

*Center for School Mental Health
University of Maryland School of Medicine
Division of Child and Adolescent Psychiatry*

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13th Annual Conference on Advancing School Mental Health
School Mental Health for All Students: Building a Shared Agenda for Youth,
Families, Schools, and Communities

September 25-27, 2008

In partnership with:
The IDEA Partnership funded by the Office of Special Education Programs
(OSEP), sponsored by the National Association of State Directors of Special
Education (NASDSE)



Hyatt Regency Hotel
Phoenix, Arizona

Back by Popular Demand: Advanced Specialty Tracks!

- Child Welfare and School Mental Health
- Connecting School Mental Health and Positive Behavior Supports
- Connecting School Mental Health with Juvenile Justice and Dropout Prevention
- Education: An Essential Component of Systems of Care
- Family-School-Community Partnerships
- Improving School Mental Health for Youth with Disabilities
- Learning the Language: Promoting Effective Ways for Interdisciplinary Collaboration
- Social, Emotional and Mental Health in Schools
- Quality and Evidence-Based Practice
- Youth Involvement and Leadership

Conference Program

Thursday, September 25, 2008

7:30 – 8:30 AM Registration

7:30 – 8:15 AM Breakfast Discussion Groups: Open to all participants!

- 1. Child Welfare and School Mental Health**
- 2. Connecting School Mental Health and Positive Behavior Supports**
- 3. Connecting School Mental Health with Juvenile Justice and Dropout Prevention**
- 4. Education: An Essential Component of Systems of Care**
- 5. Family-School-Community Partnerships**

8:20 – 9:20 AM Welcome and Keynote Address

9:20 – 9:30 AM Break

9:30 - 10:30 AM Paper Session I

1. Increasing Graduation Rates with High School PBIS Implementation: The APEX II Project in New Hampshire

Reducing dropouts has become an important focus for high school reform, and PBIS seems to be a logical approach to identify and intervene with at-risk students. This session will focus on how several high schools in New Hampshire have implemented Positive Behavioral Interventions and Supports at the primary, secondary and tertiary levels to ensure success for all students.

JoAnne M. Malloy, MSW and Maria Agorastou, MSW, Institute on Disability, University of New Hampshire, Manchester, NH

Jonathan Drake, MSW, Alliance for Community Supports, Durham, NH

2. Developing a Common Language: Forging Mental Health Partnerships in Schools

This workshop will focus on the implementation and delivery of mental health services in schools and the unique challenges and opportunities in creating strong partnerships. Providers will learn how to strengthen collaborative efforts between the multi-dynamic disciplines and learn simple but effective techniques that will enhance mental health services in schools. Emphasis will be on the language we use to communicate with educators and other key administrative staff.

Scott Bloom, MSW, New York City Department of Education, New York, NY

3. Beyond the Printed Page: Developing Mental Health Resources for Families

This session will present a web-based resource for children's mental health in South Dakota and a DVD rendition of *A Parents Guide to Children's Mental Health Services* in South Dakota. Resource development, material specifics, and funding will be addressed along with presenting the resources.

Greg Boris, EdD and *Susan Randall, PhD*, South Dakota Voice of Children, Sioux Falls, SD

4. Enhancing School Mental Health Services: A System's Approach to Addressing the Needs of Students in Special Education

Participants will learn about systemic approaches to enhancing mental health services. Special attention will be given to initiatives in Maryland and their focus on program development and evaluation. This workshop will focus on lessons learned from implementing the program, obstacles related to evidenced-based practices, and systemic approaches to providing services in neighborhood schools.

Nichole Hobbs, MS, Prince George's County Public Schools, Adelphi, MD

Dana Cunningham, PhD, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

5. Lessons for the Field: Adapting Evidence-Based Practice to Meet the Mental Health Needs of Immigrant and Refugee Communities

Evidence-based practices are critical to ensuring quality interventions; however a striking lack of knowledge exists regarding Evidence-based practices for immigrant and refugee students. This workshop will highlight the work of three different programs and the presenters will discuss the process of adapting evidence based practices and programs for these populations.

Olga Acosta Price, PhD, Center for Mental Health and Health Care in Schools, George Washington University, Washington, DC

Mark Sander, PhD, Hennepin County/Minneapolis Public Schools, Minneapolis, MN

Joshua Kaufman, MSW and *Pia Escudero, MSW*, Los Angeles Unified School District, Los Angeles, CA

6. Targeting Suspensions and Expulsions with Strength-Based, Youth-Focused Programs

This presentation will describe two programs of a school-based mental health program to effectively support school staff and students in a school designated as “persistently dangerous” due to its high suspension rate. Program challenges, outcomes, and strategies for effective school collaboration will be discussed. Program materials and evaluations will also be shared.

Jennifer Willis, MSW, University of Maryland School Mental Health Program Baltimore, MD
Catharine Weiss, PhD and *Nancy Lever, PhD*, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

7. Evaluation Challenges and Responses in a School-Based Mental Health Program

This presentation shares the challenges and responses to conducting evaluation with Children’s Hospital Neighborhood Partnerships, a school-based mental health program. Data will be used to illustrate the responses to challenges. A new measure that aims to capture a school’s capacity to address its students’ mental health needs will be highlighted.

Christina Nikitopoulos, EdM and *Luba Falk Feigenberg, EdD*, Children’s Hospital Boston, Boston, MA

8. Solution-focused Brief Therapy in Schools: Is it Effective in School Settings?

This presentation will review the research on solution-focused brief therapy (SBFT) in schools and present results from a systematic review. Specific SBFT interventions that the literature indicates are associated with positive results when working with students will be included. Presentation will conclude with a discussion on evidence-based practice and SBFT.

Johnny Kim, PhD, University of Kansas, Lawrence, KS
Michael Kelly, PhD, Loyola University Chicago, Chicago, IL
Cynthia Franklin, PhD, University of Texas at Austin, Austin, TX

9. Strategies for Monitoring and Assessing the Effectiveness of the Implementation of Expanded School Mental Health Services

Baltimore City Public School System’s Expanded School Mental Health Program, a collaborative effort between Baltimore City Public School System, Baltimore Mental Health Systems, Inc., Family League of Baltimore City, and Baltimore City Health Department, provides a comprehensive and integrated model of mental health prevention and direct treatment in 97 of Baltimore’s 200 public and Charter schools. The services are provided by 14 licensed Outpatient Mental Health Centers. The focus of this session will be strategies for monitoring and assessing the effectiveness of the implementation of expanded school mental health services in so many schools by so many providers.

Louise Fink, MEd, Baltimore City Public School System, Baltimore, MD
Denise Wheatly-Rowe, MSW, RN, Baltimore Mental Health Systems, Inc., Baltimore, MD

10. Promoting Social, Emotional, and Academic Success through Family-School-Mental Health Partnerships

This presentation will highlight effective strategies for engaging teachers, students, and families in the implementation of evidence-based practices. Participants will be engaged in a problem solving dialogue.

Jennifer Axelrod, PhD, University of Illinois, Institute for Juvenile Research Chicago, IL

10:30 – 10:40 AM Break

10:40 - 11:40 AM Paper Session II

1. From Research Subjects to Social Change Agents: Participatory Action Research with Elementary School Students

Explanation and discussion of a multi-phase project that aims to identify elementary school peer groups, identify and recruit influential members of those groups, and engage them in research, implementation and evaluation efforts with regard in bullying prevention.

Christopher Reiger, MA, Jennifer Elfstrom, MA, Holli Sink, MA, and Paul Flaspohler, PhD, Center for School-Based Mental Health, Miami University, Oxford, OH

2. Mental Health Partnerships to Provide Learning Supports as Part of a School Comprehensive Health Plan

This session will demonstrate how an urban school district through community collaboration implemented a comprehensive health plan including school-based mental health services.

William Stencil, MEd, and Sarah Lundeen, MSSA, Cleveland Metropolitan School District, Cleveland, OH

Terri Oldham, MSSA, Cuyahoga County Community Mental Health Board, Cleveland, OH

Melanie Falls, MSSA and Jennifer Blumhagen MSSA, Bellefaire J.C.B., Shaker Heights, OH

3. Extending a Vision: Promoting Mental Health Utilizing Positive Behavior Interventions

This workshop will describe how a rural Missouri school district is extending and sustaining activities initiated by a U.S. Department of Education grant for the integration of schools and mental health systems by connecting evidence-based programs such as Positive Behavior Supports, School-Wide Information Systems, and school-based mental health practices to create a comprehensive community system to meet the needs of all children.

Tim Roth, MA, EdS and Francine Nichols, BS, Moberly Public School District, Moberly, MO

Ed Morris, PhD, University of Missouri, Columbia, MO

4. Interest-Based Collaboration

Learn how to be successful at fostering interdisciplinary collaboration using an innovative model known Interest Based Collaboration. This session will outline a practical process and help you develop skills to cultivate collaboration with multiple diverse stakeholders.

Marlene Boas, PhD, Sandusky City Schools Safe Schools/Healthy Students, Sandusky, OH

5. Bronx Lab School and New York State Office of Mental Health

Concerted steps taken in designing a full continuum of integrated approaches to reduce barriers to learning at one NYC high school will be discussed.

Marjorie Stuckle, PhD and Andrea Coleman MEd, Federation Employment and Guidance Health and Human Services System, Bronx, NY

6. Together We Can! Schools and Community-Based Agencies Collaborating to Improve Services for Students with Emotional and Behavioral Disturbances-One Program's Experience

Experiences during a collaboration between an urban school district and a community-based agency yield insights into the challenges encountered when two systems join forces to serve students with emotional/behavioral disturbances. Theoretical and operational barriers to effective collaboration will be identified. Strategies for overcoming these barriers will be presented and discussed.

Lauren Munn, MSW, Heather Hughes, MAMFC, and Tarri Driver, MEd, Centerstone, Nashville, TN

7. Mental Health Competency Training for Educators

This workshop will present proposed social and emotional health competency domains for educators and an in-service program combining web based and direct training modalities designed to develop basic competencies for active teachers and administrators. Implications for professional development and local, state and national standards will also be explored.

Bruce Horwitz, PhD, James Koller, PhD, Edwin Morris, PhD, and Karen Weston, PhD, University of Missouri, Columbia, MO

Robert Burke, PhD, Miami University, Oxford, OH

Dawn Anderson-Butcher, PhD, The Ohio State University, Columbus, OH

8. The School Mental Health Capacity Assessment & Consultation Instrument

The School Mental Health Capacity Assessment & Consultation Instrument focuses on the structures, programs, and activities for students, families and school staff related to mental health. Pilot data, analyses of psychometric properties, and potential uses of the instrument will be discussed.

Luba Falk Feigenberg, EdD, John Buckner, PhD, and Caroline Watts, EdD, Children's Hospital Boston, Boston, MA

9. Evaluation of Comprehensive Coordinated Programs Delivering Mental Health Services

This program describes requirements for evaluating school-based mental health services: 1) specification of core program features and key steps for linking students to mental health services, 2) a data-based structure for documenting critical information at each step, and 3) specification of measurable outcomes to assess overall program effectiveness.

Mary Walsh, PhD, Boston College, Chestnut Hill, MA

Julie Sayles, MEd, MSW, Boston Connects, Boston, MA

Norman Hursh, ScD, Boston University, Boston, MA

10. Providing Services and Supports for Youth who are Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex or Two-Spirit (LGBTQI2-S)

We will present a brief for policymakers, administrators and providers to learn more about 1) youth who are LGBTQI2-S and 2) how to develop culturally and linguistically competent programs and services to meet their needs. We will share strategies for creating a welcoming environment, protecting these youth, and improving practice and service delivery.

Jeffrey Poirier, MA and *Karen Francis, MA*, American Institutes for Research, Washington, DC
Susan Stromberg, MA, U.S. Department of Health and Human Services, SAMHSA, Rockville, MD

11:40 – 12:15 PM Lunch Break

12:15 – 1:15 PM Community of Practice Training Session

- 1. Child Welfare and School Mental Health**
- 2. Connecting School Mental Health and Positive Behavior Supports**
- 3. Connecting School Mental Health with Juvenile Justice and Dropout Prevention**
- 4. Education: An Essential Component of Systems of Care**
- 5. Family-School-Community Partnerships**
- 6. Improving School Mental Health for Youth with Disabilities**
- 7. Learning the Language: Promoting Effective Ways for Interdisciplinary Collaboration**
- 8. Mental Health-Education Training and Workforce**
- 9. Quality and Evidence-Based Practice**
- 10. Youth Involvement and Leadership**

1:15 – 1:30 PM Break

1:30 - 3:00 PM Workshop Session I

1. The Impact & Integration of Safe Schools, Healthy Students, PBIS & Systems of Care

This session will provide a summary of national system of care trends on collaboration specific to mental health and schools. Presenters will provide information on school involvement in collaboration activities with others in systems of care, positive behavioral interventions and supports, and Safe Schools Healthy Students Programs. A framework for individual district analysis will be presented and discussed among participants.

Sandra Keenan, MEd, CAGS, American Institutes for Research, Orange Park, FL

Jennifer Kitson, MS, Education Development Center, Hays, KS

Family Member TBN, Systems of Care, Orange Park, FL

2. Integrated School-Wide Positive Behavior Support & School-Based Behavioral Health in Pennsylvania: Lessons Learned

Pennsylvania uses a collaboration approach between education and behavioral, mental health agencies to address the needs of all students. Successes and challenges from a statewide and local perspective will be presented. This workshop will also provide an opportunity for groups to share their experiences so that similar efforts could be initiated or improved upon in other states. *Ronald Sudano, EdS, Timothy Runge, PhD, and Tina Lawson, EdD, Pennsylvania Training and Technical Assistance Network, Harrisburg, PA*

3. Typical or Troubled? Know the Difference, Make a Difference-A Successful Collaborative School-Based Mental Health Education Program for School Personnel by the American Psychiatric Foundation

Typical or Troubled?, a high school-based mental health education program developed by the American Psychiatric Foundation (APF) to address the need for early recognition and referral to help will be presented. An APF representative and grant site recipients will discuss the social and marketing and collaborative approach used in developing the program, implementation, best practices and evaluation of the program. School communities have demonstrated a tremendous amount of interest in this cost effective, turn-key educational program.

Colleen Reilly, MPA, The Reilly Group, Inc., Washington, DC
Wesley Jones, MSW, Newark High School Wellness Center, Newark, DE

4. Building Strengths Across Systems: Child and Family Teams from the Family's Perspective

This workshop will focus on the development, implementation and sustainability of a cross-agency System of Care strengths-based process and curriculum on Child and Family Teams. This curriculum was written from the family's perspective and is used in many child serving agencies and specifically in school-based mental health initiatives.

Susan Robinson, MEd, MA, NC Department of Health and Human Services, Raleigh, NC
Libby Jones, NC Families United, University of North Carolina Greensboro, Center for Youth, Family, & Community Partnerships, Greensboro, NC
Mathew Jones, Powerful Youth in NC, NC Families United, Greensboro, NC
Diann Irwin, MAT, MEd, NC Department of Public Instruction, Division of Exceptional Children, Raleigh, NC

5. The Enhanced Therapeutic Classroom Program

The Enhanced Therapeutic Classroom Program (ETCP) model, currently being piloted in five Pittsburgh Public Schools, showcases the collaborative efforts of educators, mental health providers, family and community. This program addresses accessibility barriers to supportive behavioral health services and enhances parental involvement in the school community.

Melissa Volitich, MSCP, and Amy Devinney, MSW, Glade Run Lutheran Services, Pittsburgh, PA

6. Using Coordinated School Health to Support Schools in Promoting Mental Health Among All Students

Coordinated School Health, a model developed by the Centers for Disease Control and Prevention to address several key child and adolescent physical health risks, is being used in Oregon to address school mental health. This project and other mental health related state and national level CSH activities will be discussed.

Isabelle Barbour, MPH, Oregon Public Health Division, Portland, OR

Laura Hurwitz, MSW, National Assembly on School-Based Health Care, Washington, DC

Mary Vernon-Smiley, MD, MPH, Division of Adolescent and School Health, Centers for Disease Control and Prevention, Atlanta, GA

7. Implementing the Olweus Bullying Prevention Program (OBPP) in an Urban/Suburban Middle School

This presentation provides an overview of the implementation of the Olweus bullying Prevention Program (OBPP) in an urban/suburban middle school by a Professor of Nursing and Clinical Nurse Specialist in Child and Adolescent Psychiatry and the challenges inherent when providing preventative mental health services across professional domains and settings.

Nancy Bowllan, MS, RN, St. John Fisher College, Rochester, NY

8. Building Relationships to Intervene with at-Risk Students: A School/Community Partnership

Arising from the concern of one teacher that some students were not getting the personal attention they needed to stop their slide toward school drop out and entry into the juvenile justice system, Greenwood, Arkansas, developed a school-community partnership to serve at-risk students in a workable model for small communities.

Kathy Clark, MS and *Patti Allison, MA*, Greenwood School District, Greenwood, AZ

9. Implementing Evidence-Based Interventions Effectively: Lessons Learned from the Safe Schools/Healthy Students Initiative

In 2007, SAMHSA's National Center for Mental Health Promotion and Youth Violence Prevention conducted interviews with a sample of Safe Schools/Healthy Students grantees nationwide from three cohorts. This interactive presentation will discuss the key findings from these interviews and will include case examples with many opportunities for discussion and commentary.

Deb Haber, MEd and *Anne Wang, PhD*, National Center for Mental Health Promotion and Youth Violence Prevention, Newton, MA

10. Small Group Therapy for 5-8 year olds: Dinosaur School- A Demonstration

Dinosaur School is a research-based, small group therapy intervention for K-3 graders. This presentation will include a live demonstration of a portion of a typical Dinosaur School group, introduce the major components, strategies and characters, and discuss the outcome data of a three year implementation in an inner city school district.

Linda Wiskerchen, MSW, *Anne Marie Cardinal, MSW*, *Sara DeSimone, MSW*, *Alicia Rodriguez, MA*, and *Melissa Shaw, MA*, Medical Professional Associates of Arizona, Phoenix, AZ

3:00 – 3:15 PM Break

3:15 – 4:45 PM Workshop Session II

1. Childhood Mental Illness: An Open Dialogue with a Youth and Parent Professional

Have you ever just wanted to have the opportunity to ask pointed questions to someone who has lived this journey? This session is an open dialogue of frank discussion about whatever you want to know. The presenters are a youth consumer and parent consumer professional. Matt and Susan will openly answer your questions with a look from the inside!

Susan Mikolic, AAS, and Matthew Mikolic, Stepping Stones Mental Health Educational Consulting, Eastlake, OH

2. An Interagency Approach to a Comprehensive Child Mental Health System

This presentation will focus on the development of the policy framework that is supporting the development of a statewide school-based mental health system in Missouri. Featured in the presentation will be a panel representing the partnership that has developed between state agencies, the university community, local providers and parents/advocates. Conference participants and panel members will engage in a dialogue that will offer the opportunity to explore the ways in which this interagency effort has supported the development of school-based mental health.

John Heskett, EdD and Connie Cahalan, MA, State of Missouri Department of Mental Health, Jefferson City, MO

Karen Weston, PhD, University of Missouri, Columbia, MO

3. Meeting in the Yellow Zone: Connecting PBIS and School-Based Mental Health through the Student Support Team

A three-tiered, response to intervention process for implementing behavioral and academic interventions for all students in Baltimore County Public Schools will be outlined. The connections among school-wide Positive Behavioral Interventions and Supports (PBIS), Student Support Team (SST), and school-based mental health services by community partners will be highlighted.

Joan Ledvina Parr, PhD, Margaret Grady Kidder, PhD, and William Flook, PhD, Baltimore County Public Schools, Baltimore, MD

Carl Fornoff, MA, Villa Maria Continuum, Timonium, MD

4. School Mental Health and Foster Care: Best Practices and Strategies

This session will highlight the unique mental health needs of children and youth in foster care and will consider the role of school mental health. Effective treatment strategies and necessary training for clinicians, school staff, and child welfare workers will be reviewed with significant opportunity for participant discussion.

Michael Lindsey, PhD, University of Maryland School of Social Work, Baltimore, MD

Nancy Lever, PhD, Dana Cunningham, PhD, and Sylvia McCree-Huntley, BSW, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

5. Family Engagement in Perspective: A Family Driven Definition

This workshop will present consensus findings from the thirty nationwide family member of the Family-Schools-Community Practice Group who engaged in a survey intended to develop a family driven definition of family engagement. This process of this family led qualitative research project as well as the resulting model will be presented in addition to the validation of the model through the use of the larger Family-Schools-Community Practice Group meetings at this conference.

Claudette Fette, MS, OTR, CRC, TMC Behavioral Health Center, Denton, TX

Cynthia Glimpse, MS, Federal Resource Center for Special Education, Washington, DC

6. Therapeutic Intervention with Troubled Preschoolers

We will describe programs working with troubled preschoolers/their families to effect significantly improve functioning and much more successful early educational experiences. We will also discuss empowering parents to become agents of change in the lives of their children and specific interventions, behavior management strategies and tools anyone can use.

Joan Claiborne, BS, Melaton Bass-Shelton, MS, and Janice Moore, MA, Centerstone, Clarksville, TN

7. A Model for Teaching Regular Education Teachers about Mental Health Disorders

Regular education teachers have little, if any, training in understanding or responding to students with mental health disorders. A model will be presented (including content of a training session) for how mental health professionals can train teachers about these disorders and how to sensitively and effectively respond to these students.

Myles Cooley, PhD, Private Psychology Practice, Palm Beach Gardens, FL

8. Practical Matters: Realizing Quality Improvement Projects in School Mental Health Programs

Quality assessment and improvement (QAI) are critical to successful mental health service delivery in SBHC. This workshop will guide participants through a research-based, practice-informed QAI process using the online Mental Health Planning and Evaluation Template. Participants will test drive the MHPET, and get advice on implementation from both national experts and school practitioners who will share their first-hand experiences with the process.

Gail B. Gall, MSN, APRN, BC, MGH Institute of Health Professions, Boston, MA

Laura Hurwitz, MSW, National Assembly on School-Based Health Care, Washington DC

TJ Cosgrove, MSW, Metro King County Health Department, Seattle, WA

Alison Kilcoyne, MSN, FNP, Lynn Community Health Center, Lynn, MA

9. Effective Data-Based Functional Assessment, Response-to-Intervention, and Interventions Teams to Solve Students' Academic and Behavioral Problems: The SPRINT Process

IDEA's stronger emphasis on pre-referral intervention has prompted a competitive rush of Response-to-Intervention models, debates, and universal strategies. This session discusses the Arkansas SIG's SPRINT (School Prevention, Review, and Intervention Team) process, emphasizing its defining characteristics and the evidence-based strategies that facilitate unresponsive students' academic and behavioral progress.

Howard Knoff, PhD, Arkansas Department of Education-Special Education, Little Rock, AR

10. Innovative Models for Integrating Child Psychiatry into Expanded School Mental Health

Child psychiatry's involvement in school mental health, from more traditional consultative roles to enhanced roles that move towards public mental health promotion and prevention will be presented. Barriers to enhanced child psychiatry involvement, ideas to overcome barriers, and specific strategies to move this critical agenda forward will be presented, with opportunities for interactive exercises with session participants.

Richard Mattison, MD, The State University of New York at Stony Brook, Stony Brook, NY

Steven Adelsheim, MD, University of New Mexico Health Sciences Center, Albuquerque, NM

David Pruitt, MD, Nancy Lever, PhD, and Michael Green, MSW, LCSW, University of Maryland School Mental Health Program, Baltimore, MD

Michael Faran, MD, PhD, Child and Adolescent Psychiatry Services, Tripler Army Medical Center, Honolulu, HI

4:45 – 5:00 PM Break

5:00 – 6:00 PM Paper Session III

1. Increasing the Youth Perspective in the Development of School-Based Mental Health Services

The presentation will discuss recent efforts to include the perspectives of youth in developing school-based mental health services. Findings from multi-state youth focus groups and surveys will be discussed to help participants increase the capacity of their organizations to effectively address the mental health needs of all children and youth.

Joni Williams Splett, BS and Amanda Paul, BS, Center for the Advancement of Mental Health Practices in Schools, University of Missouri, Columbia, MO

2. Moving Toward a Community System of Care: Hawaii's Experience with Integration of Communities of Practice and Mental Health Transformation

The integration of communities of practice and mental health transformation in advancing a seamless community system of care will be addressed in this paper session. Participants will learn about a Community of Practice/SAMHSA partnership and the collaborative process used in developing recommendations for a comprehensive state mental health transformation plan.

Mary Brogan, MEd, Hawaii Department of Health, Child & Adolescent Mental Health Division, Honolulu, HI

Dee Dee Letts, MA, State of Hawaii Judiciary, Honolulu, HI

Paul Ban, PhD, Hawaii Department of Education, Student Support Services Branch, Honolulu, HI

3. Mental Health and PBS: Utah's Approach to Integration

This presentation will discuss the collaborative efforts of two organizations, the Utah State Office of Education and the Utah Division of Substance Abuse and Mental Health to increase student access to mental health services in the school setting through districts implementing positive behavior support initiatives.

Heidi Mathie, PhD and Carol Anderson, MS, Utah State Office of Education, Salt Lake City, UT

Noreen Heid, MPA, CPS, Division of Substance Abuse and Mental Health, Salt Lake City, UT

4. Assessing Readiness for a Comprehensive System of Learning Supports: Policy and Practice Implication for Ohio Schools and Districts

This presentation will provide participants with key lessons learned from the initial pilot and implementation of a new Ohio State School Board adopted policy entitled “A Comprehensive System of Learning Supports Guidelines”. Critical considerations related to future policy directions of the Ohio Department of Education will be shared.

Dawn Anderson-Butcher, PhD, Aidyn Iachini, MA, and Rebecca Wade-Mdivanian, MSW, The Ohio State University, College of Social Work, Columbus, OH
Krista Allison, JD and Todd Barnhouse, BA, Ohio Department of Education, Office for Safety, Health and Nutrition, Columbus, OH

5. Promoting Family-School-Community Partnerships: A Focus on Depression Prevention

This workshop will present a case study of a community-based outreach program focusing on depression prevention. Participants will learn about the Swensrud Depression Prevention Initiative curriculum for students in grades 7-12, strategies for identifying and engaging key community stakeholders and recommendations for best practices, capacity building, and evaluation techniques.

Nadja Reilly, PhD, Christina Nikitopoulos, EdM, and Delvina Miremadi, EdM, Children's Hospital Boston, Boston, MA

6. Addressing Barriers to Learning through Participatory Action Research: Implications for Developing a Multicultural Diverse and Competent Workforce

Presentation will highlight a research model used to identify the barriers to learning for Black students. In addition, presentation will explore potential application to secondary school settings. The project has implications for workforce development and culturally competent service delivery. Final discussion delineates predicaments encountered, subsequent steps, and future directions.

Dana Crawford, MEd, and Christopher Reiger, MA, Miami University, Center for School Based Mental Health, Oxford, OH

7. Zippy’s Friends-Coping Skills for Young Children

Zippy’s Friends is a successful mental health promotion program for first grade children. The presentation will introduce the latest evaluation data from North America, and draw on the experience of running the program with more than 60,000 children annual in 13 countries.

Brian Mishara, PhD, University of Quebec at Montreal, Montreal, Canada
Gerard Costa, PhD, YCS Institute for Infant and Preschool Mental Health, East Orange, NJ
Chris Bale, Partnership for Children, Kingston upon Thames, England

8. Safe Schools/ Healthy Students: Initial Findings from the Cuyahoga County Evaluation Consortium Investigating Evidence-Based Practice

As part of the federally-funded Safe Schools/Healthy Students Evaluation Consortia, investigators examined evidence-based practices within three Safe Schools/Health Students sites and two systems of care sites in Cuyahoga County, Ohio. Investigators examined the selection, implementation, evaluation, and sustainability of emerging and established evidence-based practices using focus groups and quantitative data.

David Hussey, PhD and *Abbey Fruth, PhD*, Institute for the Study & Prevention of Violence, Kent State University, Kent, OH

9. Healthy, Safe, Engaged, Supported and Challenged: ASCD’s Campaign for the Whole Child

This session will describe policies and practices that schools and service providers can use together to support the development of young people who are knowledgeable, emotionally and physically healthy, motivated, civically engaged, prepared for work and economic self-sufficiency, and ready for the world beyond their own borders.

Molly McCloskey, MEd and *Theresa Lewallen, MEd*, ASCD, Alexandria, VA

10. Global Well-Being: Addressing Issues Faced by Children Affected by War

This Workshop will focus on raising awareness of the unique issues faced by children and adolescents when their parents are going to and/or returning from a war zone. Content will also focus on cultural concerns, immigration, and ways that health and mental health workers can better address these unique issues. Experiential learning modules will demonstrate appropriate skills for handling these special children.

Caroline Clauss-Ehers, PhD, Rutgers University Graduate School of Education, New Brunswick, NJ

Louise Peloquin, PhD, Bay Pines VA Healthcare System, Bay Pines, FL

Friday, September 26, 2008

7:30 – 8:30 AM Registration

7:30 - 8:15 AM Breakfast Discussion Groups: *Open to all participants!*

- 1. Improving School Mental Health for Youth with Disabilities**
- 2. Learning the Language: Promoting Effective Ways for Interdisciplinary Collaboration**
- 3. Social, Emotional, and Mental Health in Schools**
- 4. Quality and Evidence-Based Practice**
- 5. Youth Involvement and Leadership**

8:15 – 8:20 AM Break

8:20 – 9:20 AM **Welcome and Keynote Address**

9:20 – 9:30 AM **Break**

9:30 – 10:30 AM **Paper Session IV**

1. Youth Involvement in Wellness: San Francisco Wellness Initiative’s Youth Outreach Program

This interactive workshop describes the Youth Outreach Program (YOP), which is part of San Francisco Unified School District’s Wellness Program. The YOP is a promising model for developing youth leaders and enhancing youth voices in the design and implementation of school-based health and wellness programs.

Kelly Whitaker, MPA and John Shields, MSW, PhD, ETR Associates, San Francisco, CA
Stacey Blankenbaker, MA, San Francisco Wellness Initiative, San Francisco, CA
Youth Outreach Workers TBN, San Francisco Unified School District, San Francisco, CA

2. Using ACT to Engage Families in Violence Prevention

Engaging families to teach carefully is a powerful method for preventing violence. Fun and educational activities are utilized to share information on anger management, social problem solving, the impact of medial forms, and child development facts. Promising outcomes are shared.

Angela Sanders, PhD, Counseling Consultants, Inc., Marion, AR

3. Moving from Talking the Talk to Walking the Walk in Teaching Social and Emotional Well-being in School Settings

Schools and teachers can have a significant impact in promoting resilience in young people. Universities and teacher educators also play a critical role in encouraging pre-service teachers to understand the importance of the social and emotional domains of learning. The significance of addressing social and emotional wellbeing explicitly in pre-service training may help early career teachers to feel more confident about creating supportive environments, participating in whole school programs and responding to troubled young people.

Frida Hristofski, MEd, Australian College of Physical Education, Sydney, NSW, Australia

4. Training School Administrators to be More Effective Leaders in Meeting Student and Staff Mental Health Needs

Without the support of the school’s administrative leadership, effective mental health programs and practices will continue to be reactive instead of proactive. This workshop will present a program designed to train public school leaders and practitioners in understanding mental health issues and their impact on student learning as well as those who serve them. The “Mental Health Leadership Academy” focuses on prevention and the study of research based programs, and has received inquiries at both the state and national level as a model to build school/community capacity.

Dan Lowry, EdD, James Koller, PhD, and Karen Weston, PhD, University of Missouri, Columbia. MO

John Heskett, PhD, State of Missouri Department of Mental Health, Jefferson City, MO

5. Real or Perception: Students and Teachers Identify Risk in Schools

This program will share data from different school districts across the country revealing how adolescents and adults perceive risk in the adolescent peer group differently. This has a direct bearing on how each group handles self-protection, protection of the group, the culture of the school and even the building. We will identify the risk patterns for adolescents and teachers with recommendations on how to reduce risk for each group.

Steven Dranoff, PhD, D&D Consulting, Clifton, NJ

Olga Acosta Price, PhD, Center for Health and Health Care in Schools at the George Washington University School of Public Health and Health Services, Washington, D.C.

6. School Innovation and Inclusion for Adolescents with Mental Health Challenges

This presentation will describe an innovative program that delivers a range of educational and therapeutic services in a flexible, student-centered way. The program assists the transition of students back to high school from psychiatric hospitalization and residential treatment as well as acting as an early intervention and prevention program for students at risk for emotional and behavioral difficulties. The presenters will discuss the conceptualization, implementation, and day to day operations of the program from a both a systems and operations perspective.

Jerry Wishner, PhD and Patrick McAuliffe, PhD, Chappaqua Central School District, Chappaqua, NY

7. Development of an Implementation Fidelity Measure for an Evidence-Based Violence Prevention Program

Implementation research is a growing area in the field of psychology (Fixsen et al., 2005), and is in greater need as the demand for the use of evidence-based programs increases. This paper outlines the development of an implementation fidelity measure for the Olweus Bullying Prevention Program.

Rochelle Fritz, MA and Paul Flaspohler, PhD, Miami University, Oxford, OH

8. Building High Quality, Sustainable School Mental Health Programs

Evidence based and sustainable school mental health programs are critical. However, often school mental health programs are fragmented, grant funded, and are not well integrated into the schools and other systems. This workshop will address building sustainability and quality into school mental health programs from conceptualization through implementation and evaluation.

Mark Sander, PsyD, Hennepin County/Minneapolis Public Schools, Minneapolis, MN

Seth Bernstein, PsyD, Health Care District of Palm Beach County, West Palm Beach, FL

9. School-Based Mental Health in the U.S. Army

School Based Mental health (SBMH) in the Army is expanding to include new programs being developed at Walter Reed Army Medical Center, Madigan Army Medical Center, as well as increasing services at Tripler Army Medical Center. This presentation will summarize efforts to date in the development and implementation of SBMH program in Hawaii, Maryland, and the State of Washington.

Michael Faran, MD, PhD, Albert Saito, MD, Scott Uithol, MD, and Nathan Ellis, MD, Tripler Army Medical Center, Honolulu, HI

Kris Petersen, MD, Madigan Army Medical Center, Ft. Lewis, WA

Brett Schneider, MD, Walter Reed Army Medical Center, Washington, D.C.

10. The Role of Occupational Therapy in School Mental Health

The development and implementation of the HOPE Groups, an eight-week preventive occupational therapy program embedded in an urban faith-based after-school program will be presented. Findings of a qualitative study exploring the meaning of the groups from the children's perspective will also be presented, offering a glimpse at the relationship between creative activities and mental health.

Susan Bazyk, PhD, OTR/L, FAOTA, Cleveland State University, Cleveland, OH

10:30 – 10:40 AM Break

10:40 – 11:40 AM Paper Session V

1. AMP!: An Intervention to Increase Meaningful Youth Involvement in IEP/Team Planning Meetings

Professionals involved in creating IEPs, treatment or care plans for adolescents often express a desire to include youth more meaningfully in planning, but lack strategies for doing so. This presentation describes a new intervention called Achieve My Plan! (AMP!), developed in collaboration with youth, caregivers and professionals, and designed to increase youth participation and empowerment in IEP/care/treatment planning. This session presents key aspects of the intervention, and will include video, a demonstration, and opportunities for audience participation.

Janet Walker, PhD, and Youth Advisor TBN, Research and Training Center on Family Support and Children's Mental Health, Portland State University, Portland, OR

2. Innovative Approaches to Building SMH Programs in Rural Areas

The workshop focuses on development and maintenance strategies for a SMH programs in rural communities. The participant will have knowledge and strategies pertaining to program development, creation of community partnerships, fiscal systems to sustain program and outcome measurement.

Elizabeth Freeman, MSW, Melissa Craft, MSW, South Carolina Department of Mental Health, Columbia, SC

3. Merging Systems to Enhance ESMH Programs for West Virginia

A description of the current status and future directions of WV's expanded school-based mental health programs will be shared. Activities include reviewing the PATH process, the survey used to collect current status data and WVRTI's process of analysis of evidence-based interventions.

Frances Clark, EdD, West Virginia Department of Education, Charleston, WV

4. Beyond Academic Achievement: An Integrative Model for Educational Planning with Multi-System Impact

This workshop will depict successful partnerships between County government School Based Liaisons and Educational Specialists within local school districts. This alliance creates a unique and effective method to integrate services, improve communication, and streamline and expedite the delivery of services for the needs of the student. Ideas for replication will be discussed.

Rob Pavlecic, BS, Ryan Dunbar, BS, Brenda Tatano, BS, and Ruth Ann Koss, MEd, CAAP, Allegheny County Office of Behavioral Health, Pittsburgh, PA

5. Enhancing Student Learning through Community and School-Level Partnerships

This workshop provides information and strategies which advance school-based mental health through the enhancement of community and school-level partnerships. Using the Coordinated School Health Model, this workshop describes successes and lessons learned when aligning the work of school mental health staff and community providers to address student's barriers to learning.

Lynn Pedraza, MEd, EdS, Lisa Scheuner, MA, and Joe Flippo, PhD, Albuquerque Public Schools, Albuquerque, NM

6. Effective School Mental Health Consultation- A Primer for Mental Health and Education Professionals

This presentation is directed to mental health professionals interested in providing school mental health consultation and school professionals interested in obtaining it. Through lecture and example, attendees will learn the educational, clinical, legal, financial, and systemic aspects of individual case consultation, system consultation, and mental health program planning and development.

William Dikel, MD, Independent Consulting Psychiatrist, Minneapolis, MN

7. Paving the Road to Academic Success by Meeting the Needs of the Whole Child through School-Community Partnerships

The presentation will focus on the NJ School Based Youth Services Program, a national model and innovative means for meeting the social, emotional and academic needs of children and their families who would not otherwise have access to services.

Diana Salvador, PsyD, University Behavioral HealthCare, Monmouth Junction, NJ

Carol Turano, MSW, Pinelands Regional School Based Youth Services Program, Tuckerton, NJ

Venita Rawal, EdS, LPC, Mighty Ghost Central School Based Program, Parlin, NJ

8. Opportunities for Financing School-Based Health Services: An Economist's Perspective

In this presentation, the sources of financing for school-based mental health services and the barriers to financing these services will be discussed. Long term opportunities for expansion of financing for school-based services will also be discussed.

Eric Slade, PhD, University of Maryland School of Medicine, Baltimore, MD

9. Evaluation Strategies to Improve School Mental Health Programs and Services

Using two recent SMH examples, this session will provide practical techniques for evaluating the needs, services, and effectiveness of SMH programs. The benefits of collaboration across programs, including the dissemination of information, will also be addressed.

Jan Ligon, MSW, PhD, Georgia State University School of Social Work, Atlanta, GA

10. Promoting Safe and Civil Schools: Measuring and Improving School Climate

This workshop presents a school climate measurement/professional development model designed to promote safe and civil schools. School, district and state initiative examples will detail how school climate data can be used to promote: social emotional/character learning; systemic interventions; crisis preparedness; evaluation; and, aligning State/district policy with building practice.

Jonathan Cohen, PhD, Center for Social and Emotional Education, New York, NY

11:45 -12:15 PM Luncheon and Awards

Juanita Evans Memorial Award for Contributions in School Mental Health

This annual award is given to an individual who has significantly impacted the advancement of school mental health policy, research, and/or practice.

Presenter: *Mark Weist, PhD*, Director, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

National Community of Practice on Collaborative School Behavioral Health Update

12:15 – 1:15 PM Keynote Presentation: To Be Announced

1:15 – 1:30 PM Break

1:30 – 3:00 PM Workshop Session III

1. Self-Advocacy, Secondary School & Self-Esteem: Insights & Perspectives

Two self-advocates who are on the autism spectrum will teach audience members about self-esteem and self-confidence. They will share strategies for using existing educational activities (eg. the IEP process) and new activities (eg. mentoring, speaking about experiences) to build students' self-advocacy skills.

Scott Michael Robertson, PhD Candidate and *Bond Collard*, The Autistic Self Advocacy Network, University Park, PA

2. An Implementation Model for Schools that Integrates Education, Families and Mental Health to Address the Needs of the Whole Child

Presenter will describe how to implement an evidence-based continuum of integrated school-based mental health approaches to promote resilience, to reduce barriers to learning, and to fully involve diverse stakeholders including teachers, counselors, principals, community providers, families and universities. Case studies will be used and five-year outcomes presented.

Norman Hursh, ScD, Boston University, Boston, MA

Patrice DiNatale, MEd, Boston College, Chestnut Hill, MA

Sarah Poulter, MEd, Boston Connects, Boston, MA

3. Integrating Positive Behavior Supports and Outcome Data into a School-Based Mental Health Program

This presentation highlights the Bitterroot Valley Cooperative's unique school-based mental health program in Montana. Our research based practices, quality assurance systems and outcomes data will be shared. The Bitterroot Co-op also works with member schools to achieve award winning school-wide positive behavior support through the Montana Behavior Initiative.

Chris Hughes, EdS and *Lynda Fichtner, MSW*, Bitterroot Valley Education Cooperative, Stevensville, MT

Susan Baily-Anderson, MS, Montana Office of Public Instruction, Helena, MT

4. Utilizing Positive Behavior Supports in Therapeutic Day Programming: A School Based Model

This presentation will focus on defining a model of school-based therapeutic day programs, with emphasis on the effectiveness of PBS/EBP with students identified as having a severe emotional disability. Data related to 3-year quality and cost trends at one of ABA's Programs will be presented for discussion.

Erik Ryan, MA, MEd, Kathleen Sullivan, MSW, and Kelly Freudenthal, BA, CBHSP Arizona, Inc., Academic Behavioral Alternatives, Tempe, AZ

5. Effective Strategies for the Promotion of Statewide and Regional Interdisciplinary Collaborations

In 2003 Illinois passed the Children's Mental Health Act, which created the Illinois Children's Mental Health Partnership and charged it with developing a statewide strategic plan to reform the children's mental health system. This workshop will describe successful state and regional strategies to enhance collaboration between schools and mental health providers as identified in the Plan.

Colette Lueck, MSW and Kim Miller, BA, Illinois Children's Mental Health Partnership, Chicago, IL

Lisa Betz, MSW, Illinois Department of Human Services, Division of Mental Health, Chicago, IL

6. Learning as a Community - Putting the Pieces Together

Learning as a Community, Putting the Pieces Together Workshop Series is a joint effort between families, schools, and communities in our diverse and rural district of North Hawaii. Evidence-based tools developed for these hands-on workshops will be shared along with our successes and challenges in family engagement and multi-interagency collaboration.

Susan Wood, CA and Kathy Taylor, BEd, North Hawaii Community Children's Council, Honoka'a, HI

Ivalee Sinclair, Parent Advocate, Honolulu, HI

Arthur Souza, MA, MEd, North and West Complex Area, Hawaii Department of Education, Kailua-Kona, HI

Steven Vannatta, BA, Community Children's Council of Hawaii, Honolulu, HI

7. Full Purpose Partnership for Integrating Mental Health and Social Services in Schools

Indianapolis Public Schools created the Full Purpose Partnership to integrate mental health and social services in schools. The model operates at the intersection of systems of care, high academic expectations, and positive behavior interventions and supports. Multiple strategies will be used to engage session participants, including some guided data analyses.

Donna Walker, MA, Robb Warriner, MA, Stephanie Ropa, MS, and Cindy Jackson, EdD, Indianapolis Public Schools, Indianapolis, IN

Jeffrey Anderson, PhD, Indiana University, Bloomington, IN

8. The Disaster Response Behavioral Health Skills Training Program

The Disaster Response Behavioral Health Skills Training Program was developed to assist individuals interacting with students to recognize behaviors consistent with post-disaster stress in students, to appropriately refer students, and to improve those individual's personal resiliency.

Mary Green, MN, RNC, School Health Connection/Louisiana Public Health Institute, New Orleans, LA

9. Prescribing Psychotropic Medications at School: Possibilities and Pitfalls

Concern and controversy exists regarding the use of psychotropic medications for students, with no clear guidelines for school mental health. This workshop will provide an update on recent medication issues relevant in the school setting and then engage participants in discussion to develop guidelines for prescribing psychotropic medications in schools.

Steven Adelsheim, MD, Center for Rural and Community Behavioral Health, University of New Mexico, Albuquerque, NM

Sheryl Kataoka, MD, UCLA Division of Child and Adolescent Psychiatry, Los Angeles, CA

Jeff Bostic, MD, Massachusetts General Hospital Department of Psychiatry, Boston, MA

Richard Mattison, MD, State University of New York at Stony Brook, Stony Brook, NY

10. Implementation of Response to Intervention (RtI) at the High School Level: Overcoming Obstacles

Strategies to facilitate the implementation of RtI at the secondary level will be addressed.

Relationships between RtI strategies and recommendations in school reform/redesign initiatives such as Breaking Ranks II will be explored, specifically how RtI can reduce barriers to learning and fits into creating a high school environment that supports improving the performance of all students.

Jay Engeln, MEd, National Association of Secondary School Principals, Colorado Springs, CO

Jill Martin, MEd, PhD, Thomas B. Doherty High School, Colorado Springs, CO

3:00 – 3:15 PM Break

3:15 – 4:45 PM Workshop Session IV

1. Service Animal: An Under Utilized Resource in Behavioral Health

This session will illustrate how a service animal with specific training in behavioral therapy, can allow a consumer to function in normal, everyday life. Behavioral service animals can create an environment where teachers can teach and students can learn how to focus and concentrate in the classroom. With the assistance from the service animal, the consumer can enhance their self-esteem and decrease anxiety.

Tammy Klinger, BS, Consumer, Kennet Square, PA

Micheal Artim, BA, C & M Care 9's, Lenhartsville, PA

Rachelle Carstensen, BS, Delaware County Intermediate Unit, Havertown, PA

2. Social Marketing: Lessons from the National Children’s Mental Health Awareness Day

This session will provide lessons from the National Children's Mental Health Awareness Day (Awareness Day) which was held on Thursday, May 8, 2008. The theme of Awareness Day was that high school students who receive the mental health services and supports they need are more likely to have positive outcomes in school. New outcome data from systems of care and lessons learned from Awareness Day partnerships will be shared. Anticipated areas for discussion include how federal agencies are collaborating to support efforts on the state and local level to integrate mental health and education and social marketing research addressing the needs of educators for mental health education materials.

Joyce Sebian, MSED, National TA Center for Children's Mental Health at Georgetown University, Washington, DC

Beverly Lancaster Hyde, MA, Caring for Every Child’s Mental Health Campaign, Vanguard Communications, Washington, DC

Lisa Rubenstein, MHA, Center for Mental Health Services/Substance Abuse and Mental Health Services Administration, Rockville, MD

3. Data-Driven Positive Behavior Support Plans: How Do We Do It for Tier Three Level Students in Public Schools?

The INCLUSION Program recognizes that tier three level students require data-driven positive behavioral support plans. We will demonstrate using case examples how developing a common language between Mental Health and Education (PBIS) and basing decision making on data (RTI) brings about a powerful coordination of services that promotes public school success.

Jennifer Uttecht, PsyD and *Kristie Reed, MSW*, HowardCenter - Child, Youth and Family Services, Burlington, VT

4. The Integration of the Child and Adolescent Needs and Strengths (CANS) Assessment and Communication Tool in an Indiana School System to Address the Identified Needs of Students

Are you a youth service provider looking for a tool that allows you to assess students’ strengths and needs and communicate effectively across systems to improved outcomes? The Child and Adolescent Needs and Strengths (CANS) assessment and communication instrument may be the tool for you!

Dee Kempson, MSW, Indiana Department of Education, Zionsville, IN

Pamela June, PhD, and *Richelle Greaves, MSW*, Pike Township, Indianapolis, IN

5. Illinois’ Family Leadership and Support Initiative

Participants will learn how Illinois embraced the concept of family involvement by developing a statewide initiative that brought together family organizations to promote family involvement, leadership and advocacy. Families are now active participants in school mental health initiatives, legislative advocacy efforts as well as the mental health delivery system.

Kim Miller and *Colette Lueck, MSW*, Illinois Children's Mental Health Partnership, Peoria, IL

6. School-Based Services: It's Not Just Another Outpatient Mental Health Clinic

This presentation will identify the School Based Services provided in Springfield, MO in terms of universal, targeted and selected Interventions. Billable and non-billable services will be discussed. The non-billable services make us more than just another outpatient mental health clinic. The collaboration between Mental Health, Public Schools and the state will be discussed.
Susan Henderson, MS, Burrell Behavioral Health, Springfield, MO

7. Integrating Trauma-Informed Treatment in the Classroom

In the United States, childhood trauma is pervasive and understanding the effects of trauma on a child's development and school success is essential in school settings. This session will introduce participants to research findings and a trauma-informed implementation model that has been implemented in a special education program.
Karen Shepherd, MEd, Cheryl Popatak, MEd, and Nathan Leeman, MEd, Pace School, Pittsburgh, PA

8. Targeting High School Freshman for Success

This workshop will describe various student and family support systems and interventions for a healthy, successful high school experience, resulting in less academic failures and dropouts.
Jean Anderson, MA, Moberly Public Schools, Moberly, MO
Patty Gass, MA, Gena McClusky, MA, and Lisa Johnson, BS, Moberly High School, Moberly, MO

9. The ABC's of EBPs: Implementing Evidence-Based Programs in Schools Across the Prevention, Early Intervention and Treatment Continuum

This workshop will examine what barriers school-based mental health clinicians perceive in identifying interventions that have adequate empirical support, how these barriers relate to actual implementation, and what has been helpful in facilitating evidence supported practice.
Barbara Parks, MSSA, Joel Dubenitz, PhD, and Meghan Sullivan, PhD, D.C. Department of Mental Health, Washington, DC

10. Documenting Treatment Outcome: Straight Talk Among Families, Scientists, Practitioners, and Policy Makers

Through an interactive dialogue and presentation of data, we will discuss with youth, families, scientists, practitioners, and policy makers the strengths and weaknesses of various methods of documenting treatment outcome. Come discuss the extent to which current methods present an accurate and valid representation of consumers' experiences in treatment.
Julie Sarno Owens, PhD, Nicole Evangelista, MS, Veronika Karpenko, MS, Erin Girio, MS, and Margaret Mahoney, BA, Ohio University, Athens, OH

4:45 – 5:00 PM Break

5:00 – 6:00 PM Poster Session

6:15 – 7:45 PM Continuation of Poster Session, and the start of the Networking Reception

Saturday, September 27, 2008

7:00 - 8:00 AM Registration for Intensive Training Participants

8:00 – 12:15 PM Intensive Training Session

1. Spirituality and Children’s Mental Health: An Integrative Model of Healing

This session establishes the foundation for the field of children’s spirituality/religion and their moral/psychological/social development. Participants will collaborate with presenters in the groundbreaking work of exploring the connection between spirituality/religion and children’s mental health. This session will honor and respect cultural and religious diversity, and includes practicing meditation/prayer that energizes and reduces stress.

Jenni Jennings, MA, Children’s Medical Center, Dallas, TX

Sylvia McCree-Huntley, BSW, Center for School Mental Health, University of Maryland School of Medicine, Baltimore, MD

Glen Pearson, MD, Private Practice, Dallas, TX

2. Beginning with the End in Mind: Creating a Shared Vision to Guide Effective Collaboration

Lack of an explicit shared vision or framework guiding the work of collaborators can easily lead to confusion, frustration, burn-out, and conflict. This presentation will teach participants a simple, yet effective process for building a shared vision or agenda among diverse stakeholder groups in order to facilitate effective partnerships and positive outcomes for children and families.

Debbie Mintz, MSW, HowardCenter - Child, Youth, and Family Services, Burlington, VT

3. The Alberta Model: Mental Health Capacity Building for Children, Youth and Families

This interactive session will highlight the school based mental health model being used in Alberta, Canada. Through presentation and active discussion with a panel of cross-sectoral providers and sharing of evidenced based practices and case examples, participants will learn about how interdisciplinary collaboration was effectively (and not so effectively) promoted and developed.

Lynn Damberger, RPN, MSc, and Janet Kostek, BScN, Alberta Mental Health Board, Alberta, Canada

Sandra Woitas, MEd and Colleen McClure, MEd, Alberta Education, Alberta, Canada

4. Family Engagement and Connection

Part I: Family Engagement: A Systems Approach

Family engagement has taken a place of prominence in the work of the Springfield Public Schools. Formal efforts to improve Family-School-Community collaboration is now in its third year of strategic and targeted work. Participants will be given an overview of the systems changes that have been a part of accomplishing district goals in the area of family engagement. Redesigned job descriptions, realignment of roles for staff who work primarily with families, and intensified professional development efforts have been key components of this systems change.

Cynthia Harris, MS, SSP, Springfield Public Schools, Springfield, IL

Part II: Building Bridges: Home and School Connections

The philosophy of the Building Bridges project is that forming partnerships between schools, community organizations, and families facilitates social, emotional, and academic growth of children. Demonstrating a participatory action research model, a unique partnership was formed between schools, mental health providers, and families. This project illustrates the interaction between research and practice.

Joanne Perry, MA, MAT, University of Medicine and Dentistry of New Jersey, University Behavioral Health Care, Monmouth Junction, NJ

5. Because of Group I Don't Fight Any More

This quote from an adolescent illustrates the effectiveness of using expressive arts to teach coping strategies. In this workshop, participants will get 'hands on' experience in expressive arts activities and will learn how to embed life skills in them. Activities are adaptable for all ages.

Cheryl A. Johnson, MS, Burrell Behavioral Health, Springfield, IL

Rosemary Cologna, MS, Reed Middle School/Springfield Public Schools, Springfield, MO

6. Improving Special Educators Abilities to Educate Special Education Students Experiencing Chronic Adverse Events: Addressing Students Attachment, Self Regulation and Growth

This presentation describes a teacher training program on helping traumatized children learn. The training was implemented as part of a school improvement plan in an urban school. The impact of this training on teacher competencies to teach children with disabilities in a co-taught environment will be described. Participants will be given materials that will enable them to replicate this training.

Karen Weston, PhD, University of Missouri-Columbia, Columbia, MO

Robert Hull, MEd, EdS, MHS, Prince Georges County Public School System, Adelphi, MD

Janice Cunningham, PsyD, Resolve Services, Easton, PA

7. Who Said Supervision was Easy?

Mental health professionals are not automatically good clinical supervisors. Adults who work with children need to be emotionally responsive and must feel supported by the adults charged with their supervision, be it clinical or administrative. Participants will leave with ideas to enhance their own supervisory.

Deborah B. Johnson, MS, Children's Institute, Rochester, NY

8. Assessing the Potentially Dangerous Student Risk/Threat Assessment Teams

This presentation is on Assessing the Potentially Dangerous Student & Risk/Threat Assessment Teams, a training based on national level research by the Department of Education, Office of Juvenile Justice, the FBI and the Secret Service. The model is based on government sponsored research and will help youth organizations; develop a risk/Threat Assessment Model with community stakeholders, develop a system to more efficiently identify students who may be in need of immediate professional intervention, and develop a community-based system of providing such immediate intervention.

Mike Nelson, MA, Keys To Safer Schools and DaySpring Behavioral Health Services of Arkansas, Cabot, AR

9. Suicide Prevention and Awareness

Part I: Creating and Implementing a District-Wide Suicide Prevention Plan

A case history of how the Boise, Idaho Independent School District created, implemented and now evaluates its district-wide, school-based suicide prevention policies and procedures. This presentation will also discuss a collaborative model that is being utilized between school-based mental health professional and the state Office of Mental Health to implement suicide awareness and prevention initiatives. The presenter will demonstrate aspects of five workshops that have been developed for student, parent, and staff training.

Peter Wollheim, PhD, CCW, Boise State University, Boise, ID

Part II: Enhancing Suicide Awareness and Prevention Programs: Collaboration between School Based Mental Health Professionals and State-Wide Initiatives

This presentation will discuss a collaborative model that is being utilized between school-based mental health professionals and the state Office of Mental Health to implement suicide awareness and prevention initiatives. The presenter will demonstrate aspects of five workshops that have been developed for student, parent and staff training. All participants will be provided suicide prevention material prepared by OMH, as well as the five training workshops.

John Kelly, PhD, Government and Professional Relations Committee, Blue Point, NY

10. Reaching the Most Challenging Students through Multimedia Therapy

WhyTry is a multisensory program that uses visual pictures, music, physical activity, and other media tools to help the most hard to reach students. *WhyTry* has incorporated leading research in mental health (solution focused, reality therapy, strength-based) and the child's learning style in a way that motivates the child and is relevant. This session offers practical tools and strategies that can readily be implemented in schools. The program has been used in all 50 states and over 5000 schools.

Christian Moore, MSW, WhyTry Inc., Provo, Utah.