



SOUTHEASTERN SCHOOL BEHAVIORAL HEALTH CONFERENCE

www.schoolbehavioralhealth.org



Advancing School Behavioral Health Scaling Effective Practices Through Innovation

- 2025 Program Guide -

Sponsored by

April 16-17, 2025



Sheraton Myrtle Beach Convention Center
Myrtle Beach, SC

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WELCOME

Dear Colleagues,

Welcome to the 12th Annual Southeastern School Behavioral Health Conference! Whether this is your first time or you're returning, we're excited to have you here to share and learn together. We've planned an excellent lineup of keynotes, breakout sessions, and poster presentations to enhance your experience.

Everything you need - from the schedule and session descriptions to the conference center map and exhibitor pages - is found in the CVENT app and attendee hub; and be sure to visit our sponsor booths here at the Sheraton Myrtle Beach!

We're grateful to our partner sponsor, the South Carolina Department of Health and Human Services (SCDHHS), for their support. The conversations and insights shared here will help shape the future of school behavioral health, training, and coaching.

This year's theme, "Advancing School Behavioral Health—Scaling Effective Practices through Innovation," emphasizes the vital role of collaboration in implementing evidence-based practices to enhance student success. Whether in-person or virtual, we hope you gain valuable knowledge and connections to support your work in school behavioral health.

Thank you to the Southeastern School Behavioral Health Community, University of South Carolina, SCDHHS and SC Department of Mental Health for their incredible support, making this conference possible. We're thrilled to have you here!



Mark Weist
2025 Conference Co-Chairs

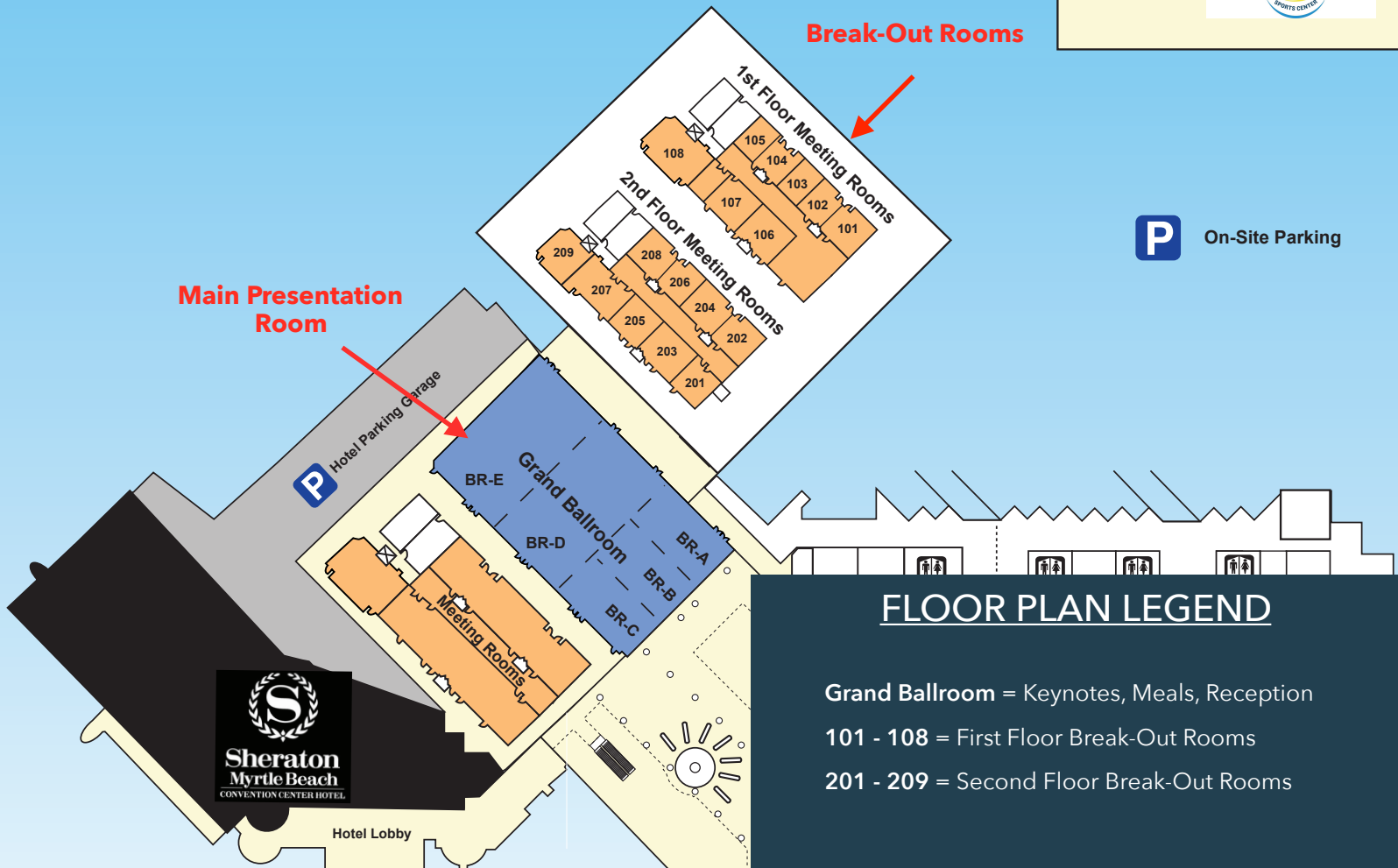


Lori Parrish

Follow us on socials and be sure to tag us so we can share your pics! **@BeSSBHC**



CONFERENCE LOGISTICS



FLOOR PLAN LEGEND

- Grand Ballroom = Keynotes, Meals, Reception
- 101 - 108 = First Floor Break-Out Rooms
- 201 - 209 = Second Floor Break-Out Rooms



Scan to Download
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APP & ATTENDEE HUB

For iPhone and Android Users
Scan the QR code to download the CVENT conference app. If you have trouble accessing the app, visit the Help Desk or Registration Table.

Attendee Hub Website
The CVENT Attendee Hub (website) gives access to all (21) livestreamed sessions. Access the attendee hub at: <https://cvent.me/Kg1bN5>. Livestreamed sessions will be available through May 15, 2025.

CONTACT INFO

Website:
www.schoolbehavioralhealth.org

Email: SBHConference@sc.edu

FREE WIFI

Network: Convention Center
Password: MBCCWIFI

CONTINUING EDUCATION INFORMATION

The Southeastern School Behavioral Health Conference is proud to offer the following continuing education / contact hours:

- **National Association of Social Workers, South Carolina Chapter**
Sessions indicated as NASW-approved will count toward NASW-specific hours. All other sessions are approved for NASW-general hours.
- **National Board for Certified Counselors**
2025 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-4840.
- **Mid-Carolina Area Health Education Center**
This program is approved for 1.1 CEUs (11.25 clock hours) of continuing education by Mid-Carolina AHEC, Inc. and meets the SC AHEC Continuing Education Best Practice Standards. Participants must attend 90% of the program to receive a certificate of attendance. **No partial credit will be given.**
 - **Nursing:** *Mid-Carolina AHEC is approved as a provider of nursing continuing professional development by South Carolina Nurses Association, an accredited approver by the American Nurses Credentialing Center's Commission on Accreditation. This nursing continuing education activity approval # 2408-010PR-061 has been approved for 11.25 hours.*
- **South Carolina Department of Labor, Licensing, and Regulation**
All sessions have been approved for LLR Continuing Education. Approval #4760.

In partnership with the SC Department of Education, South Carolina educators may be able to receive approval for State Board of Education (SBE) **Educator Renewal Credits**. Educators working in a public school district must submit documentation of their renewal credits to their employer and request renewal through the employer. Visit ed.sc.gov/educators/certification/professional for details.

Virtual conference attendance will be captured automatically via the CVENT Attendee Hub. In-person attendees must scan the personalized QR code on their name badge to earn continuing education hours. Continuing education hours will only be awarded for live session attendance. Watching a recording of a previously live-streamed session will not qualify an attendee for continuing education credit. **Attendees may earn a cumulative total of 11.25 continuing education hours throughout the conference.**

Shortly after the conference, all attendees will receive an email with a general certificate of attendance, indicating the number of hours earned based on actual session attendance. Attendees who have requested a certificate from an above-named credentialing authority will receive an additional certificate from the conference. Attendees who have requested AHEC hours will receive a certificate from Mid-Carolina AHEC.





April 16, 2025

The clinicians and staff of the South Carolina Department of Mental Health (SCDMH) welcome you to the 2025 Southeastern School Behavioral Health Conference!

Since 1993, SCDMH has been delivering high-quality, evidence-based mental health services directly to South Carolina's students within their schools. Today, master's level mental health professionals serve on close to 600 school campuses where they provide diagnostic and intervention services in individual, group, and family settings. Our clinicians develop individualized treatment plans in close collaboration with supervisors and other mental health professionals that are tailored to address the specific behavioral and mental health needs of each student. Looking back at the 2023-24 school year, SCDMH provided nearly 200,000 services to close to 19,000 students and their families through our school mental health (SMH) programs.

By being embedded within schools, SCDMH clinicians offer not only essential support but also a sense of immediacy and accessibility that strengthens student well-being. Our SMH model includes master's level clinicians offering specialized care, supported by board-certified psychiatrists and psychiatric nurse practitioners for consultation and medication management. On-campus clinicians address crisis management, critical incidents, consultations with staff, psychoeducational presentations, and school-wide prevention activities. Linked to a broader array of center-based services—including suicide prevention, early childhood care, and transition support for older students—DMH delivers comprehensive school mental health services within the department's statewide system of care. This collaborative approach ensures that every student has access to compassionate, evidence-based mental health care as part of a unified statewide system.

Congratulations to the South Carolina School Behavioral Health Community (SCSBHC) on the success of its 12th annual conference! SCDMH is proud to celebrate our enduring partnership and to have been part of this journey from the beginning. It has been inspiring to witness the conference—and the broader school mental health community—foster collaboration, learning, and meaningful growth over the years.

SCDMH wishes everyone a fruitful and enjoyable conference in Myrtle Beach!

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Bank, M.D.", is positioned below the word "Sincerely,".

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

WE ARE HIRING

school mental health clinicians
full-time

graduate school interns

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.

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

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

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DMH

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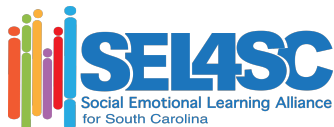
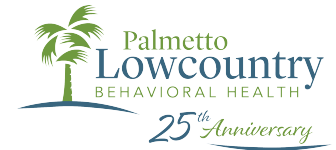


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KEYNOTE PRESENTERS

Wednesday April 16, 2025

JAMES P. HUGULEY, ED.D.

University of Pittsburgh
School of Social Work



Building Relational School Communities: Lessons from the Just Discipline Project

NBCC, AHEC

In this presentation, Dr. James Huguley will discuss the development, impact, and future directions of the Just Discipline Project, a large-scale clinical trial and implementation study of restorative practice program with a trauma-responsive tertiary component. He will explore the essential components and common challenges to effective restorative practice implementation, how restorative practices need to be coupled with trauma-responsive approaches, student and teacher receptivity to the Just Discipline approach, and implications for academic and behavioral outcomes of youth in school contexts.

BRIAN P. DALY, PH.D.

Drexel University
Department of Psychological Brain Sciences



The Ordinary Magic of Leadership in School Mental Health

NBCC, AHEC

Mental health challenges among students remain a complex and widespread problem. Addressing this problem is typically ascribed to principals and superintendents. Indeed, school leaders are increasingly tasked with connecting leadership behaviors to students' social and emotional outcomes, and these leaders play a large role in whether, and to what extent, mental health promotion and prevention are effectively implemented in school settings. Missing in this conversation is the importance of training and professional development of leadership skills, competencies, and behaviors for behavioral health clinicians, student-trainees, and staff - essentially, the personnel whose leadership is integral to promoting the adoption and sustained implementation of effective school behavioral health practices. This keynote seeks to help participants begin to unlock their own ordinary magic of being a leader in their role within the ecosystem of the school.

KEYNOTE PRESENTERS

Thursday April 17, 2025



JONI SPLETT, PH.D.

University of Florida
College of Education



Mission Possible: Unlocking the Power of Teams in School Mental Health

NBCC, AHEC

Teams are most commonly associated with sports and competition, but the concept of a group of individuals working together to achieve a certain goal transcends the field, court, and pitch. Teaming in schools is associated with increased student attendance and academic achievement, and decreased levels of student misconduct. Yet, achieving such outcomes requires school teams and their members to be organized and execute their work in effective and efficient ways that maximize their collaboration and overcome common pitfalls. In this presentation, we will identify strategies for effective teaming, look closely at common pitfalls interdisciplinary teams of school mental health professionals often encounter, and identify recommendations for overcoming these strategies and sharing successes and challenges current school mental health teams have encountered taking this work on.



WAYFINDER

Prepare Students for School, Work, and Life

Wayfinder provides a scalable, easy-to-implement framework that helps students build **decision-making, leadership, and interpersonal skills** without adding extra work for educators. Our flexible, MTSS-aligned approach ensures all students—whether through whole-school learning or targeted interventions—gain the **confidence** and **adaptability** they need to be ready for what's next.

Swing by our booth and say hi!

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student mental health software and MTSS - B go together like peanut butter and jelly

bhworks
Mental Health Software for Schools
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bhworks mutually reinforces tiered systems of support and student wellness

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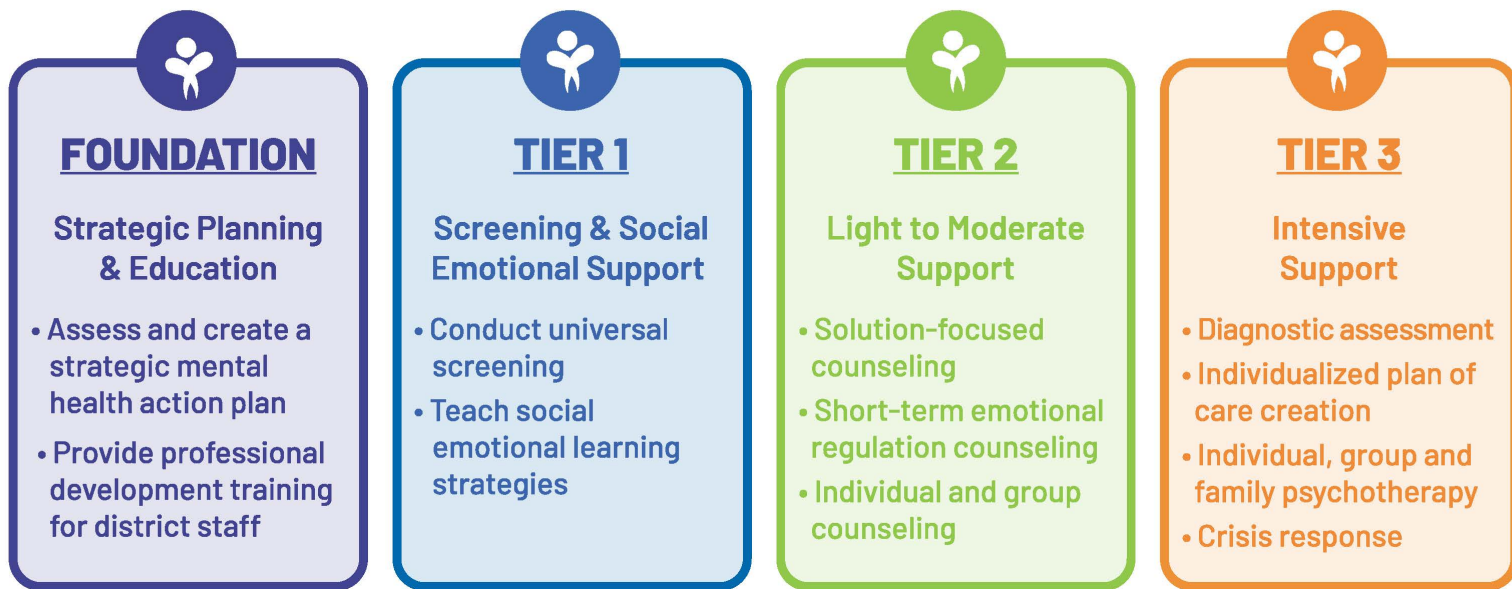


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- Year-round therapy
- Professional Development – free of charge for administration, teachers and support staff
- Communication between school, home and therapy teams

Schools Provide:

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



Tiffanie Coleman: 850-213-1827 | Tiffanie.Coleman@ssg-healthcare.com

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thestepingstonesgroup.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



CONFERENCE SCHEDULE

WEDNESDAY: April 16, 2025

7:00am - 8:30am	Registration and Breakfast
8:30am - 9:00am	Welcome and Introductions
9:00am - 10:15am	Keynote 1 (<i>Ballroom</i>) : James Huguley, Ed.D.
10:15am - 10:45am	Break (<i>Visit with Sponsors</i>)
10:45am -12:00pm	Breakout Session #1
12:00pm -1:45pm	Lunch and Keynote 2 (<i>Ballroom</i>) : Brian Daly, Ph.D.
2:00pm -3:15pm	Breakout Session #2
3:30pm - 4:45pm	Breakout Session #3
5:00pm - 6:30pm	Poster Sessions and Reception (<i>hors d'oeuvres/cash bar</i>)

THURSDAY: April 17, 2025

7:00am - 8:30am	Registration and Breakfast
8:30am - 8:45am	Announcements
8:45am - 10:00am	Keynote 3 (<i>Ballroom</i>) : Joni Splett, Ph.D.
10:00am - 10:30am	Break (<i>Visit with Sponsors</i>)
10:30am -11:45am	Breakout Session #4
11:45am -1:00pm	Lunch and Awards (<i>Ballroom</i>)
1:15pm - 2:30pm	Breakout Session #5
2:45pm - 4:00pm	Breakout Session #6

BREAKOUT SESSIONS

Breakout Session #1: Wednesday April 16, 2025

10:45am - 12:00pm Concurrent Sessions

SESSION 1A: Healing-Centered Engagement

AHEC, NASW, NBCC, LLR

John Richardson-Lauve, LCSW ; *(Room Ballroom D; Livestream Presentation)*

Healing-Centered Engagement (HCE) was created by Dr. Shawn Ginwright originally to support urban black youth whose needs were not being met by the deficit-based elements of a trauma-informed care principles. HCE can be applied across individual, interpersonal, and institutional levels to advance well-being. We will present an overview of HCE and its application potentials.

SESSION 1B: A Training Model for Preparing Teachers to Address Student Mental Health

AHEC, NBCC, LLR

Jonathan Ohrt, PhD ; Kara Schneider, PLMHP, NCC ; Brittany Sandonato, LPCA, RPT ; Jessie Guest, LPC, RPT ; *(Room 106 - 107; Livestream Presentation)*

In this session, we present the RISE (Recognize, Interpersonal Communication, Supportive Environment, Engagement with School Personnel) training model for enhancing teachers' knowledge and competence in addressing students' mental health. The model includes a 2-hour, student mental health training (live or online) and consultation between the school counselor and teachers. We will present pretest/posttest data on teacher knowledge and qualitative data on teachers' experience utilizing the model.

SESSION 1C: Advancing School Behavioral Health Through Partnership: Lessons and Opportunities Gleaned from a Randomized Controlled Trial

AHEC, NASW, NBCC, LLR

Brittany Patterson, PhD; Brooke Chehoski, MSW ; Bob Stevens, PhD ; Mark Weist, PhD ; Sam McQuillin, PhD ; Kelli Fowler, MA, LPC-A ; *(Room 104 -105; Livestream Presentation)*

In this presentation, we will briefly describe the PSW, highlight major study elements from the Partnership condition, share key findings from the four-year intervention, and consider strategies for integrating Partnership elements into multi-tiered systems of support (MTSS).

SESSION 1D: The School Social Work Advocacy Scale: Creating Wellness, Using Knowledge and Policy, and Confronting Bias

AHEC, NASW, NBCC, LLR

Kimberly Knox, PhD, LCSW ; *(Room 202)*

School social workers use advocacy action to improve the school community through policy, promoting positive school climates, and recognizing systemic issues. By using the School Social Work Advocacy Scale, participants will evaluate their advocacy efforts, identify areas of strengths and growth, to enhance their school behavioral health skills in advocacy. This presentation will define areas of focus for advocacy efforts for social workers and create a plan of action for advocacy in schools.

SESSION 1E: The Power of Supervision: Strengthening School-Based Mental Health

AHEC, NBCC, LLR

Jodi Sindlinger, LPC, NCC ; *(Room 203)*

This presentation highlights the vital role of clinical supervision in enhancing school behavioral health services, particularly for counselors pursuing or maintaining professional credentials. It connects research and practice to demonstrate how adapting supervision models to the unique school environment strengthens support for both students and counselors. Participants will learn practical strategies for implementing effective, context-specific supervision within schools.

BREAKOUT SESSIONS

Breakout Session #1: Wednesday April 16, 2025

10:45am - 12:00pm Concurrent Sessions

SESSION 1F: A Tiered Approach for Preparing Students with Emotional and Behavioral Problems for College and Career

AHEC, NBCC, LLR

Lee Kern, PhD ; *(Room 204)*

Students with emotional and behavioral problems have lower perceptions of their college and career readiness skills and less transition knowledge compared with their nondisabled peers. Following a brief overview of the intervention literature for this group of students, we will describe a comprehensive multi-component program to increase college and career readiness and decrease dropout among high school students. Preliminary findings from a randomized controlled trial will be presented.

SESSION 1G: Data-Driven Strategies for Enhancing Inclusion: Collecting, Reviewing, and Applying Student Behavior and Intervention Data

AHEC, NBCC, LLR

Kira Garrett, MEd ; Samantha Cosentino, MAT ; Diana Wojciechowski, MEd ; *(Room 205)*

This session will provide educators and administrators with practical strategies for collecting, reviewing, and using student behavior and intervention data to promote inclusive practices for all students, including special populations. Participants will learn how to efficiently gather data, analyze it for insights, and apply findings to guide student placements and support systems.

SESSION 1H: Coaching for Change: Embedding Behavioral Health into MTSS for Lasting Impact

AHEC, NBCC, LLR

Vittoria Anello, PhD, NCSP ; Donna Ewing, MA ; Tricia Motes, PhD ; Katherine Perkins, PhD ; *(Room 108)*

The SC School Behavioral Health Academy (SBHA) coaching model provides a structured approach to integrating behavioral health within MTSS through professional development, coaching, and technical assistance. This session will explore how SBHA collaborates with districts to strengthen leadership teams, staff training, and sustainable behavioral supports. Attendees will leave with a clear understanding of how SBHA's coaching model fosters district-wide behavioral health improvements.

SESSION 1I: Practical Emotional and Behavioral Strategies for the Classroom

AHEC, NBCC, LLR

Gregory Benner, PhD ; *(Room 206 - 208)*

The purpose of this presentation is to build your capacity to infuse practical emotional and behavioral strategies into your classroom. Practical strategies for building social and emotional learning competencies of youth with mental health concerns will be demonstrated. Techniques for ending power struggles and responding effectively to disruptive behavior will be modeled. Simple ways to differentiate classroom behavioral support based on youth behavioral need will be shown.

SESSION 1J: Letting Go: De-implementation of Low Value Intervention Practices

AHEC, NBCC, LLR

Christy Walcott, PhD, NRCHSP, LPHP, NCSP , Brandon Schultz, EdD, NCSP ; *(Room 102 - 103)*

This presentation examines the de-implementation of ineffective behavioral health practices in K-12 public schools, including strategies to phase out outdated or unsupported methods in favor of evidence-based interventions. We will discuss barriers, including staff resistance and policy constraints, and emphasize the importance of stakeholder collaboration. By addressing these challenges, schools can improve student outcomes and allocate resources toward truly beneficial practices.

BREAKOUT SESSIONS

Breakout Session #2: Wednesday April 16, 2025

2:00pm - 3:15pm Concurrent Sessions

SESSION 2A: Coaching for Family-School-Community Partnerships in Integrated PBIS and School Mental Health

AHEC, NASW, LLR

Kelly Perales, MSW, PhD ; Andy Garbacz, PhD ; *(Room Ballroom D; Livestream Presentation)*

In this session, participants will learn about coaching to integrate family-school-community partnerships within integrated PBIS and school mental health. Presenters will share suggestions from families and school teams, and school implementation data that supported the development of a coaching model for family-school-community partnerships. Participants will receive resources to support their coaching and evaluation of family-school-community partnerships that can be applied across settings.

SESSION 2B: Smart Solutions for Safer Schools: Managing Bullying Effectively

AHEC, NBCC, LLR

Eric Landers, PhD ; *(Room 106 - 107; Livestream Presentation)*

Nearly 20% of students report being bullied in schools, leading to impacts like decreased attendance, poor health, and increased depression. Bullying not only affects students but also costs schools time and money for investigations. Using the Problem Analysis Triangle, which identifies the bully, victim, and opportunity as interconnected factors, this presentation outlines strategies for reducing bullying. School personnel will learn to strengthen key roles to manage and prevent bullying.

SESSION 2C: Funding Futures: How NC Project AWARE is Maximizing Medicaid for School Behavioral Health Initiatives

AHEC, NASW, NBCC, LLR

Heidi Austin, EdD, MCHES, CFLE ; La'Shanda Person, LCASA, TTS, MS, BSW ; Meagan Crews, LCSW, LCASA ; Jeannie Kerr, LCSW ; *(Room 104 - 105; Livestream Presentation)*

Session will share lessons learned from NC Project AWARE to navigate Medicaid reimbursement for school-based behavioral health services fostering sustainability post SAMHSA - SEA AWARE grant. Session aligns with conference theme of Advancing School Behavioral Health: Scaling Effective Practices Through Innovation by highlighting partnership with a community non-profit, private foundation funder, and a national Medicaid expert to provide a technical assistance Medicaid Learning Collaborative.

SESSION 2D: Solving Problems: A Facilitated Approach for Addressing Common Challenges in School Behavioral Health Programs

AHEC, NBCC, LLR

Shelley McGeorge, PhD, MEd, MPA, LPC, LPCS, LMFT ; *(Room 202)*

Providing behavioral health services within the schools can present challenges and difficulties in the areas of program implementation, staffing, financing, documentation, caseloads and other issues. This session will allow participants to identify common challenges and share best practices and solutions through a facilitated approach that stakeholders will be able to replicate within their own participant organizations.

SESSION 2E: Advancing Game-Based Intervention Research: Examining the Effects of Private versus Public Environment on Cognitive Performance and Their Therapeutic Advantages

AHEC, LLR

Sujan Shrestha, MFA, BA ; *(Room 203)*

This presentation emphasizes the importance of personalized emotional responses in creating customized mental health treatments while fostering empathy for individual differences. It explores virtual reality technology, incorporating Stroop tasks into engaging game interactions within immersive environments. The findings indicate that improved performance occurs in private, comfortable settings, highlighting the significant impact of environmental factors on effective mental health strategies.

BREAKOUT SESSIONS

Breakout Session #2: Wednesday April 16, 2025

2:00pm - 3:15pm Concurrent Sessions

SESSION 2F: How to Integrate Technology into Your School Behavioral Health System

AHEC, NBCC, LLR

Emily Eiserhardt, MEd ; Sarah Piwinski, DHA, MPA ; *(Room 204)*

This session will walk participants through a case study on utilization of technology to support school-based behavioral health interventions. Using a real-world example of how digital tools can streamline behavioral health processes to reach more students effectively. Presenters will discuss key strategies for implementation while addressing common challenges and lessons learned. Participants will gain practical strategies to enhance school behavioral health support at all intervention levels.

SESSION 2G: SMHILE Holistic Behavioral Health Alliance: Initial Concept, Developmental Processes, And Future Applications

AHEC, NBCC, LLR

Dave Stodden, PhD, FNAK ; Mark Weist, PhD ; *(Room 205)*

This presentation will describe inception, purpose, mission, and goals of the Holistic Behavioral Health Alliance which was formed based on the need to understand the interconnectedness and cascading impact that physical, psychological, cognitive, social, emotional, and spiritual development and lifestyle behaviors have on mental/behavioral health trajectories across the lifespan.

SESSION 2H: Spotlight on Student Voice: Providing Secondary Students with the Platform to Promote Change

AHEC, NBCC, LLR

Nancy Turner, EdD, MA ; *(Room 108)*

This presentation will review the importance of providing student voice to promote mental health awareness and wellness in your school district. Student voice reflects accurate understanding of student needs, increases engagement and ownership as well as provides early identification of issues. The focus of the presentation will be on the positive effects of supporting student voice promoting significant contributions to mental health concerns and solutions.

SESSION 2I: Well-being of the Workforce: An Innovative Wellness Program for South Carolina School Mental Health Clinicians

AHEC, NASW, NBCC, LLR

Ashley Jones, MD, FAPA ; Lee Fletcher, MSW ; *(Room 206 - 208)*

This presentation will review the importance of providing student voice to promote mental health awareness and wellness in your school district. Student voice reflects accurate understanding of student needs, increases engagement and ownership as well as provides early identification of issues. The focus of the presentation will be on the positive effects of supporting student voice promoting significant contributions to mental health concerns and solutions.

SESSION 2J: Advancing School Behavioral Health through Pediatric Mental Health Care Access Programs: From State-Wide Assessment to Scalable Solutions for Youth Wellness

AHEC, NBCC, LLR

Annelise Tolley, MS ; James Green, MA ; *(Room 102 - 103)*

This session explores the role of Pediatric Mental Health Care Access (PMHCA) programs in advancing school behavioral health. Representing the Youth Access to Psychiatry Program, we'll share our statewide needs assessment data, highlight the benefits of school-based health programs bolstered by training and psychiatrist consultation, and share lessons from a pilot implementation. Attendees will learn how assessments and PMHCA support can enhance youth mental health access in schools across SC.

BREAKOUT SESSIONS

Breakout Session #3: Wednesday April 16, 2025

3:30pm - 4:45pm Concurrent Sessions

SESSION 3A: The Power of Social Capital in Rural Communities: Addressing Nonacademic Barriers to Learning Through Relationships

AHEC, NASW, NBCC, LLR

Liz Mellin, PhD, LPC, ACS ; Dawn Anderson-Butcher, LISW-S ; Megan Chunias, MSW ; Olivia McCauley, MSW ; *(Room Ballroom D; Livestream Presentation)*

Educators understand that challenges like poverty and trauma hinder student success. This project highlights a rural school district's initiative leveraging social capital to address these barriers and focusing on relational strengths that led to positive student, caregiver, and teacher outcomes. Findings suggest that place-based interventions that mobilize social capital can effectively impact non-academic barriers to learning, fostering significant change in resource-poor environments.

SESSION 3B: Addressing Youth Trauma: Activities and Outcomes of Nevada's Trauma Informed Services in Schools Project

AHEC, NBCC, LLR

Ashley Greenwald, PhD, BCBA-D, LBA ; *(Room 106 - 107; Livestream Presentation)*

This presentation will highlight implementation efforts with data and outcomes from Nevada's Trauma Informed Services in Schools (TISS) project. The TISS project leverages a Multi-tiered System of Supports (MTSS) approach to embed trauma prevention and intervention activities into schools across three rural school districts. Three years of implementation activities and data from the state, districts, and the 27 participating schools will be highlighted and discussed.

SESSION 3C: Clinicians as Cornerstones of MTSS: Building Effective Practices Across Tiers with PBIS

AHEC, NASW, NBCC, LLR

Ami Flammini, LCSW ; *(Room 104 -105; Livestream Presentation)*

This session highlights the critical role clinicians play in making PBIS work effectively across all tiers of the MTSS framework. From fostering teamwork and using data to guide interventions to creating aligned, inclusive practices, clinicians bring a unique perspective that bridges behavioral and mental health support. Participants will gain practical strategies, explore real-world case studies, and walk away with actionable ideas to strengthen PBIS implementation in their schools.

SESSION 3D: Strengthening Schools Through Public-Private Partnerships: Advancing Equitable Access to Tiered Mental Health Services

AHEC, NBCC, LLR

Erika Fener-Sitkoff, PhD ; Mark Weist, PhD ; Layla Fitzgerald, MS ; Maria Wood, BA ; Michelle Hamilton, MA ; *(Room 202)*

This panel, moderated by Dr. Weist, a national leader and researcher in school mental health, features leaders from EmpowerU/FullBloom (Tier 2/subclinical), Harvest Outreach Center (Tier 3 clinical), and public system leaders in education and mental health from Georgia. Panelists will share insights, data, and real-world examples of using education and healthcare funding to implement tiered supports that drive results while addressing resource constraints and promoting equity.

SESSION 3E: Resiliency Technologies - 10 Years of Research, Collaboration and Implementation of Digital Mental Health in Schools

AHEC, NBCC, LLR

Robin Farrell, MFA, E-RYT ; Tim Farrell ; *(Room 203)*

Since 2014, Resiliency Technologies (RT) has been delivering mobile and web-based applications aimed at (i) facilitating early identification of mental health issues, (ii) efficiently deploying evidence-based, peer-focused mental health / wellness interventions and (iii) providing referral to specialty psychological services. Participants in this workshop will learn firsthand from implementation case studies and documentary films a decade of best practices in digital innovation in schools.

BREAKOUT SESSIONS

Breakout Session #3: Wednesday April 16, 2025

3:30pm - 4:45pm Concurrent Sessions

SESSION 3F: Advancing Brain-Based Evaluations of Learning Disabilities in Schools

AHEC, NBCC, LLR

Scott Decker, PhD ; *(Room 204)*

Learning is a primary goal of education. Neuroscience research has made significant advancements in understanding the cognitive processes of how children learn. However, this research is rarely used to inform education planning in schools. The current presentation will review current neuroscience research that has relevance for improving learning and socio-emotional outcomes of children in schools.

SESSION 3G: Comparing Adaptations of a Tier 2 Externalizing Problems Program: Analysis of 11 Coping Power Trials

AHEC, NBCC, LLR

Heather McDaniel, PhD, MA ; *(Room 205)*

Coping Power (CP; Lochman & Wells, 2004), is an evidence-based preventive intervention for students demonstrating aggressive behavior. We will describe the program and several adaptations, which have been adapted to be responsive to students and the school context. We will also describe analyses conducted across 11 trials of CP and nearly 3200 students to elucidate how different versions of CP impact externalizing problems, as well as internalizing problems and suicidal thoughts and behaviors.

SESSION 3H: A Cross-sector Approach to Strengthening District-wide Comprehensive School Behavioral Health Systems

AHEC, NASW, NBCC, LLR

Tucker Chandler, MSW ; Sarah Piwinski, MPA ; Krystle Graham, MA, LPC, LPC-S ; Lori Parrish, MA ; *(Room 108)*

This presentation introduces Mental Wellness Through Schools, a model designed to strengthen foundational supports for school-based behavioral health systems. Presenters will share insights from the 2024-25 pilot project with Florence 1 Schools, focusing on resource mapping, professional development, referral pathways, and systems coaching. Attendees will hear from district staff and community partners and gain practical strategies for implementation.

SESSION 3I: Maximizing Impact for Lasting Change: Implementing Group Therapy in School Settings

AHEC, NBCC, LLR

Robert Burdine, LPC ; *(Room 206 - 208)*

Meeting rising mental health needs in schools requires effective solutions, and group therapy offers a powerful way to strengthen resilience and enhance well-being. However, many professionals feel unsure about utilizing group therapy due to limited experience or perceived challenges. This session explores foundational strategies for establishing and sustaining effective school-based group therapy, guiding participants to create meaningful sessions that benefit young people in impactful ways.

SESSION 3J: Planning a Therapeutic Day School

AHEC, NBCC, LLR

Christine DiStefano, BSBA, PhD, MS ; Fred Greer, PhD ; Jinni Friend ; *(Room 102 - 103)*

In addition to gathering information on educational curriculum, psychosocial interventions, and student referrals and admissions, interviews were conducted with educators working in therapeutic day school to discuss staff and funding issues. A number of programs with university affiliations are included in this study to explore the contributions of such partnerships may benefit both therapeutic day schools and university programs.

POSTER SESSIONS

Wednesday, April 16, 2025

5:00pm - 6:30pm

Assessing the Impact of Racial Trauma in School Children

Gaby Macera-DiFilipo

Lack of School and Educational Psychology Faculty at Southeastern Liberal Arts Colleges

Ella Clingenpeel

Teamwork Makes the Dreamwork

Ericka Boston

Leveraging Law and Policy to Advance School Behavioral Health Equity

Y. Tony Yang

Advancing Culturally Responsive Practices in School Behavioral Health within Multi-Tiered Systems of Support (MTSS)

Lathcha Brown

Parents Just Say No

Sana Goyal

Building Resilience and Advancing School Behavioral Health: The Region 8 School Mental Health Initiative (SMHI)

Meagan Crews

Understanding The Impact of Facilitating Child-Centered Play Therapy Through a Virtual Playroom for Children with Disruptive Behaviors

Keeland LoDato

Substance Use Case Management for Students: A New Approach

Jean Kerr

Training School Psychology Students in Transdiagnostic Therapy Approaches: Advancing Comprehensive Mental Health Interventions in Schools

Tammy Gilligan

Teams Work!: Designing an Interprofessional Education Seminar for Pre-Professional Students to Address Social, Emotional, and Academic Challenges

Michele Kiely

Adapting Evidence Based Principle-Driven Psychotherapy Programs for Youth Mentors

Halle Singer

Association Between Substance Use and Sleep Disturbances among Adolescents: A Systematic Review and Meta-Analysis

Doreen Phiri

Empowering Educators: The Key to Scaling School-Wide Behavioral Health

Latrayl Adams

Integrating School Mental Health Services: How Therapeutic Alliance May Improve Outcomes in a Mental Health Literacy Intervention

Alena Quinn

Influences of Extracurricular Involvement on Sense of Campus Community and Psychological Well-Being

Emma Casement

Challenges and Solutions for Interacting with Behavioral High Needs Students

Huijuan/Julie Wang

The Perceptions of School Counselors using a Universal Mental Health Screener

Brittany Sandonato

Working with Behavioral High-Needs Students: Effects on Educators

Fang Wang

Use and Value of a Progress Monitoring Scale for Social/Emotional Behavioral Intervention

Fred Greer

Using the Family Engagement Practice Framework to Improve Family Engagement in School Mental Health

Annahita Ball

The Father's Influence: How Consistency in Emotional Expression Shapes Sons' Emotional Intelligence and Help-Seeking Behaviors

Jonathan Molina

Empowering Students with Personalized Feedback to Promote Emotion Regulation in High School Students

John Pagen

Using Family Attachment Narrative Approach to Heal Trauma and Bridge the Divide Between Parental Engagement and Schooling

Nakisha Randolph

Building Suicide-Safer School Communities: LivingWorks Training and the Network of Safety Approach

Alan Mednick

A Review of State Policy on School-Based Substance Use Prevention and Intervention in the Southeast

Kristen Figas

School Behavioral Health Practitioner Perspectives on Effectively Implementing High Quality Supports within a Multi-Tiered Framework

Katherine Perkins

Conducting a Needs Assessment for Nation-States in the Pacific Region

Ruth Moniz

The Importance of Connections: Characteristics of Individuals Who Lacked a Mentor but Desired One

Kenzie Delposen

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BREAKOUT SESSIONS

Breakout Session #4: Thursday April 17, 2025

10:30am - 11:45am Concurrent Sessions

SESSION 4A: So, You Want to Talk about Drugs? How to Utilize School Environments to prevent and Intervene on Student Misuse/Abuse of Substances

AHEC, NBCC, LLR

Brooke Wagner, MSC-SC, M.Ed, BCBA, LBA ; *(Room Ballroom D; Livestream Presentation)*

Attendees will learn how to use various data sources to identify, intervene, and progress monitor students who may have substance use/misuse/abuse issues within a PBIS/MTSS framework. We will follow a case study of a student through the process of school-based identification, intervention, and delivery. Overview of utilization of universal and targeted screening, as well as selection of evidence-based substance prevention/intervention programs.

SESSION 4B: A Comprehensive Approach to Improving School Staff Wellbeing

AHEC, NBCC, LLR

Mark Sander, PsyD ; Cheryl Holm-Hansen, PhD ; Aubrie Hoover, MS ; *(Room 106 - 107; Livestream Presentation)*

We know that staff need support to enhance their own well-being and their capacity to meet students' needs. We will share highlights from a 17-district initiative to strengthen staff well-being in northeast Minnesota. The presentation will describe efforts underway to assess staff well-being, create wellness teams, and implement strategies to support school staff. We will share our successes and challenges, outline our emerging lessons learned, and share resources and strategies.

SESSION 4C: Strengthening Community Mental Health Relationships with Schools through the School Connectedness Review

AHEC, NASW, NBCC, LLR

Lee Fletcher, MSW ; Katherine Perkins, PhD ; Bob Stevens, PhD ; *(Room 104 -105; Livestream Presentation)*

Researchers and a representative from the South Carolina Department of Mental Health office of School Mental Health Programs will describe the process of developing and implementing the School Connectedness Review (SCR), a tool and method for facilitating clinician integration into schools through an interconnected systems framework (ISF), strengthening relationships between community mental health and schools.

SESSION 4D: Enhancing School Mental Health Through Integrated Primary Prevention: Lessons from the Department of Defense On-Site Installation Evaluations

AHEC, NBCC, LLR

Nicole Litvitskiy, MA ; Margaret Hall, BA ; Paul Flaspohler, PhD ; *(Room 202)*

This presentation will overview the development, implementation, and outcomes of the DoD's OSIE process, highlighting its core components: priority, preparation, and implementation of prevention activities. Through lessons learned from the military context, we will propose how these principles can be translated to educational settings to address mental health challenges in schools.

SESSION 4E: Amplifying School Mental Health Literacy Through Neuroscience Education

AHEC, NBCC, LLR

Pete Vento, PhD ; Steven Harrod, PhD ; Britt Patterson, PhD ; Kristen Figas, MEd, EdS ; Mark Weist, PhD ; Tucker Chandler, MSW ; Brooke Chehoski ; *(Room 203)*

Early life is marked by periods of profound changes in brain structure and function when developmental trajectory is particularly sensitive to environmental factors. While an increasing number of young people experience mental health challenges, content on basic neuroscience education still lags behind many existing resources in mental health literacy programs. We will discuss key changes in the brain throughout early life and strategies for harnessing this knowledge to support mental health.

BREAKOUT SESSIONS

Breakout Session #4: Thursday April 17, 2025

10:30am - 11:45am Concurrent Sessions

SESSION 4F: Suspension is Never an Intervention: Scaling Equitable Practices through Multi-Tiered Systems of Support (MTSS)

AHEC, NBCC, LLR

Delarius Stewart, EdD, LPC-S, PSC, ACS, NCC, NCSC, NCSP ; (Room 204)

This session explores how equitable discipline strategies within MTSS frameworks, such as PBIS and trauma-informed care, can reduce disparities and promote positive school climates. Participants will gain actionable tools, including data-driven approaches and restorative practices, to transform traditional punitive methods, foster inclusion, and enhance social-emotional-behavioral outcomes for all students.

SESSION 4G: 50 Year Legacy: Shaping the Support for School Based Mental Health Support

AHEC, NASW, NBCC, LLR

Ashley Johnson, LSSW ; (Room 205)

The presenters will discuss the history of the Mental Health Center and its conception. The structure and its development over the course of 50 plus years to provide student mental and behavioral support.

SESSION 4H: Trauma-Sensitive School-Based Mindfulness and Wellness Groups to Improve Student Wellbeing Outcomes

AHEC, NASW, NBCC, LLR

Jordan Downey, LISW-CP ; (Room 108)

Understanding the detrimental effects of trauma and mental health on the brain allows us to take a trauma-informed lens to student behavior and create effective school-based tier 2 interventions using the MTSS Framework. This session will review the multi-tiered school-based wellness strategies, as well as trauma-sensitive small groups and their outcomes.

SESSION 4I: Suicide Risk Assessment In School Age Youth

AHEC, NBCC, LLR

Rob Schmidt, EdD, LCPC, NCC ; (Room 206 - 208)

Practitioners will be called to initially triage a suicidal school age youth to determine levels of interventions. The practitioner's preparedness can determine what action steps are needed, understanding the many pitfalls, litigation, and decisions that await along this process. There are only a few pathways an assessment can lead; towards a path of recovery, management, and or death. The ultimate goal is to lead the youth and family towards a path of recovery and a desire to choose living.

SESSION 4J: Learn WELL: Enhancing the School Mental Health Workforce with Comprehensive Training and Robust Family-School-Community Partnerships

AHEC, NBCC, LLR

Erika Franta, PhD, LP ; Kaitlyn Young, PhD, LP ; (Room 102 - 103)

Expanding the school mental health workforce is crucial, especially in states facing professional shortages, to meet the mental health needs of youth. The Comprehensive School-Based Mental Health (CSBMH) Program, trains masters and doctoral students to deliver comprehensive school mental health systems in high-needs urban, rural, and tribal schools. This presentation will focus on training outcomes, successful partnerships, and plans for future program expansion.

BREAKOUT SESSIONS

Breakout Session #5: Thursday April 17, 2025

1:15pm - 2:30pm Concurrent Sessions

SESSION 5A: MHL Responsive: A Team-Based Approach to Integrating Mental Health Literacy (MHL) Education into the Fabric of Communities

AHEC, NBCC, LLR

Annie Slease, MEd ; *(Room Ballroom D; Livestream Presentation)*

What if Smokey Bear only taught us how to put out fires? The framework of mental health literacy (MHL) can enhance school mental health initiatives by empowering school communities by teaching: 1) how to foster positive mental health, 2) common disorders and treatments 3) how to seek help effectively, and 4) how to reduce stigma. In this interactive session, you will learn a team-based approach for integrating MHL into the fabric of your community.

SESSION 5B: From Landscape to Framework: Building a Collaborative System for School Mental Health in Tennessee

AHEC, NASW, NBCC, LLR

Rob Lucio, PhD, LCSW ; *(Room 106 - 107; Livestream Presentation)*

Tennessee is addressing fragmented school mental health services by fostering collaboration and a unified framework between the Tennessee Department of Education (TDOE) and the Tennessee Department of Mental Health and Substance Abuse Services (TDMHSAS). This presentation highlights engagement in the Comprehensive School Mental Health State Policy Academy as a critical strategy for creating a common language to improve student mental health support.

SESSION 5C: Family-School Partnership in School Mental Health: Core Components and Implementation Strategies

AHEC, NBCC, LLR

Andy Garbacz, PhD ; *(Room 104 -105; Livestream Presentation)*

This presentation will describe the Family-School Partnerships in School Mental Health (FSP-SMH) framework, a set of systems and practices for partnering families and school professionals to promote positive social and behavior outcomes for students. This presentation will share the core components of the FSP-SMH framework, details on the fidelity measure, (the TFI: FSP) and family and student outcomes associated with implementation.

SESSION 5D: Looking Inward: Attachment Styles and Recognizing Adult Trauma Triggers

AHEC, NBCC, LLR

Barzanna White, PhD ; *(Room 202)*

Because relationships are key to success and trauma caused by relationships can only be repaired in relationships, adults must have a solid grasp on how their attachment styles impact these relationships and their reactions to others. This presentation will cover a brief synopsis of adult attachment styles, adult trauma triggers (some common and some uncommon), strategies for success, as well as some ideas for self care.

SESSION 5E: Assessing Cost Effectiveness of Interconnected Systems Framework

AHEC, NBCC, LLR

Orgul Ozturk, PhD ; Brandon Schultz, EdD, NCSP ; Mark Weist, PhD ; Alexander Schoemann, PhD ; *(Room 203)*

This work explores the cost-benefits of implementing the Interconnected Systems Framework (ISF) for mental health services in schools. The ISF integrates Positive Behavioral Interventions and Supports (PBIS) with school-based mental health, fostering collaboration between educators and mental health providers. Using cost-effectiveness analysis we examine if ISF can enhance student outcomes while optimizing school resources and budgets by improved access to care, and reduced behavioral problems.

BREAKOUT SESSIONS

Breakout Session #5: Thursday April 17, 2025

1:15pm - 2:30pm Concurrent Sessions

SESSION 5F: Tiered Mental Health Service Delivery and Implementation Science: Virginia's SBMH2 Grant Approach

AHEC, NASW, NBCC, LLR

Erin Sturgis, EdD, PMP, PMI-ACP ; Jodie Soracco, PhD, BCBA, LBA ; Dayla Brown, MSW ; (Room 204)

The Virginia Department of Education (VDOE) received a five-year, \$15 million School Based Mental Health Grant in 2023. This grant focuses on increasing student access to mental health supports through application of a multi-tiered system of supports and use of implementation science. The VDOE Project Manager, VTSS Director, and a State Systems Coach will discuss the first two years of this project, including huge successes and opportunities for growth across this cascading model of support.

SESSION 5G: Stones to Statues: Overcoming Fatherlessness Through SEL and MTSS Interventions

AHEC, NBCC, LLR

Clayton Barksdale, EdD, MHFA ; (Room 205)

This session will provide strategies for addressing the adverse effects of fatherlessness on students through SEL-based interventions aligned with MTSS frameworks.

SESSION 5H: Tools for Success: Highlighting the Importance of Parent Involvement and Racial Socialization in Schools

AHEC, NASW, NBCC, LLR

Meeta Banerjee, PhD, MSW ; (Room 108)

This workshop will shed light on research as well as provide tools to help highlight how to incorporate invitations to parent involvement, advocacy for youth of color and ethnic/racial socialization practices within schools. By the end of this workshop, participants will gain the skills, knowledge and understanding of how certain parenting practices as well as classroom practices are beneficial for youth of color.



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BREAKOUT SESSIONS

Breakout Session #6: Thursday April 17, 2025

2:45pm - 4:00pm Concurrent Sessions

SESSION 6A: An Integrated Population Health Model: Applying Mental Health Literacy Approaches to Address Child and Youth Mental Health

AHEC, NBCC, LLR

Yifeng Wei, MA, PhD ; *(Room Ballroom D; Livestream Presentation)*

This presentation provides an overview of implementing and evaluating mental health literacy interventions and programs within school settings.

SESSION 6B: Systems Coaching for School Behavioral Health: Practices, Challenges, and Future Directions in Supporting SBH Implementation

AHEC, NBCC, LLR

Kristen Figas, EdS ; *(Room 106 - 107; Livestream Presentation)*

Implementing school behavioral health (SBH) can be a challenge. Systems coaching (i.e., MTSS coaching), is a promising approach to supporting implementation, although little is known about the essential ingredients of SBH systems coaching. Join us for an overview of current knowledge and gaps in SBH systems coaching, followed by an interactive discussion to gather insights from coaches, school leaders, educators, and practitioners, to kickstart research on this critical topic.

SESSION 6C: Leveraging Sport to Address School Behavioral Health

AHEC, NASW, NBCC, LLR

Dawn Anderson-Butcher, PhD, LISW-S, CMPC ; Samantha Bates, PhD, LISW-S ; Carol Anderson, MEd ; Megan Chunias, MSW ; Olivia McAuley, LSW ; Elizabeth Mellin, PhD, LPC ; *(Room 104 -105; Livestream Presentation)*

This session will explore innovative, tiered strategies for implementing sports-based behavioral health support in schools. We will discuss our approach to forming district partnerships, implementing sport-based social skills programs, and addressing common barriers to behavioral health support within school and athletic settings. Attendees will gain insights from our preliminary evaluation data, highlighting practical ways to integrate behavioral health support across school and sport.

SESSION 6D: Building Bridges: Implementing a Trauma-Informed MTSS In a Large Urban School District

AHEC, NASW, NBCC, LLR

Olivia Kycia, BA ; Anusha Sahay, B.Phil. ; Erum Nadeem, PhD ; Monica Rojas, PsyD ; *(Room 202)*

The Jersey City Public School (JCPS) district, in partnership with Rutgers University, has developed a trauma-informed MTSS framework to provide mental health services for its diverse student body. This presentation will include an overview of JCPS's MTSS model and a cross-evaluation of screenings, referrals, and services data to highlight patterns among implementation components. Disparities between demographics will inform policy to support equitable MTSS models within urban school districts.

SESSION 6E: Rethinking Percentages of Student Risk after COVID: Universal Screening Data to Inform Tiered Intervention Programming

AHEC, NBCC, LLR

Jim McDougal, PhD ; Nancy Turner, Certified School Administrator ; Mark Weist, PhD ; Brandon Schultz, EdD, NCSP ; *(Room 203)*

In this "Peri-Pandemic" era it is time for MTSS implementers to revisit traditional projections of the percentage of students in need of tiered support. Presenters will use universal screening results from Rock Hill Schools to illustrate the current MH needs of students and how these needs vary depending on factors including school demographics, age/grade level, and academic proficiency/ special education status. Implications for MTSS implementation are discussed.

BREAKOUT SESSIONS

Breakout Session #6: Thursday April 17, 2025

2:45pm - 4:00pm Concurrent Sessions

SESSION 6F: Creating a School-Wide Focus on Understanding and Managing Anger

AHEC, NBCC, LLR

Meredith Rausch, NCC ; (Room 204)

Do your students struggle with behavioral issues and anger? Do you wish your students had better ways to manage their emotions? Dr. Meredith Rausch describes an easy-to-implement structure for your school to adopt: The Roots of Anger program. This program is efficient, effective, and requires very little training. Come learn a simple structure to help your school decrease their issues with behavior and increase peace.

SESSION 6G: North Carolina School Behavioral Health Workforce Development Needs Assessment & Strategic Plan

AHEC, NASW, LLR

Nina Muller, LCSW, AASW ; (Room 205)

This presentation will include information on the current state of workforce development (including training programs, professional development, and mentorship opportunities) for K-12 school staff in North Carolina, and recommendations for tangible changes districts, schools, educator training programs, and policymakers can make to better support the development of their staff—and ultimately, make schools more effective centers of learning and wellbeing.

SESSION 6H: 360° Partnerships: Strengthening School-wide Partnerships for Retention, Positive Mental Health, & Academic Success

AHEC, NBCC, LLR

Courtney Joly-Lowdermilk, MEd ; (Room 108)

This interactive workshop offers an in-depth look at school-based mechanisms and models that enhance collaboration among students, staff, families, administrators, and community partners and effectively respond to urgent concerns surrounding student mental health, staff and student retention, and student achievement. Attendees will explore barriers and facilitators to partnerships and learn evidence-based approaches that transform schools into health-promoting learning environments.



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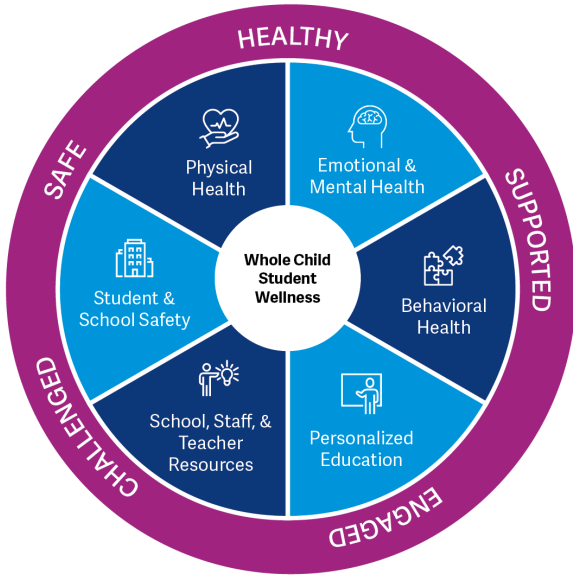
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