



# SOUTHEASTERN SCHOOL BEHAVIORAL HEALTH CONFERENCE

[www.schoolbehavioralhealth.org](http://www.schoolbehavioralhealth.org)



## Building Momentum Together

- 2024 Program Guide -

April 25 - 26, 2024

### Special thanks to our sponsors

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



Sheraton Myrtle Beach Convention Center  
Myrtle Beach, SC



Henry McMaster GOVERNOR

Robert M. Kerr DIRECTOR

P.O. Box 8206 &gt; Columbia, SC 29202

[www.scdhhs.gov](http://www.scdhhs.gov)

April 24, 2024

Welcome to the 11th annual Southeastern School Behavioral Health Conference. As the state agency who administers the state Medicaid program, the South Carolina Department of Health and Human Services (SCDHHS) is committed to being boldly innovative in improving the health and quality of life for South Carolinians.

In South Carolina, 60% of children receive their health care coverage through Healthy Connections Medicaid. This, along with being the state's largest health care payor, has made our agency a natural catalyst to rethink and reform South Carolina's school-based mental health program. South Carolina Governor Henry McMaster tasked us to do just that in January 2022. At that time, South Carolina's school-based mental health program had a mental health counselor to student ratio of 1:1,300. We implemented seven policy changes on July 1, 2022, that changed provider reimbursement rate incentives and increased rates for licensed mental health counselors who are willing to serve students in South Carolina's schools. These changes came with an ambitious goal: to cut the mental health counselor to student ratio in half the next year. Survey data from South Carolina's school districts show that we did just that, more than doubling the number of mental health counselors available to South Carolina students in the school setting, which cut the ratio to 1:653 and created access to these vital services in 230 more schools.

I am proud of this tremendous progress, but to be truly effective in better serving the mental health needs of our state's children, we must also focus on the quality of the mental health services that are available; and ensure that schools are equipped to effectively provide these services in their day-to-day operations. To support those goals, we have partnered with the University of South Carolina's (USC) school behavioral health (SBH) team for the past two years. This partnership has established, and helped develop and grow, the South Carolina School Behavioral Health Academy (SBHA, see [www.scsbha.org](http://www.scsbha.org)), a state-of-the-art learning management and coaching system designed to enhance the skills of mental health professionals, educators and diverse staff working in schools. The SBHA is a key component of the SCDHHS school-based mental health services initiative, aimed at increasing access to quality mental health services in schools, prioritizing the expansion of licensed mental health counselors providing services in schools and helping schools build well-functioning, multi-tiered systems of support that reflect a strong education-mental health system partnership.

Our collaboration with USC also supports this acclaimed conference. This conference is the nation's premier event focusing on effective SBH programming featuring a hybrid format. Last year, it drew 700 in-person and 300 virtual participants, representing diverse staff and disciplines in education, mental health, child welfare, juvenile justice, disabilities, primary care and advocacy. Past evaluations have been exceptionally positive, highlighting the conference's significant impact on enhancing SBH practices, school climate and the overall positive health and wellbeing of students and staff alike.

This year, the preconference program has been expanded and strengthened to provide opportunities for deep learning and networking for these diverse staff and stakeholders, and the conference program has been broadened to include the full array of topics relevant to effective SBH, including sessions by key leaders from the state and around the nation and inspirational keynote presentations. In the next few



days, you will have many opportunities for learning and networking and to increase your knowledge of and connections to the SBHA, a unique and innovative resource not provided by any other state.

Finally, while I am proud of our progress in doubling the number of school-based mental health counselors in South Carolina in such a short period, our long-term goal is to cut this ratio in half again to one school-based mental health counselor for every 325 students. The relationships we've built with USC's SBH team, and the relationships you will build during this conference, are critical to our ability to achieve our longer-term goals in support of South Carolina's children.

Thank you for joining us at this conference. We hope you have an outstanding experience that positively shapes your work in schools.

Sincerely,

A handwritten signature in black ink, appearing to read "R M Kerr". The signature is written in a cursive style with a large, stylized initial "R".

Robert M. Kerr, SCDHHS Director



*State of South Carolina*  
*Department of Mental Health*

**MENTAL HEALTH COMMISSION:**

Elliott E. Levy, MD, Chair  
Carl E. Jones, Ph.D., Vice Chair  
L. Gregory Pearce, Jr.  
Bobby H. Mann, Jr.  
Crystal A. Smith Maxwell, MD

2414 Bull Street • P.O. Box 485  
Columbia, SC 29202  
Information: (803) 898-8581

**Robert Bank, MD**  
Acting State Director

April 25, 2024

On behalf of the South Carolina Department of Mental Health (SCDMH) we are delighted to welcome you to the 2024 Southeastern School Behavioral Health Conference!

For the last 30 years, SCDMH has delivered high-quality, evidence-based school mental health (SMH) programs to South Carolina's students. Our masters-level Mental Health Professionals (MHPs) serve on school campuses, providing diagnostic and intervention services. They employ a wide range of evidence-based treatments including individual, group, and family therapy. With direct access to psychiatrists and psychiatric nurse practitioners, MHPs develop individualized treatment plans to address the specific behavioral and mental health needs of each student. In 2023, SCDMH SMH programs reached over 600 schools and served more than 22,000 students and their families.

Partnerships are crucial to the success of our SMH programs. Daily collaboration occurs between SCDMH clinicians, local Community Mental Health Centers, parents, family members, teachers, school staff, school district personnel, community organizations, and city, county, and state governments. These collaborations address behavioral and emotional barriers to learning, while enhancing the well-being of students, families, and school staff.

Beginning in the spring of 2014, the South Carolina School Behavioral Health Community (SCSBHC) answered the need for annual collaboration and learning among stakeholders across the state. These conferences have successfully addressed comprehensive school behavioral and mental health efforts, innovative direct practice modalities, and advanced practices within multi-tiered systems of support. The annual conference expanded to reach educators and behavioral and mental health professionals throughout the Southeast region, SCDMH was proud to support this growth. We are honored to be among the founding partners, witnessing the conference and community evolve from a South Carolina focus to a platform of regional and national significance.

The South Carolina Department of Mental Health wishes everyone a fruitful and enjoyable conference in Myrtle Beach! The agency deeply appreciates the ongoing partnership with SCSBHC.

Sincerely,

Robert Bank, M.D.  
Acting State Director  
SC Department of Mental Health

# Join Our Team!



South Carolina  
Department of Mental Health

# DMH

## School Mental Health Program

### FULL-TIME MENTAL HEALTH PROFESSIONALS

#### ✓ Assist

Increase the accessibility of services and provide consistent patient care for children and families in a familiar environment.

#### ✓ Collaborate

Work as a team with school professionals to gain insight into patient behavior and needs. Collaborate with health care organizations, other state agencies, and institutions of higher learning. Access child psychiatrists and other Community Mental Health Center mental health professionals.

#### ✓ Train

Participate in extensive training opportunities in evidence-based treatments. Access paid training leave. Provide informational workshops to school and district staff.

#### ✓ Other Benefits

- Health, vision, and dental insurance for employees and their families
- Generous leave policy plus 13 State Holidays
- Opportunities to participate in research and grant-funded programs
- Licensure supervision
- Bi-monthly salary
- Positions available statewide



[CAREERS.SC.GOV](https://careers.sc.gov)

### GRADUATE STUDENT INTERNS

The **John H. Magill School Mental Health Certificate Program** is designed to develop a well-qualified workforce of school mental health clinicians, run jointly by the South Carolina Department of Mental Health and the USC School Behavioral Health team.

Students work in school mental health positions and complete a series of milestones, including learning DMH policies and gaining 30 hours of professional development.

#### BENEFITS

Paid internship

Training in school mental health services and evidence-based treatments

Experience with diverse populations

Consultation with interdisciplinary teams



[SCSBHCERTIFICATE.WEBLY.COM](https://scsbhcertificate.weebly.com)

# WELCOME!

Dear Colleagues,

Welcome to the 11th Annual Southeastern School Behavioral Health Conference. Once again we are assembling to share what we have all learned since we last met in April 2023. If it is your first time attending, thank you for joining this vibrant community! If you are a returning friend, then thank you for coming back! Whether you are attending for the first or the eleventh time we know you will take advantage of what the conference has to offer.

As in years past, the conference team has put together an outstanding collection of keynotes, breakout sessions, and poster presentations. You can view the speaker's schedule and a map of our event space in this program, on your mobile device in the CVENT conference App, and online in the Attendee Hub. Be sure to visit our sponsor tables, or if you are attending virtually, please visit the virtual exhibitor booths via the sponsor and exhibitor pages in Attendee Hub.

Our social media details appear below. Please feel free to connect with us to learn more as the conference unfolds.



@BeSSBHC



@BeSSBHC



@BeSSBHC

For the next two days, as an attendee at the 2024 Southeastern School Behavioral Health Conference, you will be immersed in the insights and innovations driving the future of school behavioral health (SBH).

We are very grateful to our major sponsor, the South Carolina (SC) Department of Health and Human Services (DHHS) for supporting this important conference for our state, the region and people from around the country. The discussions that take place for the next two days will help shape our behavioral health workforce, highlight necessary training experiences, guide school-based coaching, and lead us to a greater understanding of the preferences and needs of families, students, schools, and school and community leaders and staff on effective SBH.

Activities and information shared at this Conference are reflected in all of our work (see [www.schoolbehavioralhealth.org](http://www.schoolbehavioralhealth.org)) and in our growing John H. Magill SC School Behavioral Health Academy, funded and guided by our SC DHHS, and providing a state-of-the-art learning management and coaching system to improve the depth and quality of SBH across schools in SC (see [www.scsbha.org](http://www.scsbha.org)). This year's Conference theme – *Advancing School Behavioral Health-Building Momentum Together* reflects our emphasis on engaging all stakeholders in implementing and refining evidence-based practices in SBH to reduce and remove barriers to learning, improve school climate, and improve the social, emotional, behavioral, mental health and academic outcomes of students.

# WELCOME!

Once again, we are presenting this conference in a dual format. Whether you are attending in-person or virtually, we believe this conference will provide an outstanding opportunity to gain new knowledge, explore effective and innovative SBH practices, and interact and build collaboration with a diverse group of colleagues and stakeholders to help equip you to be a positive change agent in your local school/district/community.

On behalf of the Southeastern School Behavioral Health Community (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 2024 Southeastern School Behavioral Health Conference!

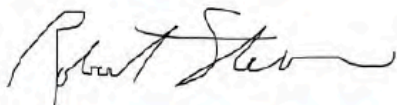
Conference Leaders:



*Mark D. Weist, Ph.D.*, Professor of Psychology, University of South Carolina



*Taylor E. Davis, Ed.S, LPC*, SSBHC Conference Manager; SBHA Associate Program Manager and SBHT Research Associate, Department of Psychology, University of South Carolina



*Bob Stevens, Ph.D.*, Senior Advisor for the SSBHC and Consultant to AWARE; Chair CAB SC Translational Research Institute, Medical University of South Carolina; Investigator, STAR Clinical Research Network

# TABLE OF CONTENTS

> **02** Welcome  
**State Director of  
Health and Human Services**

---

> **04** Welcome  
**SCDMH Assistant Deputy Director**

---

> **06** Welcome  
**Chair Letter**

---

> **09** Sponsors

---

> **13** Conference Planning  
Team Members

---

> **14** Continuing Education  
Information

---

> **16** Conference Map

---

> **17** Keynote  
**Steve Evans**

---

> **18** Keynote  
**Lisa Herring**

---

> **19** Keynote  
**Brandi Simonsen**

---

> **22** Schedule  
**Thursday April 25**

---

> **23** Schedule  
**Friday April 26**

---

> **24** Conference Website and App

---

> **25** Breakout Sessions  
**Thursday, April 25**

---

> **36** Poster Sessions  
**Thursday April 25**

---

> **40** Breakout Sessions  
**Friday April 26**

---

> **48** Pre-Recorded Sessions

---

> **54** Notes

---

> **56** Save the Date

---



# SPONSORS

## Partner Sponsor



---

## Premier Sponsor



---

## Platinum Sponsor



---

## Gold Sponsors



# SPONSORS

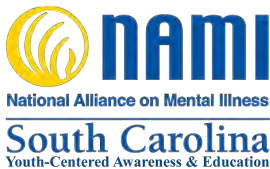
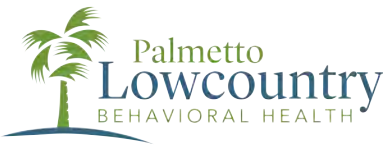
---

## Silver Sponsors



# SPONSORS

## Bronze Sponsors



# SPONSORS

## Bronze Sponsors



# CONFERENCE PLANNING TEAM MEMBERS

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



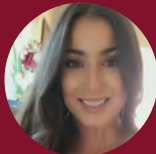
## Conference Co-Chair

Robert Stevens - Southeastern School Behavioral Health Community



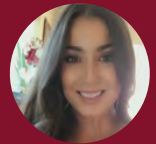
## Conference Co-Chair

Mark Weist - University of South Carolina



## Conference Manager

Taylor Davis - University of South Carolina



## CVENT App and Attendee Hub

Sara Woodard - CVENT Program Manager  
Taylor Davis and Nancy Bove - University of South Carolina



## Continuing Education and Evaluations

Tucker Chandler and Hannah Knott- University of South Carolina



## Marketing and Social Media

Anna Grace Clark Coates, Darien Collins, Leah Tolan, Hannah Knott, and Taylor Davis - University of South Carolina



## Hotel, Sponsorship, and Exhibitors

June Greenlaw - University of South Carolina



## Finance

Nancy E. Bove - University of South Carolina

## State Advisors

- ◆ **Alabama** - June Preast
- ◆ **Arkansas** - Elizabeth "Betsy" Kindall
- ◆ **Florida** - Nick Gage, Joni Splett
- ◆ **Georgia** - Layla Fitzgerald
- ◆ **Kentucky** - Mark Samudre
- ◆ **Louisiana** - Barzanna White
- ◆ **Mississippi** - Katherine Simmons
- ◆ **North Carolina** - Brandon Schultz
- ◆ **South Carolina** - Erin Scherder
- ◆ **Tennessee** - John Cagle
- ◆ **Virginia** - John Richardson-Lauve

# 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), Teachers and Nurses.

In partnership with the Department of Education's Office of Student Support, the SSBHC is providing renewal 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:

- South Carolina Department of Labor, Licensing and Regulation. SCLLR Approval/Provider Number #4698
- National Association of Social Workers, South Carolina Chapter
- 2024 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-4528)**
- South Carolina Area Health Education Center
- South Carolina Department of Education: The activity "2024 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

## Helpful tips:

Review session details to ensure each session you attend provides the type of continuing education (CE) credit you are seeking. Session details can be found in the CVENT App, Attendee Hub website, and in the Breakout Session Pages of the Event Program. Use the following chart if you aren't sure what type of credit you need:

Accrediting Organization	Accreditation Type	Audience
National Board for Certified Counselors	NBCC	Licensed professional counselors (LPC, LPC-S)
National Association of Social Workers, South Carolina Chapter	NASW-SW*	Licensed Social Workers (LMSW, LISW-CP, LISW-AP)
	NASW-general*	Unlicensed social workers or social workers only seeking general contact hours (MSW)
South Carolina Department of Labor, Licensing, and Regulation	LLR	Marriage and family therapists (LMFT, LMFT-S)
South Carolina Department of Education	DOE	Teachers (certified in South Carolina)
South Carolina Area Health Education Center	AHEC	Nurses

\*NASW approves two types of hours: NASW-SW or "social work" hours are for licensed social workers, and NASW-general hours for unlicensed social workers who are only seeking general or contact hours

- No NBCC or NASW credits will be awarded for watching on-demand pre-recorded sessions.
- On-demand pre-recorded session credits are applicable to SCDoe and SSBHC General hours.
- Please note that the maximum number of continuing education (CE) credits, hours, and/or units for the live event, including keynotes and breakout sessions, totals no more than **9** hours. The maximum number of CEs for pre-recorded sessions totals no more than **15** hours. *It is the responsibility of SSBHC attendees to report their credit hours accurately and honestly to their credentialing bodies. SSBHC maintains detailed records regarding individual attendee session participation.*
- On Monday, April 29, 2024, you will receive an email from CVENT with your continuing education certificate and your session transcript. Because this is an automated process, you may receive multiple certificates from multiple accrediting organizations.
- **Session surveys AND Event survey MUST be completed to receive CEU documentation.**

## How to receive your continuing education certificate(s) and document attendance:

### In-person Attendees:

- Scan into each session using your personalized QR code (found in the profile section of the CVENT app).
- Session moderators will be at the door of each session to scan you in and mark your attendance.

### Virtual attendees:

- Log into the Attendee Hub Website 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 into the Attendee Hub and view sessions within the conference dates of April 25-26.

### All Attendees Post-Session:

- Complete the session evaluation. Evaluations are made available for each session in your "Profile" under "Surveys" in both the CVENT App and Attendee Hub Website. \*Virtual attendees, you can also access the session survey in the upper righthand corner of your screen 15 minutes prior to the end of each session.

### All Attendees Post-Event:

- Complete the General Event Evaluation at the conclusion of the conference. This evaluation is located in the "survey" section of your profile in the CVENT App.

# 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:** MBCCWIFI

## CONTACT INFO

**Website:**

[www.schoolbehavioralhealth.org](http://www.schoolbehavioralhealth.org)

**Email:** [advsbh@mailbox.sc.edu](mailto:advsbh@mailbox.sc.edu)

## SOCIAL MEDIA #SSBHC2024

**YouTube:** @3Be

**Twitter:** @BeSSBHC

**Instagram:** @BeSSBHC

**Facebook:** @BeSSBHC



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

Search "Southeastern School  
Behavioral Health  
Conference"

Event ID: SSBHCSC2024



## FLOOR PLAN LEGEND

**Grand Ballroom** = Main Presentation Room

**Exhibit Hall** = Breakfast, Lunch, Poster Session and Reception

101 - 108 = First Floor Break-Out Rooms

201 - 209 = Second Floor Break-Out Rooms



# KEYNOTE PROFILES

## STEVE EVANS, PH.D.

Distinguished Professor of Psychology at Ohio State University and Co-Director of the Center for Intervention Research in School



### Striving to Make a Difference in the Futures of Children

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

The purpose of this presentation is to examine specific methods for enhancing our approaches to effectively and efficiently meeting student needs at the system level as well as the role of specific services.

#### ABOUT STEVE EVANS

**Steven W. Evans, PhD**, is a Distinguished Professor of Psychology at Ohio University and Co-Director of the Center for Intervention Research in Schools. He began his career as a special education teacher and then studied psychology to learn how he could better help students. His current research focuses on improving the systems of care for students with emotional and behavioral problems in schools as well as developing and evaluating new school-based interventions to help these children and adolescents.

He is one of the leading researchers in the field of school mental health and has received numerous awards for his contributions. Dr. Evans has published extensively in the field and has been a lead investigator on many millions of dollars worth of federal and state research grants. He is the founding editor of the leading journal in the field (*School Mental Health*; Springer Publishing) and has published multiple books on the topic.

Much of Dr. Evans' research and development work comes from listening to and partnering with educators and school mental health professionals to improve outcomes for students with emotional and behavioral problems

# KEYNOTE PROFILES

## DR. LISA HERRING

President of The Propel Center and  
Strategic Advisor to the US Secretary of Education,  
Dr. Miguel Cardona



### Interventions, Innovation, Inspiration

#### A Professional and Personal Approach to Serving Students and Impacting Systemic Change

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

From targeted interventions that address academic challenges to innovative approaches that foster creativity and critical thinking, we'll uncover the tools and techniques that empower educators to make a lasting impact. We will delve into the vital role of inspiration in igniting the spark of learning and motivating students and practitioners to reach their full potential.

Drawing upon real-world examples and success stories, this session will equip attendees with practical strategies and actionable insights to enhance their professional practice and effect meaningful change within educational systems.

### DR. LISA HERRING

Dr. Lisa Herring stands as a distinguished figure in education, holding pivotal roles such as the President of The Propel Center and Strategic Advisor to the US Secretary of Education. Her leadership is marked by innovative efforts to bridge educational institutions with corporate partnerships, underpinned by support from Apple and Southern Company at The Propel Center, the first HBCU tech and innovation hub. In her advisory role, she plays a key part in shaping national education strategies aimed at fostering equity and excellence, reflecting her deep commitment to transforming education on a global scale.

With a legacy of leading districts to notable successes, including achieving the highest graduation rate in the Atlanta Public School System's history amid a pandemic, Dr. Herring's career is a testament to her ability to effect change through strategic leadership and a focus on equitable outcomes. Her passion extends beyond administrative roles, as she actively engages in mentoring and inspiring the next generation of educational leaders, advocating for a future where education is the cornerstone of innovation and global leadership.

# KEYNOTE PROFILES

## BRANDI SIMONSEN, PH.D.

Tenured Professor, Special Education, Co-Director, National Technical Assistance Center for PBIS; Co-Principal Investigator of the National Multi-Tiered System of Supports Research Network MTSS; Senior Advisor to the National Center on Intensive Interventions NCII



### Make Each Moment Count

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

This keynote address will ask us to consider how to make each moment count for every learner. Specially, the talk will (a) prompt us to consider the practices and systems involved in implementing PBIS throughout the implementation cascade and (b) emphasize the importance of a positive and proactive approach to support all learners—especially learners with disabilities and from historically underserved groups.

### BRANDI SIMONSEN, PH.D.

Brandi Simonsen, Ph.D. is a tenured professor of Special Education in the Neag School of Education at the University of Connecticut. She is also a Co-Director of the National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS; [www.pbis.org](http://www.pbis.org)), Co-Principal Investigator of the National Multi-Tiered System of Supports Research Network (MTSS-RN; [www.mtss.org](http://www.mtss.org)), Senior Advisor to the National Center on Intensive Interventions (NCII; [www.intensiveintervention.org](http://www.intensiveintervention.org)). Dr. Simonsen's scholarship focuses on supporting educators' implementation of PBIS practices across a continuum of settings.

Before joining the faculty at University of Connecticut in 2005, Dr. Simonsen was the director of a non-public (alternative) school for students with disabilities who presented with challenging educational and behavioral needs. In addition to serving as an administrator and clinician, Dr. Simonsen has previously been certified as a teacher of elementary general education and middle-secondary special education.

July 24 - 26, 2024

Join Us  
**This Summer 2024!**

**July 24-26, 2024**

The Gaillard  
Charleston, SC

**In-Person & Virtual Options**

- 20+ Unique Talks
- Up to 15.25 CEs & CMEs
- Preconference Workshops
- Multiple Lunch Sessions
- Buxton Books Store
- And much more!

Platinum Supporter



Founding Members



lowcountrymhconference.com



**Jessica L. Schleider, Ph.D.**  
Psychologist - Northwestern University



**Tucker Bryant**  
Poet and International Speaker



**Dr. Debbie Joffe Ellis**  
Psychotherapist, Author - Columbia University



**Ethan Kross, Ph.D.**  
Psychologist/Scientist - University of Michigan



**Chenxing Han**  
Author & Chaplaincy Trained Buddhist Leader



**James Hollis, Ph.D.**  
Psychotherapist, Leading Analyst, Author

**Psychotherapy Innovations & the Clinical Process**



**Lowcountry**  
Mental Health Conference

# WHAT'S NEW AT *The Beach*

MYRTLE BEACH, SOUTH CAROLINA



Greg Rowles Legacy Theatre



Swig & Swine BBQ



PopStroke Myrtle Beach



Voodoo Brewing Company

VISIT  
*Myrtle Beach*  
SOUTH CAROLINA



See more new  
places here

With 60 miles of beaches, 2,000+ restaurants and endless activities, your conference is just the start. Plan your post-meeting fun now at:

[VisitMyrtleBeach.com](http://VisitMyrtleBeach.com)

# CONFERENCE SCHEDULE

Thursday, April 25, 2024

7:00am - 9:00am	Registration ( <i>open all day</i> ), Light Continental Breakfast, Coffee, and Networking
9:00am - 9:30am	<p>Welcome and Introductions from</p> <p><b>Robert Stevens</b>, Senior Advisor for SSBHC, Consultant to SBHA, AWARE, STAR Clinical Network</p> <p><b>Taylor Davis</b>, Conference Manager, Associate Program Manager SBHA</p> <p><b>Mark D. Weist</b>, Professor of Psychology, University of South Carolina</p> <p><b>Robbie Kerr</b>, Director, SC Department of Health and Human Services</p>
9:30am - 10:25am	<p><b>Keynote Address (Ballroom)</b></p> <p><b>Steve Evans, Ph.D.</b></p> <p>Striving to Make a Difference in the Futures of Children</p>
10:25am - 11:20am	<p><b>Keynote Address (Ballroom)</b></p> <p><b>Dr. Lisa Herring</b></p> <p>A Professional and Personal Approach to Serving Students and Impacting Systemic Change</p>
11:20am-11:30am	Break ( <i>Registration Desk Open - Visit with Exhibitors</i> )
11:30am-12:30pm	<b>Breakout Session #1</b>
12:30pm-2:15pm	<p>Lunch, SSBHC Awards, and Comments from</p> <p><b>Mark Weist</b>, Professor of Psychology, University of South Carolina</p> <p><b>Taylor Davis</b>, Conference Manager, Associate Program Manager SBHA</p>
2:15pm - 2:30pm	Break ( <i>Registration Desk Open - Visit with Exhibitors</i> )
2:30pm - 3:30pm	<b>Breakout Session #2</b>
3:30pm - 3:45pm	Break ( <i>Registration Desk Open - Visit with Exhibitors</i> )
3:45pm - 4:45pm	<b>Breakout Session #3</b>
4:45pm - 5:00pm	Break ( <i>Registration Desk Open - Visit with Exhibitors</i> )
5:00pm - 7:00pm	<b>Poster Sessions and Reception (<i>appetizers/cash bar</i>)</b>

# CONFERENCE SCHEDULE

Friday, April 26, 2024

7:00am - 9:00am

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

Welcome from

9:00am - 9:30am

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

**Melanie Gambrell**, Assistant Deputy Director, of Community Mental Health Services, South Carolina Department of Mental Health

9:30am - 10:25am

**Keynote Address (Ballroom)**

**Brandi Simonsen, Ph.D.**

Make Each Moment Count

10:25am - 10:35am

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

10:35am-11:35am

**Breakout Session #4**

11:35am-11:45am

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

11:45am-12:45pm

**Breakout Session #5**

12:45pm - 1:00pm

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

1:00pm-2:30pm

Lunch, Poster Awards, Door Prize Announcements, and Comments from

**Bob Stevens**, SSBHC Conference Co-Chair

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

2:30pm - 2:40pm

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

2:40pm - 3:40pm

**Breakout Session #6**

## Conference App and Attendee Hub Website



*Event ID: SSBHCSC2024*

### **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 (If you provided your phone number during registration you will find the activation code in both your text and email, if no number was provided you will find the code in your email only).

### **Attendee Hub Website**

The Attendee Hub website gives access to all (21) live-streamed breakout and keynote sessions as well as the library of on-demand pre-recorded sessions for all of our registrants. Although the website is the primary conference space for our virtual attendees, we encourage our in-person registrants to explore this feature of our hybrid event, especially the on-demand library! All pre-recorded sessions viewed during the event (April 25th and 26th) will count towards "SSBHC General" CEUs and "SC Teacher Recertification Credits". You can view pre-recorded sessions any time throughout the event.

You can access the Attendee Hub Website by entering the following link into your browser:  
<https://cvent.me/KPbq8E>

Additionally, all virtual and pre-recorded sessions can be viewed up to 90 days after the close of the

### **EVERYTHING YOU NEED IS ON THE APP**

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



# BREAKOUT SESSIONS

## Breakout Session #1: Thursday April 25, 2024

11:30am - 12:30pm Parallel Sessions



### **SESSION 1A: From Silos to Single System**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Susan Barrett ; *(Room- Ballroom ABC; Capacity 240; Live Stream Presentation)*

The prevalence of mental health challenges has continued to escalate at the same time as the education and behavioral health systems are experiencing unprecedented workforce capacity challenges. In this session, learn how leaders across systems can use the key messages and core features of an Interconnected Systems Framework to more efficiently and effectively meet the social-emotional-behavioral health needs of students and staff within schools. Tools, resources, and examples will be shared.



### **SESSION 1B: Data Engagement: Using Data to Tell your Story**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work

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

This presentation will focus on the importance of data-driven decision making in the execution of school mental and behavioral health. The presentation offers a six-stage actionable framework for data engagement, discusses areas to consider around data informed decision making and explore how this framework can be applied in K-12 settings. Finally, the presentation will explore how to use data to share stories about the important work that is being done and strategies for interrogating data.



### **SESSION 1C: Advancing Family-School Partnerships to Promote Parenting and Teaching Practices and Enhance Mental Health Outcomes for Students**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Andy Garbacz ; *(Room- Ballroom E; Capacity 200; Live Stream Presentation)*

The purpose of this session is to describe family-school partnership interventions to improve parenting and teaching practices and enhance mental health outcomes for students. The core components of the family-school partnership intervention will be described. Expected outcomes for successful implementation will be reviewed at the family, classroom, and student level.



### **SESSION 1D: Brains, Stress, Trauma, and Survival: Maximizing the Learning Experience**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work ; John Richardson Lauve ;

*(Room 206-208; Capacity 135)*

In order to engage the "learning centers" of our brains, we have to feel safe and connected. We need to understand how the stress and trauma that our students experience create brains that are wired up differently, respond differently, and are not ready to learn. In this workshop we will look at the latest science of how emotions are made and expressed, how survival responses play out in classroom behavior, and how we can support individuals for academic and behavioral success.

# BREAKOUT SESSIONS

## Breakout Session #1: Thursday April 25, 2024

11:30am - 12:30pm Parallel Sessions



### **SESSION 1E: MUSC Arts in Healing | Clinical Art Therapy Initiative**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Katie Hinson Sullivan and Michelle Robinson ; *(Room 104-105; Capacity 40)*

In December of 2021, the US Surgeon General issued a statement giving action points on how corporations, healthcare organizations, and the community can support the school as a critical hub for mental health resiliency through the promotion of prevention and treatment interventions. This is where MUSC Arts in Healing stepped in, creating the Clinical Art Therapy Initiative (CATI) alongside district leads, principals, teachers, and MTSS teams to creatively care for the needs of our students in South Carolina.



### **SESSION 1F: Fly Eagles Fly: Alternative Education as an Intensive Tier 3 MTSS Intervention**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work

Shanon Martin and Jamie Johnson ; *(Room 102-103; Capacity 40)*

Disruptive behaviors and SEL skill deficits cause significant loss of learning and instruction for students while also negatively affecting school climate. In this session, learn how an alternative education program could be used as a purposefully designed, time limited Tier 3 MTSS intervention to address this need. The development and continuous program improvement of Eagle Academy in Buncombe County Schools will be discussed as an intensive intervention within the system's MTSS model.



### **SESSION 1G: Developing School Assessment, Response, and Referral Practices for Students with Eating Disorders**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Casey Tallent ; *(Room 205; Capacity 40)*

Early identification and assessment of eating disorders is particularly important for school professionals given the prevalence rate and the increasing and lasting consequences that eating disorders can have on children and adolescents. This presentation will teach school professionals basic assessment and intervention skills to identify students at risk for eating disorders. Participants will develop a school response plan including eating disorder prevention, support, and referral services.



### **SESSION 1H: Essential Features of a Trusted Adult Program**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Eric Landers, Meredith Rausch, Kristen Dickens, Angela Landers ; *(Room 202-204; Capacity 110)*

The presentation discusses how a school can implement a school-wide Trusted Adult Program to support students who are victims of bullying. Factors associated with establishing and managing a trusted adult program will be discussed, as well as dispositions and skills that staff acting as trusted adults will need to be effective.

# BREAKOUT SESSIONS

## Breakout Session #1: Thursday April 25, 2024

11:30am - 12:30am Parallel Sessions



### **SESSION 1I: Developing and Leading Effective School Mental Health Programs**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Chris Haines ; *(Ballroom D; Capacity 300)*

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.



### **SESSION 1J: How Can I More Than Self-Care - A Comprehensive Approach to Staff Wellbeing**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Mark Sander ; *(Room 203; Capacity 40)*

The last few years have been challenging for schools, impacting mental health of both students and staff. We know that staff need support, to enhance their own well-being and their capacity to meet students' academic and emotional needs. How do we best provide this support? What do school staff think will be most helpful? What happens when districts try to offer resources and supports? We will share highlights from a 15-district initiative to strengthen staff wellbeing in northeast Minnesota.



### **SESSION 1K: Boost Your Behavioral Support Through Family and Student Engagement in Problem-Solving**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

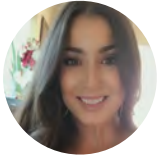
Karen Elfner and Georgia McKown ; *(Room 108; Capacity 50)*

Learn how involving families and students when addressing contextually inappropriate behavior can create an effective, consistent, and supportive environment where students can thrive. Participants will receive the practical tools and strategies for using them with family members and students.

# BREAKOUT SESSIONS

Breakout Session #2: Thursday April 25, 2024

2:30pm - 3:30pm Parallel Sessions



## **SESSION 2A: Empowering Clinicians and School Leaders in Suicide Prevention: A Multi-Tiered Approach**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Taylor Davis ; *(Ballroom ABC; Capacity 240; Live Stream Presentation)*

Geared towards clinicians and school leaders, this session merges MTSS strategies with the latest suicide prevention research, emphasizing proactive measures, tier-specific interventions, and practical tools to enhance student mental health and well-being.



## **SESSION 2B: Coaching Teams to Use Screening and Other Data to Meet Students' Need for Mental Health Interventions**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work

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

This session will describe how school teams can incorporate universal screening data into their review to more systematically identify social, emotional, behavioral, and mental health need for their students. Participants will learn how the Team Initiated Problem-Solving (TIPS) model can be a useful way to organize their efforts. Strategies and examples will be shared.



## **SESSION 2C: Promoting Teacher Well-being: A Fundamental Component for Establishing Healthy Schools**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Talida State ; *(Ballroom E; Capacity 200; Live Stream Presentation)*

Recent estimates suggest that a significant number of teachers are considering resigning due to stress and burnout intensified by the COVID-19 pandemic. This situation is creating a crisis in our schools, posing potential long-lasting detrimental effects such as severe staff shortages. The presentation outlines the implementation of a multi-tiered system of support (MTSS) framework, organizing a continuum of essential wellness supports aimed at ensuring teacher retention and job satisfaction.

# BREAKOUT SESSIONS

## Breakout Session #2: Thursday April 25, 2024

2:30pm - 3:30pm Parallel Sessions



### **SESSION 2D: Going Upstream: Mental Health Literacy as a Proactive Solution to the Youth Mental Health Crisis**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Donna Volpitta, Annie Slease, Jason Schofield ; *(Room 206-208; Capacity 135)*

What do schools do best? Teach. But when it comes to youth mental health, schools have focused only on services. Instead, we need all students to have access to universal mental health literacy education (MHL). Join us to learn about MHL as a proactive, evidence-supported strategy for addressing youth mental health. Participants will meaningfully engage with one another, and they will leave with actionable strategies to employ.



### **SESSION 2E: Comprehensive School Mental Health State Policy Academy: Responding to Opportunities and Challenges**

AHEC, SCDoE, SSBHC General, NASW-General

Joyce Sebian ; *(Room 104-105; Capacity 40)*

This session will engage participants in opportunities to learn about the inaugural Comprehensive School Mental Health (CSMH) Policy Academy and explore strategies that are designed to support states and their partners in advancing their current initiatives or creating new action plans for CSMH. Participants will be invited to “think outside the box” and explore actionable steps that will result in system changes beneficial to young people, schools and communities.



### **SESSION 2F: Photo Voice- Promoting Self-Expression, Self-Advocacy & Self- Esteem in Middle School Students**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Nancy Turner ; *(Room 102-103; Capacity 40)*

Photovoice is a tool to create opportunities for students in middle school to gain a range of skills in self-advocacy, self-expression and relationship building through the power of photography and public discourse to improve self-esteem, autonomy, self-expression and connectedness to school, improving academic performance and decreasing maladaptive behaviors. Sequence and Scope of Photovoice will be discussed, including timelines, activities, budget needs as well as a pre-post assessment-BIMAS2.



### **SESSION 2G: Beyond Mad, Sad, Glad: Using The Arts To Build Emotional Granularity In Students**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Gina Moore ; *(Room 205; Capacity 40)*

The ability to identify and articulate specific emotions helps us make sense of and respond to emotional experiences, but when all we know is angry, sad, or happy, the result is often an impulsive reaction that does little to process the experience in a healthy way. In this high-energy, interactive session we will explore how the arts can help students become more emotionally aware so they can “name it to tame it.” Come ready to engage and get creative!

# BREAKOUT SESSIONS

**Breakout Session #2: Thursday April 25, 2024**

2:30pm - 3:30pm Parallel Sessions



## **SESSION 2H: SPEC-OPs (Social, Positive, Engaged Children Outpatient Program): A School-Based Intervention to Promote Resilience for Military-Connected Children**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work

Julie Lee, Chante Clark, Rebecca Crain, Simone Myers ; *(Room 202-204; Capacity 110)*

The presentation reviews SPEC-Ops, a 7-week summer outpatient program for military dependents, aimed at sustaining treatment progress and teaching social-emotional skills through an evidence-based curriculum. It focuses on anxiety, depression, stress management, and positive self-esteem. The program, designed for military children and their parents, emphasizes group interaction, continuity of care, and integrates community resources for comprehensive support. It showcases an interdisciplinary approach to addressing the unique challenges of military-connected children, utilizing a multi-tiered support system. Implementation insights and hands-on activities are also shared.

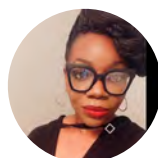


## **SESSION 2I: School Behavioral Health: Integrating Brain-Based Interventions for Systemic Change**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Diane Kosto, Karin Jakubowski ; *(Ballroom D; Capacity 135)*

Addressing the urgent mental health crisis in schools, this presentation advocates for brain-based approaches to manage nervous system dysregulation. It highlights individualized interventions and neuro assessments as essential tools in this endeavor, aligning with AAP's advocacy goals. The focus is on effectively supporting children and their families through innovative, targeted strategies that promise transformative outcomes in educational settings.



## **SESSION 2J: Using A Narrative Approach to Heal Trauma and Bridge the Divide Between Parental Engagement and Schooling in Rural Communities**

AHEC, SCDoE, SSBHC General, NASW-General

Nakisha Randolph ; *(Room 203; Capacity 40)*

Participants will learn about different types of trauma/adversities which serves as barriers for parental engagement with schools, and supportive trauma-informed practices to empower and increase parental involvement.



## **SESSION 2K: Multi-level Collaboration to Support Youth Psychiatric Care through School-Based Health Centers**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC

Brittany Cook and Eve Fields ; *(Room 108; Capacity 50)*

This session describes the activities and lessons learned from the school-based South Carolina Youth Access to Psychiatry Program (YAP-P), which is a) identifying and engaging school-based health centers and programs (SBHCs/SBH programs) across the state, and b) assessing organizational readiness to implement an integrated care model. This session examines collaboration that occurred at two levels: the support system (project partners) and delivery system level (with SBHCs/SBH programs).

# BREAKOUT SESSIONS

## Breakout Session #3: Thursday April 25, 2024

3:45pm - 4:45pm Parallel Sessions



### **SESSION 3A: Best Practices in School Behavioral Threat Assessment**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work ;

Stephanie Ellis, Cathy Waugh, Jenna H. Regan ; *(Ballroom ABC; Capacity 240; Live Stream Presentation)*

Person County Schools utilizes a multiple disciplinary teams to conduct School Behavioral Threat Assessment. PCS is utilizing a multidisciplinary approach to assess and develop follow up plans for these students. The team approach is proving to be of benefit when working with students in crisis and in developing safety plans. Research based interventions and secret service approach will be discussed and how other school teams can be sure they are using an evidence based process.



### **SESSION 3B: Beyond the Workshop: Providing Effective & Socially Valid Implementation Support**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Mark Samudre, Jessica Torelli, Lauren LeJeune ;

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

This presentation will involve translating research-based recommendations for general education teacher training in behavioral support implementation to practical applications for schools. The focus will be on aligning existing tiered frameworks for student support (e.g., PBIS) with a tiered professional development framework intended to support teacher implementers so they can effectively support student behavior in a way that acknowledges obvious resource strains that are pervasive in schools.



### **SESSION 3C: Expanding Rehabilitative Behavioral Health Services (RBHS) In The Schools Beyond The IEP**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ;

Shelley McGeorge, Shanda Strickland, Valeria Williams ; *(Ballroom E; Capacity 200; Live Stream Presentation)*

Participants will learn about federal initiatives to encourage the provision of services and utilization of Medicaid funding to support behavioral health services offered to non-IEP students. Participants will gain knowledge of SC Department of Health and Human Services' initiatives to support behavioral health services in the schools and documentation requirements for non-IEP students. A representative from a SC school district will describe the behavioral health program in SC school districts.



### **SESSION 3D: Navigating Leadership Dynamics: Understanding, Adapting, and Enhancing Team Collaboration Through Effective Communication**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Leslie Bessellieu ;

*(Room 206-208; Capacity 135)*

Leaders must understand diverse thinking and behaviors within a team to prevent misunderstandings. It's equally crucial to be aware of the impact of your own behavior. Common traps for leaders include relying on instincts to explain others' behaviors and being overly focused on outcomes in meetings. This workshop aims to highlight the importance of behavior-based observations, avoiding assumptions in describing others, and adapting flexible ways to engage others in meetings.

# BREAKOUT SESSIONS

## Breakout Session #3: Thursday April 25, 2024

3:45pm - 4:45pm Parallel Sessions



### **SESSION 3E: The Impact of Intergenerational Trauma on Marginalized Youth**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Dinah Taylor ; *(Room 104-105; Capacity 40)*

Not only are marginalized students impacted by what they see on the news and in their neighborhoods, but generational trauma also has a strong influence on student success and their mental health. During this interactive session, participants will learn the historical reasons that contribute to poor student outcomes, the impact that intergenerational trauma has on marginalized students and their communities, and strengths-based strategies use within our settings.



### **SESSION 3F: Trauma-Informed Multi-Tiered Systems of Support**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ;

Kaci Fleetwood, Ashley Greenwood, Brooke Wagner ; *(Room 102-103; Capacity 40)*

This presentation highlights an ongoing multi-community effort to expand MTSS systems to enhance trauma focused interventions and services across the tiers leveraging an Interconnected Systems Framework. Evidence based interventions, screening/assessment tools, and training protocols across tiers 1, 2, & 3 will be shared. Systems level implementation data and student outcome data will be presented.



### **SESSION 3G: Exploring the Strengths of Military-Connected Teens: A Qualitative Study of Teens, Parents, and Teachers**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Georgia McKown, Abigail Stephan ; |

*(Room 205; Capacity 40)*

Military-connected teens (MCTs) face complex lifestyle demands like residential mobility and service-related separations that can be challenging to navigate. We will share the results of a recent research study with MCTs, parents, and teachers highlighting the strengths of military-connected teens and their perceived impact on academic and social-emotional wellbeing. We will review the study with discussion opportunities for its implications for school behavioral health professionals.



### **SESSION 3H: Evidence-Based Interventions For Students Who Engage in Non-Suicidal Self-Injury**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Daya Patton ;

*(Room 202-204; Capacity 110)*

Non-suicidal self-injury (NSSI) is a growing phenomenon among school-aged populations. It is important for school-based behavioral health and student services professionals to understand the difference between NSSI assessment and suicide assessment. This presentation will define NSSI and outline a multi-tiered approach for evidence-based intervention and treatment for students who engage in NSSI.



# BREAKOUT SESSIONS

## Breakout Session #3: Thursday April 25, 2024

3:45pm - 4:45pm Parallel Sessions



### **SESSION 3I: Mental Health for All: What Does This Mean For Educators?**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Kim Yanek ; *(Ballroom D; Capacity 300)*

This session will explore ways to create healthy classrooms as protective factors for teacher and student wellbeing and overall health. We will explore the alignment of data sources that inform strength, story, and need; practices that every classroom can utilize in response to the data; and systems of support for staff to build comfort and fluency with these practices.



### **SESSION 3J: Designing a Doctoral Program in School Psychology: Equipping Educators as Behavioral Specialists**

AHEC, SCDoE, SSBHC General, NASW-General ; Kara Parker, Jon Brasfield ; *(Room 203; Capacity 40)*

This presentation offers insights into the critical elements of designing a doctoral program in school psychology that effectively prepares educators to become behavioral specialists.



### **SESSION 3K: Adapting and Implementing a School Mental Health Literacy Program: Lessons from the Field**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work ;

Elizabeth Vitanovec, Kris Figas, Brooke Chehoski, Tucker Chandler ; *(Room 108; Capacity 50)*

This presentation will review considerations for adapting and implementing a school mental health literacy program. Attendees will hear reflections and lessons from a general education teacher with multiple years of experience implementing a Tier 1 mental health literacy program. Adaptations to improve developmental and cultural relevance and strategies for easing implementation, including technological enhancements, will be shared.



# SBHA

SC SCHOOL BEHAVIORAL  
HEALTH **ACADEMY**



# YESS



The **SBHA** helps districts respond to the **youth mental health crisis** by integrating behavioral health into the **Multi-tiered System of Supports (MTSS)**

## Contact Hours, Educator Renewal Credits, and CEUs



### All Hands on Deck

3 Contact Hours/3 Renewal Credits/.5 CEUs



### Core MTSS

8 Contact Hours/8 Renewal Credits/.8 CEUs



### Tier 1

8 Contact Hours/8 Renewal Credits/.8 CEUs



### Tier 2

8 Contact Hours/8 Renewal Credits/.8 CEUs



### Tier 3

8 Contact Hours/8 Renewal Credits/.8 CEUs

## Certificates



### School Behavioral Health Basic Competency

To achieve **Basic Competency**, learners must complete **All Hands on Deck** and two other courses- **Core MTSS, Tier 1, Tier 2, or Tier 3**



### School Behavioral Health Advanced Competency

To achieve **Advanced Competency**, learners must complete all five courses- **All Hands on Deck, Core MTSS, Tier 1, Tier 2, and Tier 3**

FOLLOW US!



@TeamSBHA

[www.scsbha.org](http://www.scsbha.org)

FUNDED BY

SOUTH CAROLINA DEPARTMENT OF HEALTH AND HUMAN SERVICES

Healthy Connections

MEDICAID

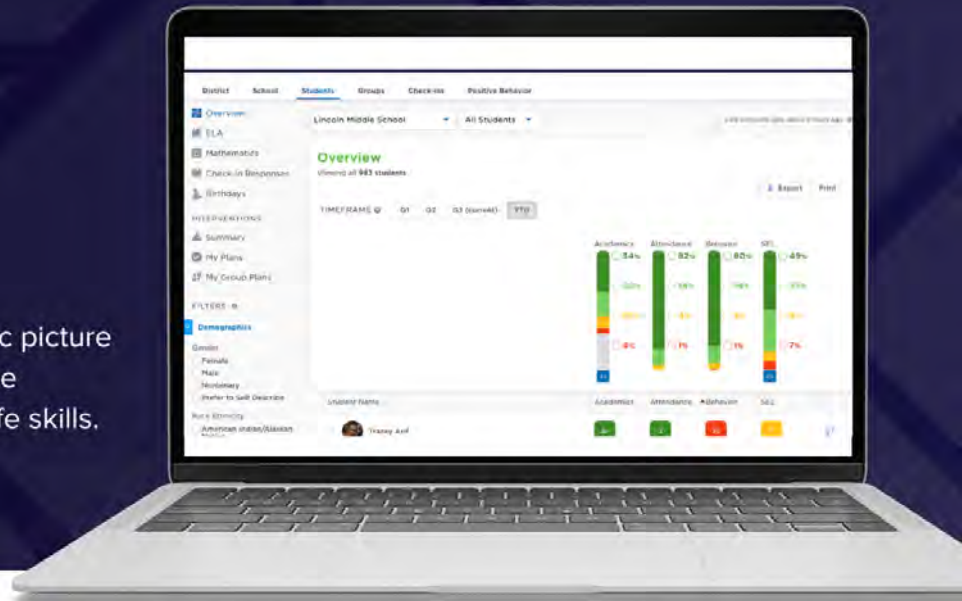




# Every student, every day, on track for success

Panorama Student Success provides a holistic picture of student progress to help educators improve outcomes across academics, behavior, and life skills.

[www.panoramaed.com/student-success](http://www.panoramaed.com/student-success)  
[info@panoramaed.com](mailto:info@panoramaed.com)



### Life Skills

Measure student belonging and well-being



### Behavior Logging & Analytics

Log incidents and analyze data



### Feedback Surveys

Collect student, family, and staff Voice



### Student Success

Visualize MTSS data



### Mesa Cloud

Simplify graduation tracking

# Find out what DESSA can do for your social-emotional behavioral program!



SCEDP | South Carolina Equipment Distribution Program



# HAVE TROUBLE HEARING ON THE PHONE?

Toll Free: 1 (877) 225-8337  
TTY: 1 (877) 889-8337

Email: [AmplifyLife@ORS.SC.GOV](mailto:AmplifyLife@ORS.SC.GOV)

SCEDP provides phone equipment at no cost to those living with a hearing or speech challenge.



SCEDP is administered by the South Carolina Office of Regulatory Staff

1401 Main Street, Suite 825  
Columbia, SC 29201

[SCEDP.SC.GOV](http://SCEDP.SC.GOV)

Thursday April 25, 2024

## **Map of South Carolina Behavioral Health Initiatives**

Lee Fletcher (South Carolina Department of Mental Health)

## **What Teachers Say They Use for Classroom Management and Where They Learned Their Strategies**

Carrie L Brandon (Arizona State University)

## **First Generation Student Success at USC Columbia**

Rebekah O Mace (University of South Carolina)

## **Benefit-Cost Analysis of Mental Health Programs in School-Based Settings for Sustainability**

Zoe E Waddell (Duke University)

## **Measuring Social Emotional Competence in Adolescents: Literature Review and Future Directions**

Nicole S Litvitskiy (Miami University)

## **Implementation and Measurement of Trauma-Informed Schools: A Systematized Review of Research and Practice**

Amanda L Meyer (Miami University); Nicole S Litvitskiy (Miami University); Margaret Hall (Miami University); Paul Flaspohler (Miami University)

## **The influence of friends and the social environment on adolescent mental health help-giving intentions**

Adrianna Jones (Miami University)

## **A Content Analysis of Research on Parent Engagement in Child Mental Health Services**

Brooke Wymer (Clemson University); Jessie Guest (University of South Carolina); Keeland LoDato (University of South Carolina)

## **Fostering Social and Emotional Learning Through Virtual Playrooms**

Keeland LoDato (University of South Carolina); Jessie Guest (University of South Carolina); Brooke Wymer (Clemson University)

## **The Power of Youth Voice in Practice, Evaluation, and Programmatic Development of Youth Mental Health Awareness Campaigns**

Maria Ramos (Voices for Georgia's Children)

## **Academic, Social-emotional, and Career Development in Nontraditional Education: Student Perspectives**

Rachel Gilreath (University of South Carolina); Lucas Perez (University of South Carolina); Kara Schneider (University of South Carolina); Brittany Sandonato (University of South Carolina)

Thursday April 25, 2024

## **Promoting multidisciplinary collaboration to improve social, emotional, and behavioral development**

Mackenzie Riedel (Nebraska MTSS); Chandra Essex (Nebraska MTSS); Amanda Witte (University of Nebraska-Lincoln)

## **The Impact of Technology when Implementing SB-SBIRT Screening**

Daniel Penn (Tickit Health); Sandy Whitehouse (Tickit Health)

## **Is the Presence of Autism in Adults Related to Laxness and Over-reactivity in Childrearing Style of Parents of Children with ASD?**

Emma Keady (University of South Carolina); Robert Hock (University of South Carolina); Heather D May (University of South Carolina)

## **Predicting Caregiver Strain in Parents of Children with ASD: Impact of Economic Strain, Parental Undermining, and Child-Sibling Relationships**

Heather D May (University of South Carolina); Robert Hock (University of South Carolina); Emma Keady (University of South Carolina)

## **Exploring the Challenges and Opportunities in Emotional Disturbance Identification**

Kara K Parker (University of Findlay); Jon Brasfield (University of Findlay)

## **Photo Voice: Self Expression through the Lens of Day Treatment Students**

Madison D Tarlton (Wingate University)

## **Comparing Stakeholders Perspectives of SEB Activities**

Huijuan/Julie Wang (University of South Carolina); Fred Greer (University of South Carolina); Tom Hudson (University of South Carolina); Fang Wang (University of South Carolina); Ruiqin Gao (University of South Carolina); Christine DiStefano (University of South Carolina)

## **Evaluating SEB Support Practices Across South Carolina Schools**

Fang Wang (University of South Carolina); Fred Greer (University of South Carolina); Tom Hudson (University of South Carolina); Huijuan/Julie Wang (University of South Carolina); Ruiqin Gao (University of South Carolina); Christine DiStefano (University of South Carolina)

## **MTSS-Attendance Team: One School's Model to Promote Student Attendance**

Laree Foster (University of South Carolina)

Thursday April 25, 2024

## **Gender Differences in Teacher Ratings of Anxiety in Elementary School**

Christy M Walcott (East Carolina University); Owen Farrar (East Carolina University); Brandon Schultz (East Carolina University); Mark Weist (University of South Carolina)

## **Exploring Disparities in Latino Student Well-being: A Focus on English Language Learners (ELLs)**

Abby Miller (East Carolina University); Kelly M Lojinger (East Carolina University); Brandon Schultz (East Carolina University); Mark Weist (University of South Carolina)

## **Implementing Award-Winning Screenagers Films to Help Students, Teachers, and Parents with the Behavioral Issues Created by Social Media**

Wendy M Methvin (Social Emotional Learning Alliance for South Carolina)

## **Examination of Internal Reliabilities of BIMAS-2 SEL Scales**

Sequoyah R Bell (East Carolina University Doctoral Concentration in Pediatric School Psychology); Allison Dembowski (East Carolina University); Christy M Walcott (East Carolina University); Brandon Schultz (East Carolina University); Mark Weist (University of South Carolina)

## **Serious Games in Support of School Consultation: An Examination of a Novel Approach to Behavior Intervention in Middle School Classrooms**

Kelly M Lojinger (East Carolina University); Abby Miller (East Carolina University); Brandon Schultz (East Carolina University); Steven Evans (Ohio University)

## **Prioritizing Resources To Prevent Role Confusion Within the Tiered System**

Isabella C Fuller (University of South Carolina)

## **The Use of Effective Health Communication Strategies to Reduce Exclusionary and Inequitable Discipline in Schools**

Ruth I Moniz (Department of Psychology at the University of South Carolina)

## **Mindfulness Interventions in Low-Income Schools: Review of Implementation Barriers and Facilitators**

Courtney J Ober (University of South Carolina)

## **The Importance of Social Emotional Learning: A Correlational Study Between Social Emotional Learning Programs and Self Efficacy in College Students**

Caitlyn N Thomas (USC School Behavioral Health Lab)

## **Better Together: Advancing the School-based Mental Health Workforce through Comprehensive Systems Training and Strong Community Partnerships**

Erika Franta (Mid-America MHTTC, Munroe-Meyer Institute, University of Nebraska Medical Center); Bob Stevens (MUSC)

# POSTER SESSIONS

Thursday April 25, 2024

## **The Relationship of School Engagement with Individual and Environmental Factors**

Kenan POLAT (Sivas Cumhuriyet University); Ilhan Yalcin (Ankara University)

## **Gender Differences in Teacher Ratings of Anxiety in Elementary School**

Christy M Walcott (East Carolina University); Owen Farrar (East Carolina University); Brandon Schultz (East Carolina University); Mark Weist (University of South Carolina)

## **Key Considerations for Implementing a Mental Health Literacy Curriculum in Schools: Benefits, Barriers, and Recommendations**

Stacy Phillips (USC); Tucker Chandler (University of South Carolina, School Behavioral Health Team)

## **Beyond the Classroom: Maximizing Impact in Elementary School Data Collection**

Tucker Chandler (University of South Carolina, School Behavioral Health Team); Sarah Dremann (USC)

## **Million-Dollar SMHILE: Gauging the Effectiveness of an International Community of Practice**

Tucker Chandler (University of South Carolina, School Behavioral Health Team); Esperanza Lopez (USC)

## **Mapping the Landscape of the University of South Carolina's School Behavioral Health Team**

Tucker Chandler (University of South Carolina, School Behavioral Health Team); Lori Parrish (USC Department of Psychology)

## **Community Engagement in School Mental Health Research**

Brooke Chehoski (University of South Carolina); Katie Perkins (University of South Carolina); Kristen Figas (University of South Carolina); Mark Weist (University of South Carolina)

# BREAKOUT SESSIONS

## Breakout Session #4: Friday April 26, 2024

10:35am - 11:35am Parallel Sessions



### **SESSION 4A: CARE Teams: A Best Practice Model for Interprofessional Collaboration in Schools**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work ; Elizabeth Melin, Dawn Anderson Butcher, Karen Sterling, Samantha Bates ; *(Ballroom ABC; Capacity 240; Live stream Presentation)*

Consultation, Assessment, Referral, and Education (CARE) Teams are a best practice teaming approach for interprofessional collaboration. CARE teams have demonstrated success in increasing attendance, improving academic outcomes, and supporting students' well-being. In this presentation, we share details about this best practice teaming process, including handbooks, referral forms, and trackers for monitoring student progress. Attendees will leave with tools for rapidly implementing this model.



### **SESSION 4B: Examining Telemental Health Services For Children In Foster Care: Perspectives From Telemental Health Providers**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work ; Yanfeng Xu, Sarah Pace, Nelis Soto-Ramirez ; *(Room 106-107; Capacity 110; Live Stream Presentation)*

We will present the pros and cons of telemental health services for foster children based on interviews with 14 telemental health providers who served foster children. We will present the benefits and drawbacks of TMH for foster children and foster families. We will further discuss the implications of our findings on optimizing the use of TMH services for children in foster care.



### **SESSION 4C: The Neurobiology of Resilience and Its Application in the Classroom for Self and Others**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work ; John Richardson-Lauve ; *(Ballroom E; Capacity 200; Live Stream Presentation)*

Using science about the brain and nervous system, we will explore regulation tools and resiliency practices and work to maximize them. Using principles of the Community Resiliency Model®, we will examine the neurobiology behind many practices that are used everyday in classrooms to support calm and learning, and work to maximize their impact through science.



### **SESSION 4D: Leveraging Function-Based Thinking to Support Teachers and Students**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Georgia McKown, Karen Elfner ; *(Room 206-208; Capacity 135)*

This session introduces the use of function-based thinking (FBT) as an evidence-based practice for addressing minor behaviors at the school, classroom, and individual levels. Participants will learn how and when to apply FBT and how they will know its working to support students and staff.



# BREAKOUT SESSIONS

## Breakout Session #4: Friday April 26, 2024

10:35am - 11:35am Parallel Sessions



### **SESSION 4E: Advocacy and Policy Change in School Behavioral Health: Art & Science**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work ; Robert Lucio ;  
(Room 104-105; Capacity 40)

This session explores the role of advocacy in supporting student wellness, success, and safety. The art & science of advocacy work together to create solutions for the challenges students are facing today. We are well positioned to not only understand the complex issues facing our schools and to be leaders in promoting action-oriented solutions. Emphasis is placed on using information to increase communication skills and maximize the ability to communicate with all types of audiences.



### **SESSION 4F: How Can I Truly Be More Responsive Instead of Reactive To Students' Social-Emotional Needs At All Tiers Of Support**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Lisa Micou ; (Room 102-103; Capacity 40)

Supporting the social-emotional needs of students can be overwhelming. Through reflection and planning, participants will define advanced tier support aligned with foundational practices, explore the benefits of strength-based skill development, and see how using effective strength-based skill data embeds social-emotional support throughout an MTSS framework.



### **SESSION 4G: Creating a Positive School Climate for Multilingual Students and Families**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Jennifer Baez ; (Room 205; Capacity 40)

In this session, participants will also engage with real-world examples of how to create a positive and inclusive school climate using culturally responsive practices. Along with strategies, participants will receive a planning sheet to assist them in planning activities and programs for implementation.



### **SESSION 4H: Relationship Education and Other Relational Supports in the Context of School Mental Health**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Ryan Carlson ; (Room 202-204; Capacity 110)

This presentation will provide an overview of relational health supports for low-income and diverse participants, including impact evaluation results. We will discuss the relevance of these interventions to school mental health, as well as barriers and facilitators to implementation.

# BREAKOUT SESSIONS

## Breakout Session #4: Friday April 26, 2024

10:35am - 11:35am Parallel Sessions



### **SESSION 4I: The Opioid Epidemic: How We Got Here, Why It Matters for Youth, and What We Can Do About It**

AHEC, SCDoe, SSBHC General, NASW-General, SCLLR, NBCC ; Anna Grace Clark Coates, Steven Harrod ;  
(Ballroom D; Capacity 300)

The youth we interact with daily are affected significantly by the opioid epidemic, predominantly through the opioid use of individuals in their families and communities. Supporting youth in this need can feel difficult and confusing. The goal of this presentation is to provide a foundational understanding of how the opioid epidemic developed and how it impacts our country and youth, followed by tangible strategies attendees can use to support the youth they interact with.



### **SESSION 4J: The Hard RESET**

AHEC, SCDoe, SSBHC General, NASW-General, SCLLR, NBCC ; Kimberly Suber, Robert Smalls ;  
(Room 203; Capacity 40)

Learn how to transform your schools with academic rigor, programs that support student needs, retention of staff members, and how to become more intentional in providing SEL. You will be provided proven strategies that changed one districts' report card in several months after a Hard RESET of intentional strategies and programs that worked K-12.



### **SESSION 4K: Understanding Threat Assessment and Recognizing Signs of Domestic Terrorism**

AHEC, SCDoe, SSBHC General, NASW-General, SCLLR, NBCC ; Barzanna White ; (Room 108; Capacity 50)

As a school counselor, you are on the front line of working with students and serving on your school's crisis/threat assessment team. This session is designed to provide a foundation of understanding risk and protective factors related to mental health, with a focus on suicide. The session is designed to provide a basis for understanding signs and symbols that you may need to pay attention to regarding grooming related to on-line platforms and possible domestic terrorism

# BREAKOUT SESSIONS

## Breakout Session #5: Friday April 26, 2024

11:45am - 12:45pm Parallel Sessions



### **SESSION 5A: Beyond Self-Care: School Mental Health for Faculty and Staff**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Chris Haines ;

*(Ballroom ABC; Capacity 240; Live Stream Presentation)*

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 5B: Creating Systems to Build and Sustain School-based Health Services**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Ashley Greenwald ;

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

As a result of rising mental health needs, federal initiatives are beginning to fund prevention efforts in schools. This presentation will discuss the state of Nevada's planning trajectory for school-based health, the funding obtained for this endeavor, the need for MTSS as the framework for these efforts, and the use of Electronic Health Records for billing Medicaid eligible services in schools.



### **SESSION 5C: Identifying and Responding to Non-Suicidal Self-Injury in Adolescents**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Angela Landers ;

*(Ballroom E; Capacity 200; Live stream Presentation)*

Non-Suicidal Self-Injury (NSSI) in adolescents is alarming with a suspected 17% prevalence rate in adolescents between the ages of 12 and 16 (Swannell et al., 2014). These alarming behaviors are also associated with later-in-life mental health issues and even suicide attempts. While NSSI is often misunderstood and anxiety provoking for school officials, it is also imperative for school officials to be able to identify these behaviors and respond appropriately and compassionately.



### **SESSION 5D: Reel Talk - Group Cinematherapy For High-Risk Black Males: One District's Success**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work ; Jean Kerr ;

*(Room 206-208; Capacity 135)*

Black adolescent males are at risk for mental health problems but are hesitant to participate in therapy. Group peer therapy helps reduce the stigma, strengthens relationships and normalizes feelings related to lived experiences. Reel Talk addresses issues such as decision-making, friend choices, effects of music on mood, father absenteeism and legal charges and consequences for felonies. Participants view movie clips, listen to music and discuss real cases to increase understanding.

# BREAKOUT SESSIONS

## Breakout Session #5: Friday April 26, 2024

11:45am - 12:45pm Parallel Sessions



### **SESSION 5E: Structured Case Conceptualization as an In-service PD tool to Promote Cultural Responsiveness and Equity in Service Delivery**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Brittany Patterson ; *(Room 104-105; Capacity 40)*

A key component of improving healthcare for marginalized groups has been providing mental health professionals with training in culturally responsive and equitable care (CRE) focused on provider awareness, knowledge, and skill. This presentation introduces one key component, the structured case conceptualization, implemented to promote CRE awareness, knowledge, and skill development. The instrument, tips for implementation, and lessons learned will also be shared.



### **SESSION 5H: SC School Behavioral Health Academy: Strengthening the Integration of School Behavioral Health into MTSS**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Lori Parrish, Taylor Davis ;

*(Room 202-204; Capacity 110)*

Never before has the health and wellbeing of our K-12 staff, students, and families been more important. The John H. Magill South Carolina School Behavioral Health Academy (SBHA) aims to support the social, emotional, and behavioral needs of students and significantly enhance mental health education for all district and school professionals to improve the learning outcomes for students. This session will highlight the overarching goals of SBHA and share specifics on the coaching model.



### **SESSION 5I: What's the Value of One Saved Life? Schools Saving Students from Suicide and Depression with MTSS**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work ; James McDougal, Eric Knuth, Kristin Moses ; *(Ballroom D; Capacity 300)*

This presentation will highlight a district wide MTSS initiative for the early identification and support of students suffering from depression and suicidality. Data from project schools will illustrate the outcomes of students identified with depression and suicidal thoughts/behaviors and the actual numbers of lives saved. Additionally, student stories will be shared as a context for the presenters to address their essential question: What's the value of one saved life?



### **SESSION 5K: MusicsEnergy: Messages in Music in Clinical, School, and Community Settings**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Julian Owens ; *(Room 108; Capacity 50)*

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 are encouraged and rewarded.

# BREAKOUT SESSIONS

## Breakout Session #6: Friday April 26, 2024

2:40pm - 3:40pm Parallel Sessions



### **SESSION 6A: We Are All One: Inclusive Mental Health Practices with Youth and Families with Neurodivergence**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Viki Kelchner ;

*(Ballroom ABC; Capacity 240; Livestream Presentation)*

The session will review the needs of youth and families with neurodivergence and ways to provide appropriate mental health services. Participants will understand current research related to youth and families with neurodivergence, including research currently being done by the presenters. Participants will also examine ways to utilize family and child counseling services in communities and school settings. This presentation will include both didactic and discussion methodologies.



### **SESSION 6B: Integrating and Aligning Substance Abuse Prevention and Treatment within PBIS/MTSS**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Brooke Wagner, Kaci Fleetwood, Ashley Greenwald ; *(Room 106-107; Capacity 110; Live stream Presentation)*

Substance misuse/abuse has a growing prevalence in our youth and adolescent populations across the nation and there is a shortage of multi-tiered approaches using schools as a delivery system. Attendees will learn how to leverage data sources to address substance prevention and treatment within a PBIS framework. Strategies will be disseminated for school teams to identify the scope of the problem, select screening tools, and install evidence-based interventions across the tiers.



### **SESSION 6C: Trauma Sensitive Schools and Positive Impact on Physical and Mental Health**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work ; Jordan Downey, Erin Scherder, Emily Eiserhardt, Emily Bristol, Meg Wallace ; *(Ballroom E; Capacity 200; Livestream Presentation)*

The impacts of trauma are well-known and frequently observed within education. Understanding the detrimental effects of trauma on the brain allows us to take a trauma-informed lens to student behavior and create effective school-based strategies. This session will review the multi-tiered school-based wellness strategies, as well as trauma-sensitive practices that support all students.



### **SESSION 6D: Implementing Universal Screening and MTSS: What's New in the Rock Hill Schools?**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Nancy Turner ; *(Room 206-208; Capacity 135)*

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 #6: Friday April 26, 2024**

2:40pm - 3:40pm Parallel Sessions



## **SESSION 6H: Building the Infrastructure for Implementation: A Collaborative Approach to Growing the School Mental Health Workforce**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Ivy Mack ; *(Room 202-204; Capacity 110)*

Hiring and retaining quality school-based mental health providers is a growing challenge across the nation. RTI partners with school districts, universities, and community partners to provide technical assistance to expand the capacity of mental health service professionals and grow a diverse and highly qualified pipeline of professionals through the U.S. Department of Education Office of Elementary and Secondary Education Mental Health Service Professional Demonstration Grant Program.



## **SESSION 6I: Evaluate and Elevate: Lessons Learned in the First Five Years of NC Project AWARE and Implications for Future AWARE Cohorts**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC, NASW-Social Work ; Heidi Austin, Jean Kerr ; *(Ballroom D; Capacity 300)*

Session highlights the effectiveness, efficiency, relevance, and sustainability of a SAMHSA - SEA AWARE grant. It aligns with the conference theme of Building Momentum Together by highlighting NC's journey of continuous improvement through analyzing results, determining whether project goals and objectives were met, identification of what has been successful, what need improvements, and providing information for future decision-making regarding evaluation of school behavioral services.



## **SESSION 6K: The Georgia Apex Program: A Collaborative, Strength-Based Model For School-Based Mental Health**

AHEC, SCDoE, SSBHC General, NASW-General, SCLLR, NBCC ; Lacey Howcroft-Chapple ;

*(Room 108; Capacity 50)*

This presentation will explore the strengths-based approach of the Georgia Apex Program, a SBMH program designed, funded, monitored, and evaluated by the Georgia Department of Behavioral Health and Developmental Disabilities: Office of Children, Young Adults, and Families. By leveraging partnerships among schools, community providers, and families, the Apex program currently delivers thousands of tiered mental health services in 700+ schools in Georgia each year (Apex, 2023). Come learn more!

# OFFERING MENTAL HEALTH SERVICES AND SUPPORT TO YOUR SCHOOL DISTRICT

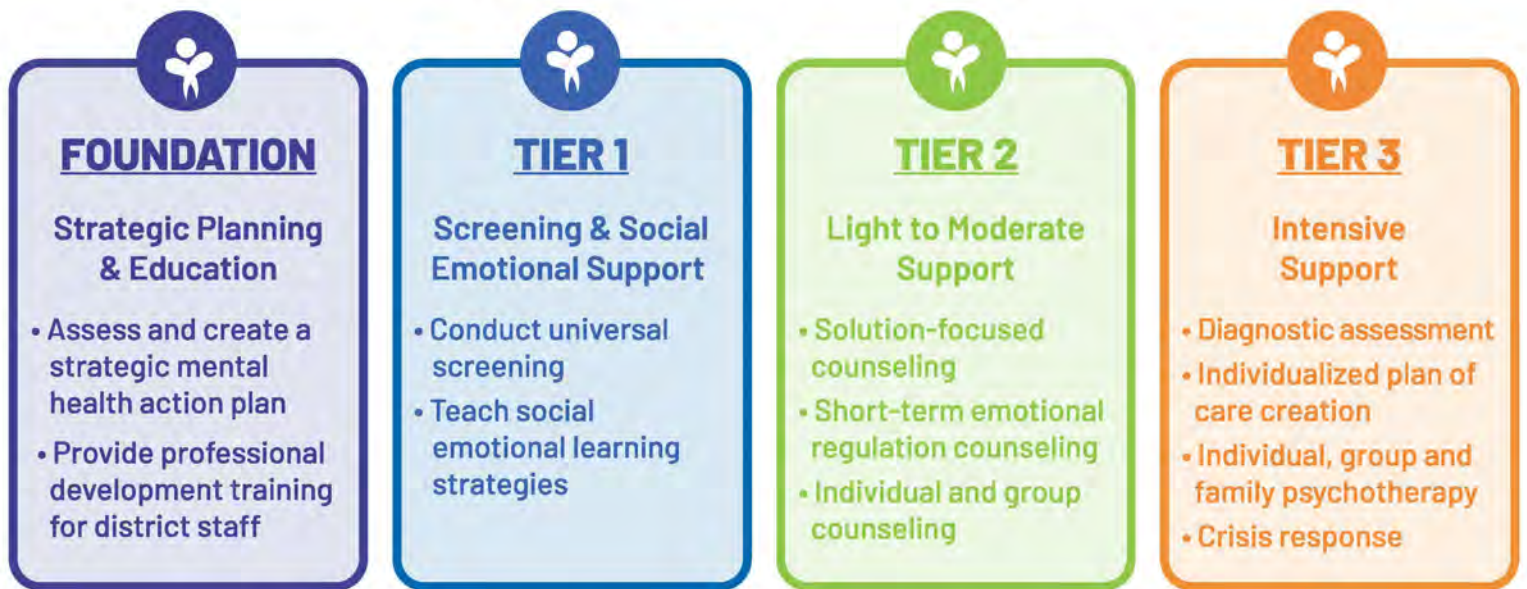


**THE STEPPING STONES GROUP**

Transforming Lives Together

**VISIT US FOR YOUR CHANCE TO WIN A \$50 AMAZON GIFT CARD!**

## A MULTI-TIERED APPROACH



## ZERO-COST MENTAL HEALTH SUPPORT

### The Stepping Stones Group Provides:

- Supervised, quality therapist
- Diagnostic assessments for therapy needs
- Plan of Care with your school team's input
- Individual, group, and family psychotherapy
- Virtual and face-to-face options
- Year-round therapy
- Professional Development – free of charge for administration, teachers and support staff
- Communication between school, home and therapy teams

### Schools Provide:

- Referrals
- A private room for therapy
- Computers for telehealth options



**Tiffanie Coleman: 850-213-1827 | [Tiffanie.Coleman@ssg-healthcare.com](mailto:Tiffanie.Coleman@ssg-healthcare.com)**

**Scan the QR Code to request services or visit: [thesteppingstonesgroup.com/schools/mental-health-services](https://www.thesteppingstonesgroup.com/schools/mental-health-services)**



**Want to join our team of mental health professionals? WE'RE HIRING!**  
Scan the QR code to apply or visit: [jobs.thesteppingstonesgroup.com](https://jobs.thesteppingstonesgroup.com)



## All pre-recorded sessions are approved for SSBHC General and SCDoE

### School Psychologists in Non-traditional roles: One district's implementation model

Paula H Sigmon (Newton-Conover City Schools)

The collaboration between student services personnel within the MTSS framework will be explored. Utilization of the school psychologist in relation to the district's Student Services and Safety model will be reviewed as well as district SEB and School Psychology teaming. This session provides an in-depth look into how the district utilizes the expansive skills of the school psychologist in order to provide prevention and intervention services to regular education students.

### The Be Body Positive Model: Practical Resources for Promoting Positive Embodiment in Students

Elizabeth Scott (The Body Positive/ Director of Training)

In this presentation, you'll be introduced to The 5 Competencies of the Be Body Positive Model, life skills that foster protective factors, reduce risk factors, and build resilience against eating disorders, depression, anxiety, self-harm, and suicide. Learn to help students inhabit their bodies in an attuned manner, equipped with critical thinking skills to address appearance-based discrimination, so they can develop positive self-worth, social connection, and recovery from trauma and stress.

### Unpacking Their Backpacks and Stocking Yours

Kendra Lowe (7 Mindsets); Adriana Ortiz (7 Mindsets); Robin Glenn (7 Mindsets)

In today's educational landscape, the modern student arrives at school with a diverse set of complex issues that profoundly impact their social and emotional well-being. Research findings consistently highlight four primary concerns: social connectedness, academic stress, health, and mental wellness. Delving deeper into these concerns enhances awareness and creates an environment conducive to implement our researched based proactive tools across all populations.

### A LIFE Champion Playbook

Welvin L Simpkins (Love. Teach. Serve. LLC)

How do we measure success in football? From my 12 years of coaching high school football, success is measured by winning championships ON the field. Now after winning 8 State Championships, the goal of this presentation is to assist middle / high schools with helping the young men become "A LIFE Champion" OFF the field.



## **Top 10 Tips for De-Escalation & the Importance of Using Trauma-Informed Language with Students**

Pam M McNall (Respectful Ways trauma-informed SEL)

Verbal de-escalation is a vital intervention for children at risk of aggression -- and knowing proper trauma-informed language and practices is key to its success. Attendees will learn the Top 10 Tips for diffusing conflict, and learn trauma-informed MTSS supports. All attendees will receive free digital modules for "Overcoming Depression, Grief and Sadness" for students PreK-2nd, 3-5th, 6-8th and/or 9-12th.

## **Practical Interventions for Improving Outcomes for Students with Emotional/Behavioral Deficits**

Sara Tontarski (University of Northern Colorado)

Session will provide an overview on current literature around research-based strategies for facilitating functional social and employment skill development with students with emotional regulation and/or behavioral deficits. Participants will lead with action steps and resources to begin implementing the strategies and interventions discussed.

## **Creating Connected Communities of ABA Practitioners Using Behavior Science And Universal Design**

Robin Williams (Simplify Behavior)

How can BCBA's in schools effectively train the staff they support while considering equity and effectiveness? The E3 Framework is a solution, a multi-tiered framework designed to provide educational and behavioral professionals working in schools a way to assess their practices regarding equitable provision of applied behavior analysis services within in school settings and build a path toward more collaborative relationships with all stakeholders. Participants will leave knowing the essential

## **Trauma-Responsive Practices For Improving Behavior, Attention And Learning Potential**

Allison Morgan (Zensational Kids)

Explore evidence-based trauma-responsive practices tailored for school professionals. Learn specific breathing techniques, yoga-based movements, and mindfulness activities to seamlessly integrate into classrooms. Discover a step-by-step method to infuse 1-2 minutes of these practices, fostering balance and regulation for educators and students. Gain new tools for self-regulation, nervous system balance, and behavior management.

## **A Resilience Initiative Among School Staff in North Carolina**

Ruby L Brown-Herring (RBH Wellness Solutions, LLC)

Staff well-being is essential to student mental health and well-being, yet K-12 employee burnout is at an all-time high. Well-being efforts need to be effective and informed by best practice. This session highlights a state-wide initiative that offers a snapshot of the need for support, recognition, and empathy from administration on the importance of social connections, safe spaces and support systems for the overall support employee well-being while improving retention and serving students.

## **Intergenerational Trauma: The Burdens We Are Not Meant To Carry**

Terance Dawkins (Missing Pieces Counseling Services)

Intergenerational Trauma impacts us all, from our behaviors, to our beliefs about the world, to also our beliefs about ourselves. It impacts our childhood experiences, and how we build meaningful attachments to our caregivers, as well as other people. Understanding Intergenerational Trauma, how to recognize it, its impact, and how to break this cycle can help everyone live more meaningful lives. This also includes being able to understand the underlying issues driving maladaptive behaviors.

## **“Reality Check” Expo: Building Momentum Together through a CFEC Middle School Life Skills Expo**

Ranina Outing (Carolina Family Engagement Center, University of South Carolina); Gina M Kunz (Carolina Family Engagement Center, University of South Carolina)

Carolina Family Engagement Center will share Reality Check Expo: Tier 1 school-wide initiative for middle school students to build momentum with their families, administrators, school staff, and local high school student council members. Learn about Reality Check Expo and its pilot success. This presentation aligns with school behavioral health: focuses on a whole-child/student approach, infusing formal educational content with real-world applications through experiential learning.

## **Building a School Mental Health Career Ladder in South Carolina**

Courtne Collins (University of South Carolina); Samantha Martinez (University of South Carolina); Leah Tolan (University of South Carolina); Kelsie Kah (University of South Carolina)

This presentation will provide a review of current work to expand, train, and retain the school mental health workforce in South Carolina. The Enhancing Capacity in School Mental Health program (funded by BlueCross® BlueShield® of South Carolina Foundation) and John H. Magill School Mental Health Certificate program (funded by the South Carolina Department of Mental Health) are aimed at building a career ladder for students to become effective, well-trained SMH professionals.

## **Behavior As The Bedrock For Effective MTSS**

Gretchen Witthuhn (Panorama Education); Kristi Orange (Panorama Education); Laverne Mattocks-Perry (Durham Public Schools)

This session focuses on how Durham Public School leaders make positive behavior the foundation for a strong MTSS and ways you can move beyond reacting to behavior toward a proactive system of gathering data, leveraging teams, and consistently providing supports where they are needed most.

## **The Impact of Technology when Implementing SB-SBIRT Screening**

Daniel Penn (Tickit Health); Sandy Whitehouse (Tickit Health )

This presentation discusses integrating SB-SBIRT with MTSS for youth mental health. It highlights a holistic approach involving all stakeholders, addressing challenges in implementing SB-SBIRT amid staff burnout and limited resources. It advocates universal screening for equity, showcasing case studies, strategies, and technology to enhance engagement and reduce workload. Empathetic digital screening and strengths-based methods in fostering a supportive environment are also emphasized.

# CONVENTION TIME?

## BRING IT TO *The Beach.*

Meetings in Myrtle Beach, South Carolina, are serious business – seriously fun, that is. Our 60 miles of beaches, 90 golf courses, 2,000 restaurants and countless attractions will keep your meeting attendees entertained, while our 500,000 sq. ft. of total space and array of accommodations will ensure a successful event.



Renovated convention center – a short walk from the beach.



So many ways to connect, including 90 golf courses.

VISIT  
*Myrtle Beach*  
SOUTH CAROLINA



Scan to plan your event.

[MYRTLEBEACHMEETINGS.COM](http://MYRTLEBEACHMEETINGS.COM)

# ONE SOFTWARE PLATFORM

to Run Your Entire Student Support Services Program


Get a 3-Month, Risk-Free Trial of ECINS

Test drive ECINS and see why this affordable software solution is a game-changer for implementing and executing student mental health programs.

- ✓ Referral and Case Management
- ✓ Universal Screening
- ✓ Custom Reporting
- ✓ Assessments & Progress Tracking
- ✓ Secure Third-Party Sharing
- ✓ Student Engagement Portal



Student Support &  
Case Management System

Officially Endorsed by  SCHOOL SOCIAL WORK ASSOCIATION OF AMERICA

## ECINS Universal Student Screening and Self-Assessments

Screen Students for Behavioral, Health and Safety Risks with Minimal Impact on Staff Time and Resources

Proactively identify students in need of support, treatment or intervention.

Use Universal Mental Health Screenings to assess all the students in a school, regardless of their risk status, for characteristics of well-being or mental health indicators using reliable tools or measures to:

- A DETERMINE INDIVIDUAL STRENGTHS AND NEEDS**
- B IDENTIFY THOSE WHO MAY REQUIRE PREVENTATIVE, TARGETED OR INTENSIVE SERVICES AND SUPPORT**

For more information visit us at: <https://ecins.com/us>

Choose



JOY

Visit our Booth  
Schedule a demo  
[mdlogix.com](http://mdlogix.com)

Proud SBHC Sponsor



Choose **bhworks**  
student mental  
health software  
system

# Humana

---

Healthy Horizons™  
in South Carolina

# NOTES

# NOTES

# SAVE THE DATE



SOUTHEASTERN  
SCHOOL BEHAVIORAL HEALTH  
CONFERENCE

JOIN US NEXT YEAR  
FOR THE  
12TH ANNUAL  
#SSBHC

May 22-23, 2025  
*Myrtle Beach, SC*

[www.SchoolBehavioralHealth.org](http://www.SchoolBehavioralHealth.org)



SOUTHEASTERN  
SCHOOL BEHAVIORAL HEALTH  
COMMUNITY

Hosted by the Southeastern School Behavioral Health  
Community and the University of South Carolina



**Special thanks to our 2024 Partner Sponsor:**

*The South Carolina Department of Health and Human Services*



**SBHA**  
SC SCHOOL BEHAVIORAL  
HEALTH ACADEMY

SOUTH CAROLINA DEPARTMENT OF HEALTH AND HUMAN SERVICES

Healthy Connections

MEDICAID

