two key findings will be presented: (1) racial/ethnic disparities in mental health service utilization among foster children; and (2) barriers and facilitators associated with foster children's access to mental health services in South Carolina from foster parents' perspectives.

SESSION 3H: Southeastern PBIS Leaders and State Advisors Meeting

(Room 205 ; Capacity 40 Theater) ; Invite Only

SESSION 3J: Building Strong Children: How Infant and Early Childhood Mental Health Can Build Resilience in Young Children






SSBHC General, DOE, AHEC

Amaris M. Gibson (SCIMHA) and Mackenzie Soniak (SCIMHA); *(Room 204 ; Capacity 50 Theater)*

This introductory training will provide an overview of infant and early childhood mental health- a multidisciplinary field that is made up of everyone who works with or on behalf of babies, toddlers, and young children. At the end of this training, participants will better understand how important relationships are in the healthy social-emotional development of babies and young children and how those relationships build resilience and strong children.

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POSTER SESSIONS

Thursday April 20, 2023

Choose Belonging: A Simplified Way of Serving Youth ACEs

Gaelin Elmore

“Oh, She Just Wants Attention.”: Understanding Mental Health in Kids in Foster Care

Breana Frazier

Conquering Anxiety and Panic in the Classroom with an Interactive Character Curriculum Guide

Mallory V. White

Framework Fatigue: Braiding Processes, Improving Outcomes, and Saving Time

April Bagwell; Tamara Etterling; Laura Terrell

“Okay, it’s hit my school now”: School Counselor’s Experience Attending an LGBTQ+ Competency Training.

Palmet R. Garrison

YAY Choice! Exploring Tiered SRSD with Choice-Making and Self-Statement Instruction for a Youth with EBD

Allyson Pitzel; Sara Sanders; Olivia P. Hester; Aimee J. Hackney

Staff Perceptions of Climate in Juvenile Justice Facilities and the Impact on Youth Behaviors

Olivia P. Hester; Kimberly Odom; Kristine Jolivette; Sara Sanders; June Preast; Stephanie Shelton; Wechao Ma; Nicole Prewitt

Addressing Youth Behavioral Health Through Sensible Transition Strategies: Re-entering Their Neighborhood School

Kimberly Odom; Olivia P. Hester; Sara Sanders; Kristine Jolivette

Trauma-Informed Check-in, Check-out: Highlights from two studies with youth with EBD in a residential facility

Hackney, Aimee J; Jolivette, Kristine; Sanders, Sara

Understanding School-Based Racial Stress and Trauma Among Black Youth

Griffin, Charity B; Dowd, Jakhari; Hughes, Tyler; Delaney, Jazzelle

Social Emotional Learning for Youth of Color from a Social Justice Lens

Griffin, Charity B; Hughes, Tyler; Delaney, Jazzelle; Dowd, Jakhari

Thursday April 20, 2023

The Role of Adverse Childhood Experiences in Substance Misuse and Family-Related Factors

Leah Tolan; Palmer Garrison; Ryan Carlson

A Scoping Review of Empirical Research on School Counselors Working with At-Potential Youth in Nontraditional Educational Settings

Rachel Gilreath

Addressing Co-morbid Reading and Behavioral Needs: Screeners and Strategies for Classroom Success

Sara Sanders; Marissa Filderman; Kristine Jolivette

Enhancing School Relationships through Mental Health Literacy: A Qualitative Analysis of The Guide Mental Health Literacy Curriculum

Kristen Figas; Tucker Chandler; Madison Niles; Brooke Chehoski; Mark Weist

The Potential for Pediatric Psychologists in School Health Systems: Increasing Access to Quality Care to Diverse Communities

Samantha Martinez

Benefot-Cost Evaluation of a Mental Health Multi-Tiered System of Supports Program in Schools

Heidi E. Austin

Predictability of Video Game Addiction amongst Students with ADHD

Nadia Ochoa

Humana
Healthy Horizons.
in South Carolina

Healthy Connections 

BREAKOUT SESSIONS

Breakout Session #4: Friday April 21, 2023

10:30am - 11:30am Parallel Sessions

SESSION 4A: NC Project AWARE's Integrated Team Approach to School Behavioral Health

SSBHC General, NBCC, NASW-General, DOE, AHEC

Heidi Austin (NC Department of Public Instruction), Laura Muse (AWARE), Stephanie Ellis (Rockingham County Schools), Ryan Ethridge (AWARE) ; *(Room 202 ; Capacity 50 Theater)*

NC Project AWARE/ACTIVATE supports adequate SISF staffing and workforce development training to support the mental health needs of students in the school setting via assessment, diagnosis, counseling, educational, therapeutic, and other necessary services. This session aligned with the conference theme will highlight innovative practices in teaming structures, utilization of SISF models to maximize time and effort, and behavioral health professional learning communities.

SESSION 4B: Advancing School Behavioral Health Through Family and Community Partnerships

SSBHC General, NBCC, NASW-General, DOE, AHEC

Andy Garbacz (University of Wisconsin-Madison) ; *(Rooms 106 - 107 ; Capacity 110 Theater - Live Stream Presentation)*

In this session, participants will learn about strategies to align and integrate partnership practices with families and communities in a school-based multi-tiered system to promote positive student social, emotional, and behavioral outcomes.

SESSION 4C: MusicsEnergy: A Culturally-Relevant, Responsive, Evidence-Based Approach to Engaging Youth and Building Competence for the IGeneration

SSBHC General, NBCC, NASW-General, DOE, AHEC

Julian Owens (LIFE 20/20) ; *(Rooms 104 - 105 ; Capacity 45 Theater - Live Stream Presentation)*

Using the appeal of popular music this model (MusicsEnergy) leverages the media used by youth aged 14-25, to facilitate friendly dialogue, instruction, and therapeutic interactions. This evidence-based approach to health education and media literacy provides the foundation for improved competencies in five key areas of human development. These areas are: cognitive, behavioral, emotional, moral, and social competencies. Self-expression and self-reflection is encouraged and rewarded.

SESSION 4D: Supporting the Needs of Military-Connected Students Through MTSS: Suggestions and Implications for School-Based Behavioral Health Providers

SSBHC General, NBCC, NASW-General, DOE, AHEC

Georgia McKown (Military Child Education Coalition - MCEC) and Pamela Fenning (Loyola University Chicago) ; *(Room 203 ; Capacity 40 Theater)*

This session will include a review of military-related lifestyle demands and how they have been found to impact learning and development for students. The presenters will introduce examples of how schools can identify and support military-connected students within their MTSS frameworks. Participants will discuss how additional programs could be embedded into MTSS to better serve students in their own school or district through dialogue with presenters and peers.

BREAKOUT SESSIONS

Breakout Session #4: Friday April 21, 2023

10:30am - 11:30am Parallel Sessions

SESSION 4E: Schoolwide Positive Behavior Interventions and Supports Works!

A Review of the Evidence

SSBHC General, NBCC, NASW-General, DOE, AHEC

Nicholas Gage (University of Florida) ; *(Rooms 206 - 208 ; Capacity 135 Theater)*

SWPBIS has been successfully implemented in schools for over 20-years. In that time, research has found positive and statistically significant effects of SWPBIS on several outcomes, including discipline, academic achievement, and school climate. This session will describe the state of SWPBIS research with a focus on a series of state-level quasi-experimental studies conducted over the past five years.

SESSION 4F: The Puzzle of Adolescence:

Integrating Social Emotional Learning in the Teen Years

SSBHC General, NBCC, NASW-General, DOE, AHEC

Christa Pruss (Confidence Coaches 4 Kids) and Kasia Gutierrez (Confidence Coaches 4 Kids) ; *(Rooms 102 - 103 ; Capacity 45 Theater)*

Students don't benefit from a one size fits all approach to education. We need people not programs to support our students' social emotional health by building trust, relationships and safety within our schools. Every student has a story; as educators it is time to shift our instruction and practices. Integration of CASEL's competencies must be integrated throughout all academic content to allow students access to instruction.

SESSION 4G: Developing and Leading Effective School Mental Health Programs

SSBHC General, NBCC, NASW-General, DOE, AHEC

Chris Haines (South Carolina Department of Mental Health/greater Greenville Mental Health Center, South Carolina)

(Room 108 ; Capacity 50 Theater)

Comprehensive School Mental Health Programs integrate therapists into schools and provide Tier 3 mental health services for children on-site. In this presentation, fundamentals of beginning and improving school mental health programs will be discussed. Participants will learn how therapists and schools can partner to implement effective mental health supports, and they will learn how Tier 3 mental health services are implemented in Greenville, South Carolina's strong SMH program.

BREAKOUT SESSIONS

Breakout Session #4: Friday April 21, 2023

10:30am - 11:30am Parallel Sessions

SESSION 4H: The COVID-19 Pandemic: Risks and Mitigating Factors in Childhood Mental Health

SSBHC General, NASW-General, DOE, AHEC

Larry Hilbert (VSU) and Barzanna White (LSU) ; *(Room 205 ; Capacity 50 Theater)*

The COVID-19 pandemic has engendered mixed viewpoints, explanations, and indicators regarding mental health projections in children. Prominent among such viewpoints are those emphasizing increases in anxiety and depression in 4 major domains of functioning: economic well-being, education, health, and family/community. Major mitigating factors include such models as the Multi-Tiered System of Support (MTSS), prevention-oriented software systems, and counseling and anxiety reduction strategies.

SESSION 4I: The Importance of Strategic Collaboration and Planning at the State, County and Local Levels

SSBHC General, DOE, AHEC

Layla Fitzgerald (GA Department of Behavioral Health and Developmental Disabilities) ; *(Room 207 ; Capacity 18 Theater)*

In this presentation participants will learn the necessary partners it takes to build and implement a successful school based mental health program through strategic collaborations and planning with state, county, and local community input that shape strategies for alignment.

SESSION 4J: How We SEL in SC

SSBHC General, DOE, AHEC

Sarah Gams (SC-DOE) ; *(Room 204 ; Capacity 50 Theater)*

Social Emotional Learning (SEL) is a Tier 1 approach that helps all students succeed in academic endeavors. How do we SEL in SC? This session will demonstrate how to utilize SEL within MTSS framework. Participants will experience the Profile of the South Carolina Graduate Competencies, an assessment tool helps students, educators, and families set personal and professional goals for academic growth. Participants will engage in self-reflection and professional discussion.

BREAKOUT SESSIONS

Breakout Session #5: Friday April 21, 2023

11:45am - 12:45pm Parallel Sessions

SESSION 5A: School Behavioral Health and the Opioid Crisis: Charting New Directions

SSBHC General, NBCC, NASW-General, DOE, AHEC

Sayward E. Harrison (University of South Carolina), Steven Harrod (University of South Carolina), Samuel McQuillin (University of South Carolina), Mark Weist (University of South Carolina) ; *(Room 202; Capacity 50 Theater)*

The opioid epidemic is creating unprecedented challenges for communities across the US and has serious implications for children and families. School behavioral health professionals are well-positioned to engage in prevention and treatment for affected families, yet often feel unprepared for this role. This session will review the opioid epidemic, discuss prevention and treatment, and examine the role school behavioral health professionals can play in responding to the opioid crisis.

SESSION 5B: Cultural Responsiveness Training with School Mental Health Clinicians

SSBHC General, NASW-General, DOE, AHEC

Britt Patterson (National Center for School Mental Health) and Samantha Reaves (national center for School Mental Health) *(Rooms 106 - 107 ; Capacity 120 Theater - Live Stream Presentation)*

Eleven (11) school-based clinicians participated in a year-long training program dedicated to improving their cultural awareness, knowledge, and skills. Clinicians reported positive changes based on this training. Specific examples for how school-based clinicians can improve will be shared.

SESSION 5C: Unboxing Self-Care

SSBHC General, NBCC, NASW-SW, NASW-General, DOE, AHEC

John Richardson-Lauve (St. Joseph's Villa) ; *(Rooms 104 - 105 ; Capacity 45 Theater - Virtual Presentation Room)*

We've all been to plenty of self-care workshops. This workshop will get to the fundamental tools of self-care and help participants create and operationalize a self-care plan that is effective and tailored for them. We will focus on self-assessment and self-awareness, creation of an individualized self-care plan, and then sustainability of that plan. These tools can be used both personally and with those you supervise and serve.

SESSION 5D: Teacher Wellbeing: The Impact of Resilience in School Environments (RISE)

SSBHC General, DOE, AHEC

Karah Palmer (NCSMH) ; *(Room 203 ; Capacity 40 Theater)*

Resilience in School Environments (RISE) Initiative is a collaboration between Alliance for Healthier Generation and Kaiser Permanente that empowers schools to create safe and supportive learning environments through developing system-level policies and practices that improve the social-emotional health of students and staff. RISE focuses on four key impact areas, including job satisfaction, school climate, social emotional learning, and mental health systems and support.

BREAKOUT SESSIONS

Breakout Session #5: Friday April 21, 2023

11:45am - 12:45pm Parallel Sessions

SESSION 5E: Setting a Strong Foundation: Tools and Techniques for Coaching Educators to Support Effective Classroom Management

SSBHC General, NBCC, NASW-General, DOE, AHEC

Ashley MacSuga-Gage (University of Florida) ;

(Rooms 206 - 208 ; Capacity 135 Theater)

Effective classroom management is the foundation that supports students' behavioral and academic success. During this presentation, I will focus on identifying critical components for successful classroom management and offer options, tools, and resources to support individuals working directly with classroom educators.

SESSION 5F: Culturally-Informed Collaborations: Leveraging Local Partnerships to Serve Military Kids

SSBHC General, NBCC, NASW-General, DOE, AHEC

Ryan Landoll (Uniformed Services University of the Health Sciences) ; *(Rooms 102 - 103 ; Capacity 45 Theater - Military Family Track)*

Military children are a unique population that requires a culturally-informed approach to understand the intersectionality of their needs with other social identities. In order to effectively meet the needs of military connected youth, it is essential to leverage local military-civilian partnerships. Examples across research and clinical practice will be presented with a call to action to address the needs of military families.

SESSION 5G: Building the Belief of Systems Change Through MTSS

SSBHC General, NBCC, NASW-General, DOE, AHEC

Shawn Hagerty (Crosswell Drive Elementary) ; *(Room 108 ; Capacity 50 Theater)*

The implementation of Multi-Tiered System of Supports (MTSS) has informed us that school personnel often view MTSS in a limited way. To often MTSS is seen as an approach to address "interventions and evaluations" for an individual or a handful of students. This presentation will discuss the "tunnel-vision" which keeps schools from understanding that MTSS as a system of school-wide learning supports which promote macro systems growth, not just individual student outcomes.

BREAKOUT SESSIONS

Breakout Session #5: Friday April 21, 2023

11:45am - 12:45pm Parallel Sessions

SESSION 5H: 15 Strategies for Deploying 5 Minute Mindfulness in the Classroom or School Setting

SSBHC General, DOE, AHEC

Robyn Hussa Farrell (SharpenMinds) ; *(Room 205 ; Capacity 40 Theater)*

Research that explores interventions to measure student outcomes in nontraditional educational settings (NES) is scant despite half a million at-potential youth attending NES annually. This scoping review was conducted to examine and synthesize empirical research on the functions of helping professionals working with at-potential youth in NES. School-based professionals may glean details regarding opportunities for interdisciplinary collaboration and approaches to working with this population.

SESSION 5J: Understanding Medicaid Opportunities and Rehabilitative Behavioral Health Services (RBHS) in the Schools

SSBHC General, NBCC, NASW-General, DOE, AHEC

Shelley McGeorge (The Child Health Readiness Group), Valeria Williams (The Child Health Readiness Group), Paul Gunther (Berkeley County School District) ; *(Room 204 ; Capacity 50 Theater)*

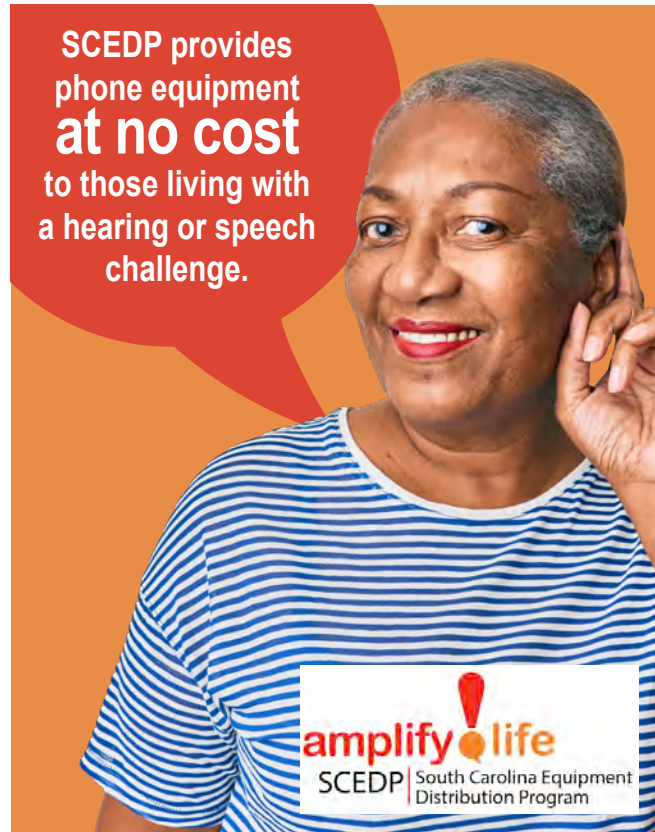
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BREAKOUT SESSIONS

Breakout Session #6: Friday April 21, 2023

2:20pm - 3:20pm Parallel Sessions

SESSION 6A: School-Based Universal De-Escalation

SSBHC General, NBCC, NASW-General, DOE, AHEC

Melissa Royalty (The Stepping Stones Group), Carly Swisher (The Stepping Stones Group, LLC); *(Room 202 ; Capacity 50 Theater)*

Knowing how to de-escalate a crisis situation is critical in today's climate. The goal of de-escalation is to reduce the likelihood of physical or emotional trauma. In this session you will learn what causes frustration, stress, and anxiety, and how to recognize when someone is becoming escalated. You will learn how to build connectedness with a person in crisis, and then how to use de-escalation strategies to bring peace to whatever situation arises.

SESSION 6B: Improving Mental Health Outcomes - Interconnected Systems Framework - Aligning SEL/Mental Health with MTSS

SSBHC General, NBCC, NASW-General, DOE, AHEC

Robert Putnam (May Institute) and Amber Casavant (Gardner Public Schools)

(Rooms 106-107 ; Capacity 110 Theater - Live Stream Presentation)

Mental health wellness is critical to a student's success in school and life. This presentation will explore one district's journey to create effective ISF systems to improve their students' social/emotional/behaviors.

SESSION 6C: Universal Screening in the Schools: Myths, Realities, and Lessons Learned

SSBHC General, NBCC, NASW-General, DOE, AHEC

James McDougal (SUNY Oswego) and Karrie LaMacchia (SUNY Oswego); *(Rooms 104 - 105 ; Capacity 45 Theater - Live Stream Presentation)*

This presentation will summarize "lessons learned" with respect to universal student screening. This summary will include a brief review of common myths related to universal screening and clear guidelines for evaluating and selecting universal screening measures. We will also review recent "lessons learned" including the use of data, selecting and evaluating program components, effective intervention including suicide prevention, and useful resources for educators.

SESSION 6D: Holistic Functioning From a Developmental Perspective: Advancing the MTSS Approach

SSBHC General, NBCC, NASW-General, DOE, AHEC

David Stodden (University of South Carolina) and Mark Weist (University of South Carolina); *(Room 203 ; Capacity 40 Theater)*

This presentation advances participants comprehensive understanding of holistic development across childhood and adolescence by demonstrating the synergistic linkages between cognitive, social, emotional, psychological, and motor development. We also will provide a pragmatic approach to advancing the implementation of MTSS, via the integration of established school structures, that will support positive health and wellness trajectories for all individuals.

BREAKOUT SESSIONS

Breakout Session #6: Friday April 21, 2023

2:20pm - 3:20pm Parallel Sessions

SESSION 6E: Adapting a Social-Emotional Learning Curriculum in an Urban Underserved Elementary School in Response to Increased Child Anxiety and Approaches to Identify Internalizing Symptoms

SSBHC General, NBCC, NASW-General, DOE, AHEC

Annie Resnikoff (Drexel University) and Brain Daly (Drexel University) ; *(Rooms 206 - 208 ; Capacity 135 Theater)*

The purpose of this presentation is to discuss limitations of the traditional focuses and adaptation strategies of The Incredible Years, an empirically validated, universal social-emotional learning (SEL) curriculum. An example of modular adaptation to reflect increased concern for student internalizing symptoms will be discussed.

SESSION 6F: Linking Behavioral Health Services Across Schools and Sport: A Pilot Training for Youth Sport Coaches

SSBHC General, NBCC, NASW-SW, NASW-General, DOE, AHEC

Samantha Bates (The Ohio State University), Dawn Anderson-Butcher (The Ohio State University, Olivia Rozsitz (The Ohio State University) ; *(Rooms 102 - 103 ; Capacity 45 Theater)*

The purpose of this presentation is to describe a community-based participatory research (CBPR) approach that guided the development and implementation of a behavioral health training for high school sport coaches and ADs. We will share our approach to training development, sport-specific training components, and preliminary evaluation data that speaks to the opportunities to connect and link behavioral health services and supports across schools and sport.

SESSION 6G: Enhancing Capacity in School Mental Health

SSBHC General, NASW-General, DOE, AHEC

Courtne Collins (University of South Carolina) ; *(Room 108 ; Capacity 50 Theater)*

This presentation will focus on current efforts within the state of South Carolina to expand a well-qualified workforce of school mental health (SMH) professionals. The Enhancing Capacity in School Mental Health (ECSMH) program, funded by BlueCross® BlueShield® of South Carolina Foundation, focuses on the recruitment and upskilling of undergraduate and graduate students interested in pursuing careers in SMH.

BREAKOUT SESSIONS

Breakout Session #6: Friday April 21, 2023

2:20pm - 3:20pm Parallel Sessions

SESSION 6H: Empowering Students to Lead a Mental Health Week

SSBHC General, DOE, AHEC

Anna Gorittii and Students from Statford High School (Berkeley County School District) ; *(Room 205 ; Capacity 40 Theater)*

Students will present on how they assessed the need for mental health discussions in their school and then created curriculum and student led activities to change the school climate in their school. In this session, you will learn the tools and resources they used and how you can empower student leaders to hold their own mental wellness campaign.

SESSION 6J: Tier 1.5: Blending MTSS Tier 1 and Tier 2 Activities to Support School Mental Health

SSBHC General, DOE, AHEC

Christine DiStefano (USC), Fred Greer (USC) and Katelyn Singleton (Sandhills Primary) ; *(Room 204 ; Capacity 50 Theater)*

Tier 2 interventions are typically implemented in small group settings, based on a similar need identified through assessment and systematic efficiency. However, running small groups which focus on social-emotional behavior may not be feasible due to many reasons. A solution may be to blend elements of Tiers 1 and 2 by providing universal application of targeted intervention treatment to all classroom students where classroom focused interventions are based upon data and needs of at-risk students.



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THE STEPPING STONES GROUP OFFERS A MULTI-TIERED APPROACH TO K-12 MENTAL HEALTH SERVICES

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FOUNDATION

Mental Health Strategic Planning & Education

- Assess and create a strategic mental health action plan
- Provide professional development training for district staff



TIER 1

Mental Health Screening & Social Emotional Support

- Conduct universal screening
- Teach social emotional learning strategies



TIER 2

Light to Moderate Mental Health Support

- Solution-focused counseling
- Short-term emotional regulation counseling
- Individual and group counseling



TIER 3

Intensive Mental Health Support

- Diagnostic assessment
- Individualized plan of care creation
- Individual, group and family psychotherapy
- Crisis response

Already have a mental health strategic plan and just need the professionals to execute?



We have a team of mental health professionals who are licensed and ready to assist:

- Mental Health Professionals (MHP)
- Licensed Professional Counselors (LPC)
- Social Workers
- Mental Health Interventionists
- Licensed Marriage Family Therapists (LMFT)

Using Self-Awareness To Advocate For Support Needs In Different Environments

Jordan C Smelley (Association of Persons Affected by Addiction)*

The tool of Self-Awareness can be used by and help support individuals with IDD (Intellectual and Developmental Disabilities) to identify and advocate for their support needs. Attendees will learn the three concepts of Self-Awareness: strengths, challenges, and personality traits. The presenter will also share an inclusive definition of the term "support needs". Participants will learn the four steps needed to use self-awareness to advocate for their support needs in different environments.

Enhancing Educators' Awareness of the Grief and Loss Issues Experienced by Youths in Military Families

Courtney J Lynch (Army - UK MSW)*

This presentation aims to accomplish three goals for middle and high-school educators: first, to illuminate the unique experiences and needs of the older military child / youth, with focus on their experience of grief and loss; second, to identify and discuss the possible ways in which issues of grief and loss may manifest for military youths (i.e. what educators might see and look for in students' behavior); and third, to identify strategies and available resources for assisting children with grief and loss, and examine the ways in which these resources may be utilized and/or adapted to classroom settings and for older military children.

True Equity & Inclusion for Minoritized Populations

Angus Raymond (A. Raymond Consulting, LLC)*

This presentation and panel discussion offers conversation on how some school systems are rethinking their practices in order to create a culture of inclusion that is community-wide. We will also discuss specific ways to meet our students where they are while inspiring them to reach ever higher. This is expected to be deep and engaging work that will give you perspectives to take home to your own districts and motivation to implement systemic culture changes for the good of your students and your educators.

Preparing Mental Health Clinicians to Work in Schools

Lee Fletcher (SCDMH)

The 2022 "School Connectedness Review (SCR)" captured data about how well clinicians connect with their schools around the domains of; structure, data, systems, communication, and programming.

Using the data from the SCR domains, a Matrix was created based on the Wandersman keys to success. The "School-based Mental Health Clinician Preparation Matrix" provides both the overview what is needed to make the school based clinician successful, but also provides examples of specific preparation in each of the matrix cells to ensure the best outcomes for the clinician, school, and students.

Enhancing Awareness of the Role Teacher Racial Bias Plays in Changing Student-Teacher Relationships

Tasha M Childs (University of South Carolina)*

This presentation will share the results of a mixed method study conducted with PK-12 teachers in the US, focused specifically on one form of racism, interpersonal racism, and in particular, teachers' perceptions of their implicit and explicit racial biases and how these biases may relate to the quality of student-teacher relationships. This presentation will also share findings from teachers' qualitative responses to the ways in which they build and maintain relationships with diverse students. Implications for practice are drawn and will showcase how school behavioral health professionals and other school stakeholders may collaborate to bring awareness toward inequities in their own schools.

Decolonizing Social Emotional Learning in Service of Justice and Racial Equity

Charity B Griffin (Winston-Salem State University)*

This presentation will situate SEL within a sociopolitical context and focus on issues of race/ethnicity as a first step toward ensuring SEL programming contributes to more equitable learning experiences and outcomes. This presentation will also highlight practices that support the development of SEL competencies in ways that are in service to justice and racial equity.

Building Capacity Through a Hybrid Approach to School-Based Mental Health Services

Beth Varner (eLuma)*

This session will provide suggestions on how to identify additional resources available to supplement school-based mental health services, including virtual service delivery, community mental health providers, and partnerships with nonprofit organizations. Focus will be placed on strategies for planning effective communication between the external and in-district providers in order to create an integrated service delivery system. Best practices in promoting collaboration between service providers will be discussed in order to prevent services from happening in separate silos.

Innovative Strategies to Motivate and Build Resilience in Every Student

Christian Moore (WhyTry Organization)*

How do you help students bounce back from what they have been through? From trauma, isolation, and poverty, to mental health challenges, our students have faced many obstacles over the last two years. Come see a formula to help you guide students through the challenges that destroy motivation and make it difficult to find success.

Expanding Student Mental Health Support within an MTSS Framework

Trudy Bender (Branching Minds)*

This session will discuss the relationship between student mental health, behavior, and academic performance, as well as the evidence that addressing these within a comprehensive framework improves outcomes. Presenters will outline strategies for schools to intentionally integrate school/community mental health within a multi-tiered system of support (MTSS) framework, and why this educational framework is best-suited as the foundation for comprehensively addressing holistic student needs. We will further discuss how an Integrated Systems Framework (ISF) fits into MTSS, and allows schools to better meet the needs of struggling students by engaging a broader range of partners and expanding interventions to address mental health. We will discuss barriers and challenges that may be encountered, and provide practical tools and resources for implementing MTSS + ISF frameworks within a school or district setting.

Using SEL Data to Address the Behavioral Needs of Students

Essie Sutton (Branching Minds)*

Our presentation will include findings from a study conducted with a sample of over 4000 students in grades 6-12 from a mid-sized public school district in the Midwest United States. The district serves a majority of Black students (82.4%) as well as students who are economically disadvantaged (69% qualify for free or reduced lunch). A multiple regression analysis was used to identify the specific social-emotional skills that were associated with suspension rates for students. We found that student-reported relationship skills and responsible decision-making were significantly associated with the number of suspensions over the following year; students reporting lower levels of these skills were more likely to have a higher number of suspensions. The implications of these findings will be discussed in terms of how they can inform the processes used by districts and schools to identify students who may be at risk for negative behavioral outcomes as well as intervention planning. The ways in which these data can be integrated into intervention planning and instruction across all tier levels of support will be discussed.

Invisible Sentence: Recognizing, Supporting, and Advocating for Children of Incarcerated and Returning Parents

Melissa Radcliff (Our Children's Place of Coastal Horizons)*

On any given day, there are an estimated 2.7 million children in the United States with at least one incarcerated parent. In North Carolina, the best estimate is more than 18,000. The most recent Annie E. Casey Foundation report shows that more than 5.2 million children (160,000 in NC) have experienced parental incarceration at some point in their lives. This workshop will focus on what we know and do not know about children of incarcerated parents, as well as the impact of parental incarceration and re-entry, what strategies could be developed and implemented to identify and serve these children, how to engage advocates in a conversation about advancing policies supporting the children (including policies that directly impact incarcerated and returning parents and indirectly impact their children), current gaps in resources and data collection, and new ways to partner and collaborate to better meet the needs of the children.

From Triage To Transforming: 9 Ways To Be Proactive About Wellbeing Across Your Whole School Community

Hayley Watson (Open Parachute)*

The core theme of this workshop is teaching a process for uncovering the 'hidden' mental health challenges that are blocking many students from long term thriving, that most schools are not set up to adequately address. Many students that appear happy and engaged on the surface wind up failing in the decade after high school, because their struggles were never noticed or addressed. This workshop provides a framework for ensuring that every student learns the practical mental health skills that prepare them for any challenges that lie ahead and assisting them in becoming future leaders for tomorrow."

Classroom Management Strategies That Reduce Teacher Stress and Increase Learning

Danielle Major-Murphy (Major Consulting LLC)*

This session will provide strategies for effective classroom management through building a classroom with clear defined limits, mutual respect, and warm emotional support. Specifically, participants will learn to respond positively and proactively when inappropriate student behavior affects the classroom environment by connecting with students on a human level, building positive relationships with students, setting appropriate limits and communicating high expectations. When social and behavior skills are taught in conjunction with academic skills, teacher stress is decreased and there is more time for instruction.

An Exploration of Racial Trauma and Protective Factors in Black Youth: Utilizing Focus Groups to Understand the Lived Experiences of Youth in South Carolina

Daria Thompson (University of South Carolina)*; Nana Ama Boateng (University of South Carolina); Julia Upton (University of South Carolina); Meeta Banerjee (University of South Carolina); Samuel McQuillin (University of South Carolina)

The current study serves to take initial steps in increasing potential resources for high school students who may struggle with racism and discrimination by utilizing qualitative methods to gain deeper understanding of their experiences. A needs assessment was conducted using focus groups to identify youth needs and sources of support for racial and discriminatory experiences at school. Additionally, the focus groups gathered data to develop an awareness of the experiences of youth. The study sample consisted of Black/African American high school students who were recruited from local community groups and centers in South Carolina. Students reported on their experiences with discrimination within the school setting and identified sources of support when they experience challenges in school. While the initial purpose of the focus groups centered around race-related discrimination, this study indicated there are intersections between race and gender discrimination, identity, and sexual orientation were addressed. The results of this study will serve to develop a school-based activity and intervention program to increase racial awareness and understanding between teachers and students.

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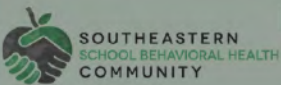
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