2019 Annual Conference on Advancing School Mental Health
Safe and Supportive Schools for All Students!

Celebrating Over 24 Years of Advancing School Mental Health!

November 7-9, 2019
Hilton Downtown Hotel
Austin, Texas

Program Agenda

Hosted by the
National Center for School Mental Health
at the University of Maryland School of Medicine

9 Specialty Tracks
Over 100 Sessions
Keynotes
Intensive Trainings
Symposia
Poster Sessions
Evening Reception
Networking Opportunities

For more information, visit
schoolmentalhealth.org/conferences
email us at ncsmh@som.umaryland.edu
call us at 410-706-0980

The National Center for School Mental Health at the University of Maryland School of Medicine is funded by the U.S. Department of Health and Human Services, Maternal and Child Health Bureau to advance school mental health programs and policies to promote success for America's youth.
CONFERENCE OBJECTIVES

At the end of the conference, attendees will be able to:

1. Identify three strategies for effectively implementing a full continuum of integrated school mental health approaches to support students’ academic, behavioral, and social-emotional success.

2. List three evidence-based practices in school mental health.

3. Identify three action steps to meaningfully partner with youth and families in school mental health.

SPECIALTY TRACKS

1. School Climate and Universal Mental Health Promotion (Tier 1)
2. Prevention and Early Intervention (Tier 2)
3. Mental Health Intervention and Treatment (Tier 3)
4. Implementation Drivers
5. Education-Mental Health Integration and Collaboration
6. Youth and Family Partnerships in Mental Health
7. Cultural Responsiveness and Equity
8. Advocacy and Policy
9. Financing and Sustainability
1) School Climate, Social Emotional Learning, and Mental Health Promotion (Tier 1)
This track focuses on mental health promotion services and supports (Tier 1), social emotional learning, and school climate. These include mental health-related activities, such as the promotion of positive social, emotional, and behavioral skills and wellness that are designed to meet the needs of all students, regardless of whether or not they are at risk for mental health problems. These activities can be implemented school-wide, at the grade level, and/or at the classroom level. This track also focuses on policies and practices to promote positive school climate by fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community.

2) Prevention and Early Intervention (Tier 2)
This track focuses on selective services and supports (Tier 2) to prevent mental health and substance use concerns for groups of students who have been systematically identified through referral, needs assessments and/or school teaming processes as being at risk for a given concern or problem. When student needs are identified and supported early on, problems can be eliminated or reduced, and student success is promoted. Sometimes these are referred to as mental health prevention or secondary prevention services.

3) Mental Health Intervention and Treatment (Tier 3)
This track focuses on indicated and individualized services and supports (Tier 3) to address mental health and substance use concerns to meet the unique needs of each student who is displaying a particular concern and significant functional impairment. Sometimes these supports are referred to as mental health intervention, treatment, tertiary services, or intensive services.

4) Implementation Science and Practice
This track focuses on frameworks, strategies and methods that support successful implementation of evidence-based services and supports in schools, especially as they relate to a multi-tiered system of student mental health supports (MTSS). After the efficacy and effectiveness of an evidence-based service is determined, implementation frameworks, strategies and methods can be applied to support the adoption, installation, ongoing implementation and sustainment of practices in the “real world” of school mental health. Implementation efforts can focus on many levels of school mental health systems (i.e., state/district/school leadership, school staff and practitioners, students and families), including external factors (i.e., federal or local government policies, funding mandates, and school relationships with community partners) and internal factors (i.e., school/district operations, climate, and culture, staffing selection, training and coaching; policies) that influence implementation outcomes. Quality improvement and dissemination strategies are related and will be considered but should use a systematic theory or framework as well as articulate strategies or methods used.
5) Education-Mental Health Integration and Collaboration
This track focuses on the active exchange of ideas and collaborative engagement between school-employed and community-employed mental health providers, educators, and families. This track addresses how to develop and implement a culture of collaboration between mental health providers and educators to achieve shared outcomes for students and schools through research, policy, and practice. It includes content that equips and empowers educators in their roles as promoters of student mental health (e.g., educator training in mental health) and mental health staff to work effectively in schools.

6) Youth and Family Partnerships in Mental Health
This track focuses on youth- and family-centered principles with leadership from students and their family members. This track emphasizes a connection to meaningful youth and family partnership in all aspects (e.g., planning, development, implementation, evaluation, training) of comprehensive school mental health services and supports.

7) Cultural Responsiveness and Equity
This track focuses on practice, theory, and research specific to culturally-diverse youth in schools. Specific issues such as stigma, cultural adaptations of evidence-based practices, reducing health disparities and disproportionality, meaningful family partnership, and cultural competence are considered in this track.

8) Advocacy and Policy
This track focuses on the development and advancement of school mental health legislation and policy at the school, district, state, and federal levels, including practical strategies and examples of success.

9) Financing and Sustainability
This track focuses on the financial and non-financial dimensions of maintaining or supporting school mental health services and supports over time, in which operational structures and capacity are sound and can evolve and adapt to match the changing needs of students, families, schools, communities, and other systems in their context. This track considers funding, resources, and policies that promote sustainable school mental health.
## CONFERENCE AGENDA

### Wednesday, November 6 (Research Summit – Invite Only)

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<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:00a</td>
<td>Early Registration</td>
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### Thursday, November 7

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<th>Time</th>
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<tr>
<td>7:00a – 8:00a</td>
<td>Registration</td>
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<tr>
<td>8:00a – 9:00a</td>
<td>Keynote: Dr. Isaiah B. Pickens</td>
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<td>9:00a – 9:30a</td>
<td>Break</td>
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<tr>
<td>9:30a – 10:30a</td>
<td>Conference Session 1</td>
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<td>10:30a – 10:45a</td>
<td>Break</td>
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<tr>
<td>10:45a – 11:45a</td>
<td>Conference Session 2</td>
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<td>11:45a – 12:15p</td>
<td>Box lunch</td>
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<td>12:15p – 1:15p</td>
<td>Current Topical Session / Conference Session 3</td>
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<td>1:15p – 1:30p</td>
<td>Break</td>
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<td>1:30p – 2:30p</td>
<td>Conference Session 4</td>
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<td>2:30p – 2:45p</td>
<td>Break</td>
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<td>2:45p – 3:45p</td>
<td>Conference Session 5</td>
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<td>3:45p – 4:00p</td>
<td>Break</td>
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<tr>
<td>4:00p – 5:00p</td>
<td>Conference Session 6</td>
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<td>5:15p – 6:15p</td>
<td>NCSMH Advisory Board Meeting – Invite Only</td>
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### Friday, November 8

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<tr>
<td>7:00a – 8:00a</td>
<td>Registration</td>
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<td>8:00a – 9:00a</td>
<td>Keynote: Dr. Claire Crooks</td>
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<td>9:00a – 9:30a</td>
<td>Break</td>
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<td>9:30a – 11:00a</td>
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<td>11:00a – 11:15a</td>
<td>Break</td>
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<td>11:15a – 12:15p</td>
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<td>12:15p – 1:15p</td>
<td>Awards Luncheon</td>
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<td>1:15p – 1:30p</td>
<td>Break</td>
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<td>1:30p – 2:30p</td>
<td>Conference Session 8</td>
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<td>2:30p – 2:45p</td>
<td>Break</td>
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<tr>
<td>2:45p – 3:45p</td>
<td>Conference Session 9</td>
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<td>3:45p – 4:00p</td>
<td>Break</td>
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<td>4:00p – 5:00p</td>
<td>Conference Session 10</td>
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<td>5:00p – 6:30p</td>
<td>Poster Presentation &amp; Networking Reception</td>
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### Saturday, November 9

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<tr>
<td>8:00a – 8:30a</td>
<td>Registration &amp; Coffee</td>
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<td>8:30a – 11:45a</td>
<td>Intensive Training Sessions</td>
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<td>8:30a – 9:30a</td>
<td>Conference Session 11</td>
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<td>9:45a – 10:45a</td>
<td>Conference Session 12</td>
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THURSDAY, NOVEMBER 7

7:00a-8:00a  Registration - Exhibit displays are open all day!

7:45a-8:00a  Welcoming and Greetings
Sharon Hoover, PhD and Nancy Lever, PhD, Co-Directors, National Center for School Mental Health; University of Maryland School of Medicine, Baltimore, MD

8:00a-9:00a  Keynote Address
Unlocked Potential: The Key to Transforming the Future of Our Youth
Isaiah B. Pickens, PhD
Chief Executive Officer
The UCLA-Duke Center for Child Traumatic Stress
Founder iOpening Enterprises

9:00a-9:30a  Break

Conference Session 1 | 9:30a - 10:30a

CS 1.01. Meaningful Family Roles in School Mental Health: From Prevention to Treatment
Rebecca Ornelas, MEd, American Institutes for Research

CS 1.02. Building Mental Health Literate Schools/Districts/Communities: Cascading Professional Learning to Develop Pathways of Care
Wendy Carr, EdD, The University of British Columbia, Andrew Baxter, MSW, Alberta Health Services, Dave Mackenzie, MA, BC School Counsellors Association, Yifeng Wei, PhD, Dalhousie University and the IWK Health Centre

CS 1.03. Building Capacity of Rural School Personnel to Address Mental Health Needs of Students through Communities of Practice
Sarah Nielsen, PhD, Susan Bazyk, PhD, Tanja Brown, ME

CS 1.04. Adaptive Leadership Drives Implementation
Elizabeth Waetzig, JD, Monica Caldwell, LCSW, WI Department of Public Instruction

CS 1.05. Sustainable Mental Health Programming in an Era of Community Trauma and Unrest.
Louise Fink, PhD, Heather Dewey, MSW, LCSWC, Behavioral Health Systems Baltimore
CS 1.06. A Brief Social Emotional Skills Assessment for Tier 2 Intervention: The ISP-Skills
Stephen Kilgus, PhD, Nathaniel von der Embse, PhD University of Wisconsin-Madison, Katie Eklund, PhD, University of Wisconsin-Madison

Amanda Sheaffer, PhD, Vanderbilt University, Caitlyn Majeika, PhD, University of North Texas, Joseph Wehby, PhD, Vanderbilt University

CS 1.08. Expanded School Mental Health and Newcomer (Refugee) Youth: State of the Field and Implications for Policy and Practice
Justine Lewis, MPA, Elizabeth Mellin, PhD, Binghamton University

CS 1.09. Day to Liv: Building School Transition Bridge Programs for Youth with Mental Illness
Molly Wimbiscus, MD, Cleveland Clinic, Elizabeth Richmond, MEd, LPCC, Richmond Counseling, Scott Barber, MEd, Brea City School District

CS 1.10. City of Santa Monica Child and Youth Resource Teams-Collective Impact Approach to Service Delivery
Elizabeth Scharetg, MSW, City of Santa Monica, Angel Villasenor, MEd, City of Santa Monica, Ivy Chang, MSW, City of Santa Monica, Shuli Lotan, MSW, Santa Monica Malibu Unified School District

CS 1.11. Serving American Indian Youth with Academic and Behavioral Supports
Debra Anderson, PhD, Project Harmony, Diane Wolfe, PhD, Educational Service Unit #2

CS 1.12. A Framework for Meaningful Youth Engagement
Johanna Bergan, Youth MOVE National

CS 1.13. District-Wide Psychosocial Progress Monitoring: Enhancing Therapeutic Practice and Advancing Data-Driven Decision Making
John Crocker, MEd, Methuen Public Schools / Massachusetts School Mental Health Consortium (MashMHC)

CS 1.14. Incorporating Substance Use Treatment into Schools
Jennifer Schwarz, LMHC, Family Service of Rhode Island

CS 1.15. Educational Implications of Community Violence & Trauma: How Los Angeles Teachers are Dealing with Effects in the Classroom
Melanie Sonsteng-Person, MSW, UCLA

10:30a-10:45a Break
CS 2.01. Implementing Effective Models of MTSS: Advanced Training from Experts in the Schools Track

CS 2.02. A County-Wide Three-Tiered Prevention to Intervention Model for School Mental Health
Jill Paladino, MPH, TRAILS- University of Michigan Medical School

CS 2.03. Causeway Galveston: An Integrative Approach to Social and Emotional Learning and Mental Health Supports
Cherie Spencer, MEd, Galveston independent School District, Elizabeth Torres, MPH, CHES, University of Texas Medical Branch Behavioral Health and Research, Julie Purser, PhD, Family Service Center of Galveston County, Beth Auslander, PhD, Teen Health Center, Inc., Priyanka Legesse-Sinha, MPH, University of Texas Medical Branch Behavioral Health and Research

CS 2.04. Comprehensive School-Based Suicide Prevention within a Multi-Tiered Framework
Perri Rosen, PhD, Pennsylvania Office of Mental Health and Substance Abuse Services

CS 2.05. COOL Zones Develop Children Who Are COOL, CALM, CHILL and SAFE: An Integrated Behavioral Health Program in Primary Schools
Patrick McKelvey, LPC, Matilda Theiss Early Childhood Behavioral Health and Trauma Treatment Center, UPMC Western Psychiatric Hospital

CS 2.06. Find Your Super Power: Uniting HEROES to Create Safe and Supportive Schools
Lurelle Maxey, MA, Frontier Health, Rebecca Sapp, PhD, Frontier Health, Shana Fudge, MS, Johnson City Schools, Melanie Riden-Bacon, Johnson City Schools

CS 2.07. Getting It Together: A Group Therapy Model for Developing Maternal Resilience in the Wake of Complex Trauma
Terry Landon, LICSW, Leanne Carson, PsyD, Wediko Children's Services

CS 2.08. Health, Opioid Prevention, Education and Supports in Schools using the Whole Child Approach
Jessica Lawrence, MS, Cairn Guidance, Kevin Lorson, PhD, MA, Wright State University
CS 2.09. Lessons Learned from the Field: Ethical Considerations when Engaging Young People in Youth Participatory Action Research
Jack Baker, MA, Miami University, Kristen Haddad, MA, University of Cincinnati, Lesley Dorhout, MEd, University of Cincinnati, Clermont College, Paul Flaspohler, PhD, Miami University, Lisa Vaughn, PhD, University of Cincinnati College of Medicine

CS 2.10. Practical Tools for Expanded School Mental Health Start Up and Implementation
Tiffany Pittman, MA, Marshall University School Health TA Center, Barbara Brady, PhD, Learning Supports Consulting, LLC, Conrae Lucas-Adkins, PsyD, Marshall University College of Education and Professional Development

CS 2.11. School Mental Health in the Ozarks: What works, What doesn't.
Amy Hill, MSW, Burrell Behavioral Health, DeAnna Sheets, MS Ed, Branson Public Schools

CS 2.12. Transitioning to Success: Planning for Reintegration after Disciplinary Alternative Placement
Carrie Arroyo, MSW, Baylor University Diana R. Garland School of Social Work

CS 2.13. Using Consultation to Strengthen Social, Emotional, and Behavioral Health Strategies and Systems in Schools
Molly Jordan, MSW LICSW, Boston Children's Hospital, Shella Dennery, PhD, LICSW, Boston Children's Hospital

CS 2.14. Using Data to Improve School Mental Health Service Access: Identifying Barriers and Strengthening Existing Resources
Jennifer Green, PhD, Boston University Wheelock College of Education & Human Development, Rachel Oblath, MEd, Boston University Wheelock College of Education & Human Development, Shari Schneider, MSPH, Melanie Miller, BA, Education Development Center, Lydia O'Donnell, EdD, Senior Vice President

CS 2.15. Bias-Motivated Victimization Experiences of LGBTQ Youth: Incidence, Outcomes, and Consequences for Schools and Communities/Bias-Motivated Victimization of Immigrant Students on Schools: Incidence, Impact, and Intervention
Michael Silverstein, BA, Drexel University, Chandler Puhy, BS, Drexel University, Brian Daly, PhD, Drexel University, Lisa Jones, PhD, Crimes Against Children Research Center, University of New Hampshire

11:45a- 12:15p  Lunch
Pick up your boxed lunch and attend one of the topical group or conference sessions
C3 01. Academic Outcomes of Comprehensive Behavioral Health Model (CBHM) Implementation  
Jill Battal, PhD, Boston Public Schools, Brian Daniels, PhD, UMass Boston

C3 02. Building up the Forgotten Tier: Integrating Group-Based, Tier 2 Interventions in SWPBIS  
Laura Rutherford, PhD, Devereux Center for Effective Schools, Jennifer Francisco, MEd, Devereux Center for Effective Schools

C3 03. How Social Networks and Teachers’ Social and Emotional Competence Inform Positive Outcomes for Students with EBD  
Elizabeth Levine-Brown, PhD, George Mason University, Michael Valenti, PhD, Pressley Ridge Schools, Duhita Mahatmya, PhD, University of Iowa, Tracy Sweet, PhD, University of Maryland

C3 04. How to Create and Sustain a School-Based Mental Health Program in Your School.  
Jenny Wilhoite, LAPC Med, Georgia HOPE, Randi Williams, LPC MS, Georgia HOPE

C3 05. Reaching Out, Reaching In: Addressing Children’s Mental Health Through Multiple Community Alliances  
Nancy Eppler-Wolff, PhD, Teachers College, Columbia University, Lily Downing Infante, MA EdM, Teachers College Columbia University, Sian Martin, MS, Teachers College

C3 06. The Grieving Student: Supporting Students Coping with Loss  
Aminah Wells, MSW LCSWC, Garrison Forest School

C3 07. Using Trauma-Informed Strategies as Primary Prevention for Substance Use Among Youth in Schools  
Amber McDonald, PhD LCSW, Colorado Association for School-Based Health Care

C3 08. Mental Health from a School Safety Perspective  
Celina Bley, PhD, Texas School Safety Center

C3 09. Building MTSS from the Ground (Tier 1): Practical Strategies & Impact Findings, Including a Significant Reduction in ODRs  
Linda Rodriguez, EdD, Marcellina Melvin, MA LPC, Meadows Mental Health Policy Institute

TS 1. Psychiatry in Schools  
William Dikel, MD, Consultant
TS 2. Education- Mental Health Integration and Collaboration
Judie Shine, MSW, American Council for School Social Work, Sally Baas, PhD, Concordia University Saint Paul

TS 3. Youth and Family Partnerships in Mental Health
Claudette Fette, PhD, Texas Women’s University, Jenah Cason, MSW, Federation of Families SC

TS 4. School Mental Health Policy
Libby Nealis, MSW, National Association for Children’s Behavioral Health

TS 5. NQI CoIIN (Invite Only)
Elizabeth Connors, PhD, Yale University

1:15p-1:30p Break

Conference Session 4 | 1:30p - 2:30p

CS 4.01. A Brief Intervention Strategy for School Mental Health Clinicians (BRISC): Findings from a Multi-Site Efficacy Study
Eric Bruns, PhD, University of Washington School Medicine, Cheryl Holm-Hansen, PhD, Wilder Research, Mark Sander, PsyD, Hennepin County/Minneapolis Public Schools, Sharon Hoover, PhD, University of Maryland School of Medicine

CS 4.02. A Community Approach to Addressing Adverse Childhood Experiences: Crisis Response Teams and School-Based Behavioral Health
Lara Quiroga, MEd, Manchester Community Health Center, Mary Steady, MEd, Manchester School District, Jaime Hoebeke, MPH, MCH, Manchester Health Department

CS 4.03. A Cost and Cost-Effectiveness Analysis of Three Levels of School-Based Mental Health Services
Alan Barnosky, MA, RTI International

CS 4.04. Absent Parents Absent Kids: Increasing Attendance in High School Students Identified as School Refusing
Paulina Guzzardo, PhD LMFT, Stonegate Behavioral Health

CS 4.05. Character Strengths in the Classroom: Effectiveness of a Character Strength Curriculum in Reducing Disciplinary Outcomes
Andrea Biel, MA, Xavier University, Mary Pat, Hamzik, BS, Xavier University, Jennifer Gibson, PhD, Xavier University
CS 4.06. Co-Location of School-Based Mental Health Services: Building Sustainability Through School-Community Partnerships
Michelle Maike, MA, Maike & Associates, LLC, Sandy Mathewson, MA, Battle Ground Public Schools, Denny Waters, EdM, Battle Ground Public Schools, Megan Osborne, MPP, Maike & Associates, LLC

CS 4.07. Compassion Resilience Toolkit: Lessons Learned in a Statewide Roll-out of a Staff Wellness Initiative
Monica Caldwell, MSW, Wisconsin Dept of Public Instruction, Sue McKenzie, MS, Rogers Hospital

CS 4.08. Expanding Clinical Mental Health Services in North Texas: Rounding Up a Lone Star Pilot Program
Kaitlin Tollison, MSW, Communities in Schools, Lindsey Garner, Communities in Schools, Samantha Bates, PhD, Texas Christian University

CS 4.09. Facilitators and Barriers to Systems Change: Lessons Learned from the Lens of School Administrators
Tasha Henderson, BSEd, Miss, Karen Sterling, MEd, Canyons School District, Justin Pitcher, MEd, Brighton High School

CS 4.10. Fortifying the Backbone of Safe and Supportive Schools Utilizing an Integrated MTSS Framework
Pat Sanborn, MAOD, Nevada Department of Education, Amber Reid, MSW, Nevada Department of Education, Michelle Trujillo, MEd, Nevada Department of Education, Christy McGill, MA, Nevada Department of Education

CS 4.11. Indiana Social-Emotional Learning Competencies: A Neurodevelopmental Culturally Responsive Framework
Christy Berger, MSW, Indiana Dept of Education, Brandie Oliver, PhD, Butler University

CS 4.12. Prioritizing Adult Wellness in Schools: The Protective Role of Trauma Informed Attitudes on Perceived Stress Among Staff
Elizabeth Minne, PhD, Vida Clinic, Gorelik Gregory, PhD, Vida Clinic

CS 4.13. Promoting Implementation and Sustainment of Tier 2 Evidence-Based Practices: A Practical Process for Training Peer Coaches
Deinera Exner-Cortens, PhD MPH, University of Calgary, Julie Sarno Owens, PhD, Ohio University, Mary Lee, Ohio University

Vanja Pejic, PhD, Boston Children's Hospital, Harvard Medical School, Vanja Dennery, PhD, Boston Children's Hospital, Harvard Medical School, Amy Kaye, PhD, Boston Children's Hospital, Harvard Medical School
CS 4.15. Expanding Knowledge and Best Practices in SBMH: Approaches to Implementing Peer-to-Peer Learning Opportunities
Lisa McGarrie, MSW, Georgia Health Policy Center, Rachel Campos, MPH, Georgia Health Policy Center, Melanie Gambrell, LPC, SCDMH/Beckman Center for Mental Health Services, Deana Farmer, BA, Georgia Health Policy Center

2:30p-2:45p Break

Conference Session 5 | 2:45p- 3:45p

CS 5.01. A Practical and Proven Solution to Implement SEL in a Multi-Tiered Framework
Steph Jensen, LPC, Susan Lamke, MS, Boys Town

Alyssa Van Camp, MEd, Vanderbilt University, Joseph Wehby, PhD, Vanderbilt University

CS 5.03. Assessment and Implementation of Community Based Wrap-Around Mental Health Services: The ENACT Partnership Program Model
Greg Cox, MBA, ENACT Inc.

CS 5.04. Better Together! Eliminating Barriers to Whole Child Health by Integrating Micro Clinics and Tele-health in Rural Schools
Jessica Crume, MSW, Four County Counseling Center, Lisa Willis-Gid, AAS BGS, Four County Counseling Center

CS 5.05. Chicago Public Schools' Healing Trauma Together Program: A-Multi-Tiered Approach to Creating Trauma-Sensitive Schools
Mashana Smith, PhD, Ann & Robert H. Lurie Children’s Hospital of Chicago, Rachel Whybrow, LCSW, Chicago Public Schools

CS 5.06. Daily Report Card and Check In/Check Out: Understanding the Similarities, Differences, and Steps for Implementation
Chelsea Hustus, MS, Julia Sarno Owens, PhD, Christie Thiessen, BA, Steven Evans, PhD, Ohio University

CS 5.07. Data-informed, Targeted Interventions for Improving Emotion Regulation
Simon Lisaingo, MA, University of British Columbia, Jaime Semchuk, MA, University of British Columbia

CS 5.08. Development of the TRAILS Coach Network: Community Partnership to Support Evidence-Based Mental Health Practice in Schools
Kristen Miner, LMSW, University of Michigan, Jennifer Vichich, MPH, University of Michigan
CS 5.09. Lessons from LAUSD: Adapting Depression Awareness Programs to Support the Diverse Needs in Your Middle and/or High School
Peggy Kubert, LCSW, Erika's Lighthouse A Beacon of Hope for Adolescent Depression, Kristina Kins, MSW, Erika's Lighthouse A Beacon of Hope for Adolescent Depression

CS 5.10. Hurricane Harvey Recovery: Preparing Educators to Address Trauma Using Virtual Role-play Simulation
Glenn Albright, PhD, Kognito, Janet Pozmantie, MS, MHA of Greater Houston

CS 5.11. Resilience in School Environments: Transforming Leadership Teams to Implement Trauma Informed School Wellness Support
Xiomara Mateo-Gaxiola, EdD, Los Angeles Education Partnership

CS 5.12. School Social Workers: Operating at the Intersection of Education and Mental Health
Jennifer Polizotto, MSW, Old Tappan School District, Kelly Zinn, MSW, Lumberton Township School District

CS 5.13. School-Based Mental Health Services Integration in Rural Missouri
Jessica Obuchowski, MS, Burrell Behavioral Health, Erika Derboven, MEd, Glasgow School District

CS 5.14. Strengthening Tier 2 Trauma-Based Supports at the Elementary Level using the Bounce Back Intervention Program
Armando Hernandez, PhD, Madison Metropolitan School District, Kristen Guetschow, PhD, Madison Metropolitan School District

CS 5.15. The ACT-PRO Story in San Francisco Unified School District: A Culturally Responsive Protocol for Students in Crisis

3:45p-4:00p Break
CS 6.01. Who Do I Want You to Be? Racial/Cultural Trauma in Schools
Jennifer Ulie-Wells, PhD, Please Pass the Love

CS 6.02. What Works: Promoting Partnerships between Schools and Community Providers through Trauma-Informed Practice
Jordan Grieser, JD, Project Harmony, Taira Masek, LCSW MPA, Papillion La Vista School District

CS 6.03. Teacher and Self-Mediated Strategies for Middle School Students with ADHD
Judith Harrison, PhD, Rutgers University, Steven Evans, PhD, Ohio University

CS 6.04. Sustaining Collaboration Across Diverse Stakeholders to Promote School Health and Wellness
Rebecca Toll, MNM, Colorado State University Prevention Research Center, Melissa George, PhD, Colorado State University Prevention Research Center, Sabrina Duey, BA, Colorado State University Prevention Research Center, Nathaniel Riggs, PhD, Colorado State University Prevention Research Center, Cheryl Miller, JD, RMC Health

CS 6.05. Strategic Financing for Multi-Tiered School Mental Health Services
Frank Rider, MS, AIR

CS 6.06. School-wide Universal Screening: Selection Guidelines and Outcomes of Effective Intervention
Melissa Pearrow, PhD, UMass Boston, James McDougal, PhD, State University of New York at Oswego

CS 6.07. Practices for Trauma-Informed Classroom Management and Reducing Student Disruptive Behaviors in Urban Elementary Schools
Zoe Chiel, PhD, New York-Presbyterian Hospital/Columbia University Irving Medical Center, Kimberly Kleinman, PsyD, New York-Presbyterian Hospital/Columbia University Irving Medical Center

CS 6.08. Linkages: A Model for Mental Health Education and Suicide Prevention for middle through high school students
Bethany Koenig, MEd, Angela Kearns, MSW, Alta Behavioral Healthcare

CS 6.09. Identifying and Removing Barriers: A Pilot Study of the Implementation of a School-Based, Trauma-Focused Group Intervention
Diana Perry, PsyD, Child Health and Development Institute, Heather Tartaglia, LCSW, Capital Regional Education Council, Noor Jehan Ghaffar, LMSW, Capitol Region Education Council

CS 6.10. Guiding the Implementation Fidelity of a Team-based Tier 3 Student Support Process
Carol Davis, EdD, Scott Spaulding, PhD, University of Washington

**CS 6.11. Development of a Diagnostic Interview for Youth and Young Adults with Intellectual Disabilities**
*James Sinclair, PhD, University of Oregon*

**CS 6.12. Creating a Wellbeing Plan for Yourself and for Your School**
*Jeff Bostic, MD EdD, MedStar Georgetown University Hospital, Neal Horen, PhD, Georgetown University Medical Center, Center for Child and Human Development, Matt Biel, MD, MedStar Georgetown University Hospital*

**CS 6.13. Building Our Superpowers! Strengths Research to Practice**
*Claudette Fette, PhD, Texas Woman's University, Patti Derr, Federation of Families - Texas*

**CS 6.14. Breaking Down the Barriers of Mental Health Crisis in the Schools through Community Collaboration**
*Megan Kirk, PhD, Vigo County School Corporation, Anastasia Godsey, MS, Hamilton Center Inc., Rick Stevens, MS, Vigo County School Corporation, Melissa Burton, MS, Hamilton Center, Inc., Erika McKinney, BS, Hamilton Center, Inc.*

**CS 6.15. Enhancing Family-School-Community Collaboration to Promote Youth Mental Health**
*Andy Garbacz, PhD, University of Wisconsin-Madison, Mark Weist, PhD, University of South Carolina*
FRIDAY, NOVEMBER 8

7:00a-8:00a  Registration - Exhibit displays are open all day!

7:45a-8:00a  Welcoming and Greetings
Sharon Hoover, PhD and Nancy Lever, PhD, Co-Directors, National Center for School Mental Health; University of Maryland School of Medicine, Baltimore, MD

8:00a-9:00a  Keynote Address
Adapting Evidence-Based Practices for Specific Populations: The intersection between utilizing effective practices and ensuring fit and relevancy
Claire Crooks, PhD
Director, Centre for School Mental Health
Professor, Western University

9:00a-9:30a  Break

Symposia | 9:30a-11:00a

S 01. Culturally Responsive Mental Health Practice: RAICES ‘Reaffirming Assets in Immigrant Children in Educational Settings’
Maria Inma Iglesias, SSP, Maritza Gallardo-Cooper, PhD, The School District of Palm Beach County, Ivelisse Torres Fernandez, PhD, New Mexico State University

S 02. Applications of Motivational Interviewing as a Core Component of Education-Based Intervention Development and Fidelity
Andy Frey, PhD, Blake Skidmore, MSW LCSW, University of Louisville, Jon Lee, PhD, Northern Arizona University, Jason Small, MA, Oregon Research Institute, Shannon Suldo, PhD, Lindsey O’Brennan, PhD, University of South Florida, Julie Owens, PhD, Ohio University

S 03. Best Practices in the Implementation of Universal Screening for Social, Emotional, and Behavioral Health
Nate von der Embse, PhD, Natalie Romer, PhD, Shannon Suldo, PhD, Joni Williams Splett, PhD, University of Florida, Katie Eklund, PhD, University of Wisconsin Madison, Steve Kilgus, PhD, University of Wisconsin Madison

S 04. Developing, Implementing, and Sustaining University-School Mental Health Partnerships in Rural Communities
Kurt Michael, PhD, Appalachian State University, Julie Sarno Owens, PhD, Ohio University, JP Jameson, PhD, Appalachian State University, Catherine Bradshaw, PhD, University of Virginia, Amanda Nguyen, PhD, University of Virginia
S 05. Equipping School Personnel with Evidence-Informed Strategies to Support Refugee & Immigrant Students
Colleen Cicchetti, PhD, Ann & Robert H. Lurie Children's Hospital, Northwestern University Feinberg School of Medicine, Sharon Hoover, PhD, University of Maryland, Catherine DeCarlo Santiago, PhD, Loyola University of Chicago, Claire Crooks, PhD, Centre for School Mental Health, Western University, Patricia Marr-Stapleton, MSc, YRDSB, Stephanie Torres, MA, Ann & Robert H. Lurie Children's Hospital

S 06. Figuring out the Missing MTSS Puzzle Piece: Tier 2 Mental Health Supports
Kelly Whitaker, PhD, ETR Associates, Erin MacDougall, PhD, Public Health Seattle King County, Ashley Mayworm, PhD, Loyola University Chicago, Stephanie Moore, PhD, Bloomberg School of Public Health Johns Hopkins University, Eric Bruns, PhD, University of Washington, Aaron Lyon, PhD, University of Washington

S 07. Implementation Science-Based Technical Assistance: The Mental Health Technology Transfer Center Network
Heather Gotham, PhD, MHTTC Network Coordinating Office, Jessica Gonzalez, MSW, MHTTC Network Coordinating Office, Brandy Clarke, PhD LP, Mid-America MHTTC, Leora Wolf-Prusan, EdD, Pacific Southwest MHTTC, Molly Lopez, PhD, South Southwest MHTTC, Francisco Javier Parga, PhD, National Hispanic & Latino MHTTC

S 08. Innovations in Internalizing: Advances in School-Based Screening, Identification, And Treatment of Students with Internalizing
James McDougal, PsyD, SUNY Oswego, Michael LeBlanc, PhD, SUNY Oswego, Scott Meier, PhD, University of Buffalo, Mark Weiss, PhD, University of South Carolina, Jamie Murray, PhD, Cannon City School District

S 09. Meeting Student Needs: Integrating Mental Health/Whole Child Goals and Strategies In Your School Improvement Plan
Dan Luciani, Janelle Buchler, Jackson County Intermediate School District, Jessica Bucklin, Jackson County Intermediate School District, Scott Buchler, Northwest Community Schools

S 10. Mindfulness-Based Intervention in Schools: A Critical Review of the State-of-the-Science and Implications for Practice
Tyler Renshaw, PhD, Aaron Fischer, PhD, University of Utah, David Klingbeil, PhD, University of Texas, Austin, John Barr, BS, Utah State University, Anthony Roberson, MA, Deveraux Children's Behavioral Health Services, Clayton Cook, PhD, University of Minnesota

S 11. The Power of Relationships: Preventative and Proactive Ways with Children and Youth Who are Intense and Challenging
Sally Baas, EdD, Concordia University, St. Paul, Sarah How, PsyD, Circle of Life School
S 12. Trauma-Informed Care in Schools: What We Know (And Still Don't Know), And Why That Matters for Marginalized Youth In K-12
Michael Kelly, PhD, Loyola University Chicago School of Social Work, Wendy Shaia, EdD, University of Maryland

S 13. Universal School Mental Health: From YAM Implementation to Universal Screening, Early Identification, & Treatment Engagement
Madhukar Trivedi, MD, Jennifer Hughes, PhD, UT Southwestern Medical Center, Holly Wilcox, PhD, Johns Hopkins Bloomberg School of Public Health and School of Medicine

Kristie Ladegard, MD, Elizabeth Erickson, DO, Lisa Kelly, Physician Assistant, Denver Health and Hospital Authority, Vicky Vernich, MEd, Denver Public Schools

S 15. Research on Promoting School Safety by Addressing School Mental Health
Mary P. Carlton, PhD, National Institute of Justice, Crystal Brandow, PhD, Policy Research Associates, Karli J. Keator, MPH, Policy Research Associates, Anna Yaros, PhD, RTI International, Jim Trudeau, PhD, RTI International

11:00a-11:15a    Break

Conference Session 7 | 11:15a-12:15a

CS 7.01. The Missing Piece in Cultivating Partnerships to Increase Academic Achievement, School Climate, and Social Emotional Learning
Catelen Ramsey, MSW, Angelic Dean, MS, Noelle Britt, MPA, Tasha Henderson, BSEd, Dawn Anderson, PhD, Community Youth Collaborative Institute, Ryan Edwards, MA, United Way of Central Ohio

CS 7.02. Creating the ‘House That Smiles’ - Optimizing School Culture and Climate Through Relationship-Based Practices
Basil Pizzuto, BS MS MA, Lauren DePinto, MSW DSW Candidate, Ridgewood Public Schools

CS 7.03. Expanding Access: Implementation and Funding Strategies for School Based Mental Health Programs.
Kamilah Twymon, MSEd LPCCS, Misti Dorsey MSW, Nationwide Children’s Hospital

CS 7.04. Quality Counts - Promoting Performance Improvement in School-Based Healthcare Settings through SBIRT and Depression Screening
Katy Stinchfield, MS, Paula Fields, MSN, School-Based Health Alliance
CS 7.05. A Lesson in Learning: The Intersection of K-12 Education and Behavioral Health - An Honest Discussion of Systems Barriers
Camille Goldy, MPA, WA State Office of the Superintendent of Public Instruction, Mona Johnson, PhD, WA State Office of the Superintendent of Public Instruction, Michelle Maike, MA, Maike & Associates, LLC, Megan Osborne, MPP, Maike & Associates, LLC

CS 7.06. Student Teachers and Mental Health: Understanding How Mental Health Conditions May Affect Student Teacher Success
Michael Houdyshell, PhD, Diane Kratt, EdD, Florida Gulf Coast University

CS 7.07. No Budget? No Buy In? No Problem! How a Small Program Can Have a Big Impact: the McLean School Nurse Liaison Project
Julie Love, MSN APRN PMHNP, McLean School Nurse Liaison Project

CS 7.08. Power of Sport in the Promotion of Student Achievement and Well-Being
Sara Henderson, MSW, Community and Youth Collaborative Institute, Catelen Ramsey, MSW, Community and Youth Collaborative Institute, Tasha Henderson, MSW, Community and Youth Collaborative Institute, Stephen Moore, MS, Community and Youth Collaborative Institute, Samantha Bates, PhD, TCU Department of Social Work, Dawn Anderson, PhD, OSU College of Social Work

CS 7.09. Tools You Can Use: Promoting Safe and Healthy Schools and Communities through the Safe Schools FIT
Kelly Wells, MPA, AIR, Mary Thorngren, MS CHES, AIR

CS 7.10. Mental and Behavioral Health Roadmap and Toolkit for Schools
Marcellina Melvin, MA LPC, Victoria Walsh, MPAff, Linda Rodriguez, EdD, Meadows Mental Health Policy Institute

CS 7.11. Effectively Using Data to Select, Implement, and Evaluate Tier 2 Systems
Kaci Fleetwood, MEd BCBA LBA, University of Nevada, Reno

CS 7.12. Creating Restorative School Environments
Beverly Manigo, EdS, NewDirections215, LLC

Jodie Soracco, MEd, UNR

CS 7.14. Building Community Partnerships with Family-Run Organizations to Support Students and Families
Millie Sweeney, MS, FREDLA

CS 7.15. Fostering Immigrant Student Mental Health: Promoting Inclusion and Addressing Trauma
Leticia Villarreal Sosa, PhD, Dominican University

12:15p-1:15p Awards Luncheon

1:15p-1:30p Break

Conference Session 8 | 1:30p-2:30p

CS 8.01. Community Partnerships to Support School-Based Behavioral Health
Melissa Pearrow, PhD, UMass Boston, Shella Dennery, PhD, Boston Children's Hospital, Andria Amador, EdS, Boston Public Schools

CS 8.02. Making it Work at Tier 3: Lessons Learned from Implementing a, Intensive Intervention for High School Students
JoAnne Malloy, PhD, Institute on Disability at UNH, Katheryn Francoeur, MEd, Institute on Disability at UNH, Heidi Cloutier, MSW, Institute on Disability at UNH, Ali Hearn, MSW LCSW, Midwest PBIS Network

CS 8.03. RELATE: Building Positive Student-Teacher Relationships to Reduce Racial Disparities during the High School Transition
Larissa Gaias, PhD, University of Washington, Clayton Cook, PhD, University of Washington, Mylien Duong, PhD, Committee for Children, Kristine Lee, BA, University of Washington, Lillian Nguyen, BS, Clayton Cook, PhD, University of Minnesota, Twin Cities

CS 8.04. Use What You Have, Start Where You Are: Using Stress Reduction to Build Safe and Supportive Schools.
Denise Arieli-Burufka, LMSW, Office of School Health - School MH Program NYC Department of Health & Mental Hygiene/Office of School Health Mental Health Program, Monica Gavilanes, MSW, Office of School Health - School MH Program NYC Department of Health & Mental Hygiene/Office of School Health Mental Health Program, Scott Bloom, LCSW, NYC DOHMH

CS 8.05. Engaging Families in School-Based Student Mental Health Support: The BRYT Story
Megan Harding, MSW, Paul Hyry-Dermith, EdD, BRYT/ Brookline Center for Community Mental Health

CS 8.06. Evaluating the Effectiveness of Tier 2 Interventions with the BIMAS-2
Raychel Kramer, BA, Michael LeBlanc, PhD, SUNY Oswego

CS 8.07. Advocating for School Start Time Changes in Order to Improve Student Sleep, Academic Performance, and Physical/Mental Health
Amy Plog, PhD, Cherry Creek School District, Lisa Meltzer, PhD, National Jewish Health, Janise McNally, EdS, Cherry Creek School District

CS 8.08. Child Psychiatrists Go to School: Innovative Approaches to Increase Collaboration
Jeff Bostic, MD EdD, MedStar Georgetown University Hospital, Erika Ryst, MD, University of Nevada Reno, Kristine Goins, MD, MedStar Georgetown University Hospital

CS 8.09. Assessing Schoolwide Capacity to Implement a Comprehensive School Mental Health System
Olga Acosta Price, PhD, Center for Health and Health Care in Schools; George Washington University Milken Institute School of Public Health, Nisha Sachdev, DrPH PsyD, Bainum Family Foundation, Rachel Sadlon, MPH, Center for Health and Health Care in Schools, Linda Sheriff, MEd, Center for Health and Health Care in Schools

CS 8.10. Creative Ways to Engage Students and Teachers in Mental Health and Wellness Promotion Activities
Kamilah Twymon, MSEd, Brianna Sheridan, MSEd, Janelle Dethloff, MSE, Nationwide Children’s Hospital

CS 8.11. The Art of Collaboration: How Education, Mental Health and Families Find Common Ground
Lindsay Brain, MSEd, Wesley Family Services, Karen Tantalo, MA, Wesley Family Services, Jerry Wessel, MA, Wesley Family Services, Alan Axelson, MD, Intercare Psychiatric Services

CS 8.12. Supporting ALL Students Through a Universal SEL Program and Focused Secondary Level Trauma Intervention in Elementary Schools
Carl Sumi, PhD, Michelle Woodbridge, PhD, Kristen Rouspil, MPH, SRI International

CS 8.13. Support for Teachers Affected by Trauma (STAT): A Web Based Curriculum for Educators Experiencing Secondary Traumatic Stress
Stephen Hydon, EdD, Univ. of Southern California, Suzanne Dworak-Peck School of Social Work

CS 8.14. The TRAILS Dashboard: A Web Application to Measure Outcomes and Monitor Fidelity of Evidence-Based Mental Health Practices
Elizabeth Koschmann, PhD, University of Michigan

CS 8.15. Preschool Expulsion Prevention: Parent and Practitioner Perspectives on Putting Policy into Practice with ECMH Consultation
Grace Schoessow, MS, Greene County Educational Service Center, Valerie Alloy, PhD,

2:30p-2:45p     Break
Conference Session 9 | 2:45p-3:45p

**CS 9.01. Clinicians in Schools: Moving from Learning to Leadership**
Sheri Luecking, MSW LCSW, Ali Hearn, MSW LCSW, Midwest PBIS Network

**CS 9.02. Designing a Trauma Sensitive Approach to Student Conduct Policy within the Virginia Tiered Systems of Supports (VTSS)**
Rebecca Kahila MAED, Martha Montgomery, EdS, Virginia Department of Education

**CS 9.03. Expansion of Tier II Mental Health Services: A Comprehensive Cognitive Behavioral Therapy Group Counseling Model**
Jessica Cockroft, MEd, Methuen Public Schools

**CS 9.04. From the Ground Up: Designing, Implementing, and Sustaining a Tier-III Mental Health Transition Program**
Alison Sumski, MA, Methuen High School

**CS 9.05. Navigating the Implementation of a Successful Behavioral Health Team**
Natalie Eich, MA, Jacqueline Fitzgerald, MA, Lindsey Furczyk, MA, Megan Gunier, MSW, Rebecca Lara, MSW, Joliet Township High School District

**CS 9.06. Promoting Mental Health Education in Schools through Legislation: Strategies for Advocacy and Implementation**
Jennifer Urff, JD, Massachusetts Association for Mental Health, Jessica Larochelle, MPH, Massachusetts Association for Mental Health, Amy Molloy, Mental Health Association of New York State

**CS 9.07. Promotoras and the Four Phase Model of Change: Strategies to address behavioral health disparities and disproportionalities**
Cecilia Frometa, PhD, Yale University, Catalina Booth, JD, Center for Community Learning, Inc., Linda Callejas, PhD, University of South Florida, Tim Marshall, LCSW, Connecticut Department of Children and Families, Jeana Bracey, PhD, Child Health and Development Institute of Connecticut, Inc. Myriam Monsalve, LMFT, Center for Community Learning, Inc.

**CS 9.08. Reducing Stress in School: A Gateway to Healthier Teachers, Students and Families**
Jordan Friedman, MPH, The Stress Coach

**CS 9.09. Research on Promoting School Safety by Preventing and Responding to Student Mental Health Concerns**
Mary Carlton, PhD, National Institute of Justice, Catherine Bradshaw, PhD, University of Virginia, Jill Haak Bohnenkamp, PhD, Division of Child and Adolescent Psychiatry, National Center for School Mental Health University of Maryland School of Medicine, Sharon A
CS 9.10. Schools and Communities Working Together to Support Student Well-Being: A Reflection on the Pee Dee Resiliency Project
Samantha Hartley, MA, Tristan Collier, BS, Courtnie Smith, PsyD, Mark Weist, PhD, University of South Carolina

CS 9.11. Stigma Hurts, Awareness Helps: Strategies and Lessons Learned From a Ten-Year Peer-to-Peer Mental Health Awareness Program
Lizelle Salazar, MPH, University of Michigan Depression Center, Stephanie Salazar, MPH, University of Michigan Depression Center, Roberta Stapleton, MA MS, Community High School

CS 9.12. Student Wellness Begins with Us: The Impact of Compassion Fatigue, Secondary Traumatic Stress, and Burnout & How We Can Cope
Priscilla Ward, MSW, Orange County Department of Education

CS 9.13. Supporting Schools to Develop and Continuously Improve Tier 3 Integrated Mental Health & Academic Programs: The BRYT Approach
Henry White, MD, Katherine Houle, LICSW, Mariel Collins, MEd, Sharnetta David, MS MEd, The Brookline Center for Community Mental Health

CS 9.14. Using a Function-Based Approach to Adapt Tier 2 Behavior Interventions
Caitlyn Majeika, PhD, University of North Texas, Joseph Wehby, PhD, Vanderbilt University

CS 9.15. Using Fidelity Tools to Infuse Family Engagement and Trauma-Responsiveness into MTSS Implementation
Megan Edwards, PsyD, Cassie Yackley, PsyD, Lisa Dotson, MSW, Jim Fauth, PhD, Antioch University New England

3:45p-4:00p Break

Conference Session 10 | 4:00p-5:00p

CS 10.01. A Longitudinal Study of Two Teacher-Report Screening Measures for Student Wellbeing: Comparing the SWTRS and SAEBRS
Anthony Roberson, MA, Devereux Children’s Behavioral Health Services, Tyler Renshaw, PhD, Utah State University

CS 10.02. Applying Restorative Justice Principles to your Practice: Creating a Climate of Inclusivity One Conversation at a Time Addressing Mental Health via Culturally Responsive School-Based Services
Ellen Wilder, LMSW, MEd, Austin Discovery School
CS 10.03. Diverse Students in the Context of Current Times: Addressing Mental Health via Culturally Responsive School-Based Services
Matthew Mock, PhD, John F. Kennedy University

CS 10.04. Jogging Rather Than Running: Shift of Crisis to Prevention in New York City with the use of Evidence Based Models in Schools
Reina Batrony Cine, LMHC, the New York Foundling, Bonnie Loughner, LCSW, The New York Foundling,

CS 10.05. Picturing Mental Health Stigma
Elizabeth Mellin, PhD, Binghamton University, Justine Lewis, MPA, Binghamton University, Jenah Cason, MSW, Federation of Families SC, Robert Lucio, PhD, Saint Leo University

CS 10.06. Trail of Tiers: Why School is Not a Walk in the Park for Our Students
Jason Byars, EDS, Georgia Department of Education

CS 10.07. School Linked Services: Community-School-Family Partnerships to Improve Student Outcomes
Daniel Cao, MPH, County of Santa Clara, Cha See, PhD, Fabian Castaneda, LMFT, County of Santa Clara

CS 10.08. Strengthening Relationships to Strengthen Outcomes
Ali Hearn, MSW, LCSW, Midwest PBIS Network, Katie Pohlman, MSW, Midwest PBIS Network

CS 10.09. The Interconnected Systems Framework: Case Study from a Randomized Control Trial
Kelly Perales, MSW, Midwest PBIS Network, Joni Splett, PhD, University of Florida, Elaine Miller, MAT, University of South Florida, Colleen Halliday-Boykins, PhD, Medical University of SC, Mark Weist, PhD, University of South Carolina, Victoria Rizzardi, MEd, University of South Carolina

CS 10.10. The Magnificent 7 Years of Advancing Behavior Health Services in Boston Public Schools: Lessons Learned and Data To Share
Achilles Bardos, PhD, University of Northern Colorado, Mary Cohen, PhD, Boston Public Schools

CS 10.11. Using Motivational Interviewing in School-based Programing with Youth, Families, and Teachers: Part 1
Catherine Bradshaw, PhD, University of Virginia, Blake Skidmore, MSW, University of Louisville, Andy Frey, PhD, University of Louisville, Elise Pas, PhD, Johns Hopkins University, Aaron Thompson, PhD, University of Missouri, Jonathan Lee, PhD, Northern Arizona University
CS 10.12. Using the School Compassionate Culture Analytic Tool for Educators to Inform the Childhood Trauma Learning Collaborative
Martha Staeheli, PhD, Program for Recovery and Community Health, Dept. of Psychiatry, Yale School of Medicine, Christine Mason, PhD, Center for Educational Improvement

Megan Berkowitz, MSW, AppleTree Early Learning Public Charter Schools, Ariel Dickinson, MSW, AppleTree Early Learning Public Charter Schools

Ashley Fortier, MA, Los Angeles County Child & Adolescent Suicide Review Team, Elijah Marrow, PsyD, Los Angeles County Child & Adolescent Suicide Review Team, Michael Pines, PhD, Los Angeles County Child & Adolescent Suicide Review Team

CS 10.15. Working Smarter on School Mental Health Initiatives: Participatory, Systematic Methods to Select Implementation Strategies
Byron Powell, PhD, Washington University in St. Louis, Elizabeth Connors, PhD, Yale University, Clayton Cook, PhD, University of Minnesota - Twin Cities, Madeline Larson, MA, University of Minnesota - Twin Cities, Aaron Lyon, PhD, University of Washington

Poster Presentations and Networking Reception
5:00p-6:30p
Come learn from our presenters and enjoy a taste of Austin!

Academic Supports and Outcomes Among Young People Enrolled in Maryland Healthy Transitions
Perrin Robinson, MS, Sylvia McCree-Huntley, EdD, Megan Prass, BS, Joanna Prout, PhD, Sharon Hoover, PhD, National Center for School Mental Health, University of Maryland School of Medicine

Adoption of Innovative Expanded School Improvement Model: Decreasing Behavior Incidents to Improve Conditions for Learning
Tasha Henderson, BSEd, Community and Youth Collaborative Institute, CSW, Angelic Dean, MS, Community and Youth Collaborative Institute, CSW, Christopher Brady, EdD, Hamilton STEM Academy, Mary Jane Pettigrew, Hamilton STEM Academy, Ryan Edwards, United Way of Central Ohio, Dawn Anderson, PhD LISW S, College of Social Work The Ohio State University

Aligning and Integrating Family, School, and Community Systems to Promote Mental Health in Rural Communities
Andy Garbacz, PhD, University of Wisconsin-Madison
A Promising Practice to Foster Safety, Promote Supportive Environments, and Build Relationships: The School Responder Model
Crystal Brandow, PhD, National Center for Youth Opportunity and Justice

An Exploration of School Mobility: Negative Impacts and Targets for Intervention
Hannah Dinnen, MA MEd, Jack Baker MA, Paul Flaspohler PhD, Renee Dallal, BA, Miami University

An Investigation of the Association of School Climate and Mental Health among a Texas Middle School population
Elizabeth Baumler, PhD, Jeff Temple, PhD, Yu Lu PhD, The University of Texas Medical Branch

Building University-School Partnerships to Expand Positive School-Based Mental Health Resources: A Service-Learning Approach
Emily Wingate, MA, Hanna Gilfix, MA, Letty DiLeo, BA, Shannon Suldo, PhD, University of South Florida

Cognitive-Communicative Disorders Silent Epidemic: A Confluence with the School-to-Confinement Pipeline
Shameka Stanford, PhD, Howard University

Comparing Informants for Mental Health Screening at the Preschool Level
Stephanie Moore, PhD, Isabelle Fleury, BA, University of California Santa Barbara

Dear Mind: Please Stop
Jeremy Angus, BSBA, The Prevention Network and CLASS Academy

Developing Mental Health Literacy in School Settings: The Perspectives of Educators
Jaime Semchuk, MA, Simon Lisaingo, MA, University of British Columbia

An Ecological Model of Care for Healing through School-Based Mental Health Centers
Tracy Spinner, MEd, Austin ISD
The Effect of School Mental Health Clinics on High School Student's Mental Health Outcomes
Gregory Gorelik, PhD, Elizabeth Minne, PhD, Vida Clinic

Enhancing School Climate by Promoting Social, Emotional and Academic Development through Multi-Tiered Systems of Support
Jodie Soracco, MEd, UNR: Nevada PBIS TA Center, Michelle Trujillo, MEd, Nevada Department of Education

Examining Differences Among Student, Staff, and Parent Perceptions of School Climate
Patrick Robinson-Link
Factors Associated with Peer and Teacher Discordant Identification of Relationally Aggressive Students
Chandler Puhy, BS, Tracy Waasdorp, PhD, Children's Hospital of Philadelphia, Brian Daly, PhD, Drexel University, Stephen Leff, PhD Children's Hospital of Philadelphia

Feasibility and Favorability of Cam's Classroom: A Universal Prevention Program for Behavior and Emotion Regulation
Kimberly Kleinman, PsyD, Zoe Chiel, PhD, Amanda Webb, BA, Stephanie Garcia Sosa, NewYork-Presbyterian Hospital/Columbia University Irving Medical Center

Filling Students Emotional Backpack with a Comprehensive School-Based Mental Health Program
Nataliile Fikac, EdD, Betsy Blanks, Mental Health America of Greater Houston

Gangs, Trauma, and the Role of Schools: Restoration for All Students
Priscilla Ward, MSW, Alva Alvarez, MSW, Orange County Department of Education

Gender Outside the Box: Cultivating Self-Acceptance and Confidence for Children on a Gender Journey
Elana Sandley, LCSW MPH, Simmons School of Social Work, Orly Zimmerman-Leizerov, MA LCSWC, Growing Minds Center for Child and Family Therapy, Jill Jerome, LCSWC, Growing Minds Center for Child and Family Therapy

Getting the Big Picture of a MTSS for Complete Mental Health
Catherine Raulerson, EdS, Karen Elfner, MA, Natalie Romer, PhD, USF

How Can I Help? Training Educators to Recognize, Reach Out, Refer and Recharge
Kevin Lorson, PhD, Leslie Neyland-Brown, PhD, Josh Francis, PhD, Jordan Umphrey, MA, Wright State University

How is Educator Resilience Related to their Physical and Mental Health?
Kathryn Moffa, PhD, Joanna Prout, PhD, Perrin Robinson, MS, Rachel Bolan, MPS, Sharon Hoover, PhD, University of Maryland School of Medicine

Hurt, Hope and Healing for Children and Youth with an Addicted Parent
Cathey Brown, MEd, Kathy Daley, BFA ICPS ACPS, The Trans4m Center (training division of Rainbow Days, Inc.)

The Impact of Stakeholder Alignment on the Organizational Implementation Context in Schools
Elissa Picozzi, BS, Chayna Davis, PhD, University of Washington SMART Center

The Implementation Support Center (ISC) and the Families Rising Program impact on the School to Prison Pipeline in NYC
LaTasha Fermin, LMHC, Catherine Boatwright, MA, Marta Anderson, LCSW, The New York Foundling

**Implementing DBT STEPS-A: A Universal Upstream SEL Curriculum Focused on Emotional Regulation for School-Based Adolescents**
**James Mazza, PhD, University of Washington / Elizabeth Dexter-Mazza, PsyD, DBT in Schools**

**Increasing Classroom and Social Engagement Through Sensory Strategies**
**Sharon Ray, ScD, University at Buffalo**

**Integration of Mental Health and Behavioral Interventions for Elementary Students in a Multi-Tiered System of Support**

**Invisible Backpacks: The Relationship Between Trauma, Learning, and Establishing a Trauma-Informed Environment.**
**Jessica Hynson, LMHC, Michelle Freeman, LMFT, Cummins Behavioral Health Systems, Inc.**

**Launching New Trauma-Informed Educators: Adding Trauma Training to a Pre-Service Teacher Mentoring Program**
**Paris Singleton, AB, Tali Raviv, PhD, Jason Washburn, PhD, Hayley Goldenthal, MA, Colleen Cicchetti, PhD, Center for Childhood Resilience - Ann & Robert H. Lurie Children's Hospital of Chicago**

**The Lived Experiences of Administrators on the Provision of Mental Health Services for Students in Public Schools**
**Siobhan Flowers, PhD, Balanced Vision, LLC**

**Managing Emotional Safety: Using Mindfulness to Develop Trauma Responsive Safety Drills**
**Lisa Wobbe-Veit, MSW, Terri Lee, MSW, Kerry Doyle, MSW, USC Suzanne Dworak-Peck School of Social Work**

**Mental Wellness for the Whole Child, Whole School, & Whole District**
**Colleen Bohrmann, MS, North East Independent School District, Lauren Geraghty, MA, Communities in Schools San Antonio**

**Mindfulness in a High School Classroom**
**Margie Borawska, PhD, Concord School District, Concord High School**

**Movement in MTSS: Facilitating Readiness to Learn Across the Tiers**
**Cheryl Knight, DSW, Arkansas State University, Lori Sirs, DSW, St. Martin’s University, Bree Conklin, DSW, Willow Harbor Therapy, Stephanie Ochocki, DSW, Anoka Hennepin Schools**
The Neurobiology of Restorative Practices 'A Right Brain Approach'
Carlos Alvarez, MA, LAIRP/ Bright Star School

A New Cognitive Function Development Paradigm for Positive Behavioral Support
Paul Sambataro, PhD, The American Academy of Primary Care Psychologists

Overcoming Barriers to School-Based Family Counseling
Danielle Swick, PhD MSW, Joelle Powers, Phd MSW, Boise State University

Outcomes of Implementing the PAX Good Behavior Game
Michael Muempfer, MEd, PAXIS Institute

Patterns of Clinician Engagement of Caregivers In School-Based Mental Health Services Delivery
Grace Woodard, BS, Noah Triplett, BA, Prema Martin, MPH, Rosemary Meza, MS, Aaron Lyon, PhD, Shannon Dorsey, PhD, University of Washington

Partnering with Purpose: Strategically Matching Schools and Mental Health Resources
Gayle Lake, MPA, Toledo Public Schools, Brian Murphy, Med, Toledo Public Schools, Christopher Roseman, PhD, University of Toledo, Keary Sarobia, Associates, RFS Behavioral Health, Polly Taylor Gerken, Eds, Toledo Board of Education

Positive Relationship Building: The Science & Art of Connecting on Purpose to Build Effective Solutions
Paulina Guzzardo, PhD LMFT, Stonegate Behavioral Health

Predictors of Attendance at a School-Based Parent Training Intervention for Adolescents with ADHD
R. Elizabeth Capps, MA, Ohio University, Steven W Evans, PhD, Ohio University, Kari Benson, MS, Ohio University, George J. DuPaul PhD, Lehigh University, Julie Sarno Owens PhD, Ohio University

Prevalence of Trauma in Elementary School-Based Mental Health: Multi-Tiered Trauma-Informed Intervention
Zoe Chiel PhD, Kimberly Kleinman, PsyD, Amanda Webb, BA NewYork-Presbyterian Hospital/Columbia University Irving Medical Center

Reducing Disproportionality in Urban Public Schools
Kenya Coleman, PsyD MSW, Deitra Bryant-Mallory, PhD MSW, DCPS

School-Based Mental Health, Tier I interventions, and School Climate
Dimple Desai, MSW, Center of Excellence for Children's Behavioral Health

School Climate and Adolescent Substance Use: Implications for School Preventions
Yu Lu, PhD, Jeff Temple, PhD, University of Texas Medical Branch
School-Therapy Collaboration to Improve Functional Behavior for a Child with Oppositional Defiant Disorder: A Case Study
Corrine Ahrabi-Nejad, BA, Molly Fechter-Leggett, PsyD, West Virginia University

SROs and Academic Achievement: A Moderated Mediation Model of Student-Adult Relationships and School Safety
Rachel Siegal, BS, Victoria Galica, MA, University of North Carolina Charlotte

School-Provider Partnership is Key to Meeting the Emotional/Social/Behavioral Needs of Students and Their Families
Danielle Parson, BA, Propel Schools, Britnee Nwokeji, MEd, Propel Schools, Lisa Peterson-Lizun, MS, Mon Yough Community Services, Victoria Blosser, MS, Mon Yough Community Services, Erin McManus, MS, Western Psychiatric Hospital of UPMC, Mon Yough Community Services

Supporting Students and Families: A Partnership Between a District's Family Resource Center and Student Assistance Program
Katarina Roy Schanz, EdD, Gabriela Alonso, MSW, Riverside Unified School District

Systematic Review of Acceptance and Commitment Therapy with Youth: Upshot of the Evidence and Implications for Practice
Tyler Renshaw, PhD, Sean Weeks, BS, Siri Sedgwick, BS, Utah State University

Systematic Review of Behavioral Activation with Youth: Upshot of the Evidence and Implications for School Mental Health
Tyler Renshaw, PhD, Stephanie Vinal, MEd, Utah State University

Systematic Review of Dialectical Behavior Therapy with Youth: Upshot of the Evidence and Implications for Practice
Tyler Renshaw, PhD, Siri Sedgwick, BS, Sean Weeks, BS, Utah State University

TraumaWork: Creating Positive Environments for Productivity, Wellness and Healing in Schools
Justin Worthy, MSW, Department of Education, Alana Levine, MSW, Department of Education, Monic Gavilanes, MSW, Department of Health & Mental Hygiene

Using Social Network Analysis to Strengthen and Sustain a Statewide Collaborative Supporting Schools
Sabrina Duey, BS, Melissa George, PhD, Rebecca Toll, MNM, Neil Yetz, MPH, Colorado State University, Emily Shore, MPH, RMC Health, Nathaniel Riggs, PhD, Colorado State University

Virginia Tech: A Survivor's Viewpoint on School Mental Health and Crisis Recovery
Lisa Hamp, MS, Lisa Hamp LLC
What Factors Protect Elementary Students with Low Reading Achievement from Adverse Mental and Emotional Health Effects?
Katelyn Wargel, MPA, Miami University, Paul Flaspohler, PhD, Miami University, Hannah Dinnen, MEd MA, Miami University, Jack Baker, MA, Miami University, Sam Castelli, Miami University, Sarah Edwards, Miami University

What's Up with All These Suicidal Threats? Is It Really Increasing or Is It Just My School?
Jody Crenshaw, LCSW MSSW, Velia Villagas-Aguillon, LMSW-IPR MSW, San Antonio Independent School District

Wraparound Services: A Lifeline to Student Participation

SATURDAY, NOVEMBER 9

7:30a-8:30a Registration

8:30a All Sessions

Intensive Training Sessions | 8:30a-11:45a

IT 01. FUERTE Curriculum: Meeting the Needs of Immigrant Youth
Karin Jinbo, MA, Santa Ana Unified School District, Alva Alvarez, LCSW, Orange County Department of Education, Jeanette DeGrave, LMFT, Orange County Department of Education

IT 02. Not Just Words: Macro-Level Impact of Microaggressions
Monique Sledd, MA, Amy Anderson, MA, Fernbrook Family Center

IT 03. The Best of Two Models: Integrating a Home-Based Crisis Intervention Model within a School Based Mental Health Program
Samantha Schindelheim, LCSW, Kimberly Kleinman, PsyD, New York-Presbyterian Hospital/Columbia University Irving Medical Center

IT 04. Implementing Restorative Practices through a Multi-Tiered System of Supports
Ali Hearn, MSW LCSW, Ami Flammini, MSW LCSW, Midwest PBIS Network

IT 05. Trauma Responsive Schools: Race, Equity and Marginalized Students
Caryn Curry, MA, Carmen Holley, LCSW, Tara Gill, PhD, Faith Summersett Williams, PhD, Lurie Children's Hospital, Center for Childhood Resilience
IT 06. How Can We Trust Each Other? Trust-Building Activities for Everyone
Rebecca Sapp, PhD, Heather Webb, MA, Lurelle Maxey, LPC, Frontier Health

IT 07. Leading Trauma-Sensitive Schools: A Roadmap for Implementation
Kathleen Guarino, LMHC, Sandra Williamson, CAGS MEd, American Institutes for Research

IT 08. An Overview of the Trust Based Relational Intervention and the Neurosequential Model in Education
Mary Beer, LCSW, University of Texas at Austin, Teri Wood, PhD, Austin ISD

IT 09. A How-To Session on Implementing School-Based Universal Mental Health Screening
Emily Graybill, PhD NCSP, Georgia State University

IT 10. Promoting Self-Regulation Skills in Adolescents with a Tier 1 Mindfulness-Based Program: Strategies to Take with You
Rachel Mills-Brantley, MSW, University of North Carolina

IT 11. Generating Resilience, Outcomes, & Wellness (GROW): Tools and Lessons Learned from a Statewide Implementation Project
Cassie Yackley, PsyD, Antioch University New England

IT 12. Bears Share and Unicorns take their Medicine: Metaphorical Stories as Interventions in School Clinical Practice
Michael E. Woolley, PhD, University of Maryland School of Social Work

Conference Session 11| 8:30a-9:30a

CS 11.01 An Environmental Walk: One School’s Commitment to Facilitating Family Engagement in PBIS
Lauren Brodsky, Med, University of Massachusetts Boston, Jillian Archer, EdS, Boston Public Schools, Jennifer Baker, EdS, Boston Public Schools

CS 11.02 Implementing a Universal SEL Screener and Using a Data Framework to Inform Decision Making
Gina Hurley, EdD, Barnstable Public Schools

CS 11.03 Professional Development That Matters: Initial Outcomes from The Loyola SMHAPP Certificate
Michael Kelly, PhD MSW, Loyola University Chicago School of Social Work, Andy Brake, PhD, NEIU
Conference Session 12 | 9:45a-10:45a

CS 12.01 Increasing Mental Health Supports through Community Partnerships
Vicki Schweinler, MS, USD #253- Emporia, Allison Harder, EdD, USD 253- Emporia

CS 12.02 Georgia State-level policy, legislation, and programming related to School-Based Mental Health
Rebecca Blanton, MA, Jason Byars, EDS, Georgia Department of Education

CS 12.03 Surviving or Thriving? Educator Coping & Change Following a School-Based Trauma
Mona Johnson, EdD, WA State Office of Superintendent Public Instruction

Continuing Education Credit Offered

Counselors: For counselors seeking CE credit, The Institute for Continuing Education will submit a co-sponsorship application to NBCC for this program. Not all sessions may be approved for counseling CE credit. The CE materials received at the time of check-in at the CE desk will indicate any non-approved sessions.

Health Educators: Sponsored by the National Center for School Mental Health / University of Maryland School of Medicine, a designated a provider of continuing education contact hours (CECH) in health education by the National Commission for Health Education Credentialing, Inc. This program is designated for Certified Health Education Specialists (CHES) and/or Master Certified Health Education Specialists (MCHES) to receive up to total of 17 entry-level CECH. Therefore, an attendee can earn up to 17.0 total Category I continuing education contact hours.

Marriage-Family Therapists: The Florida Dept. Health, Division of Counseling, Social Work, MFT, as a provider of continuing education, Provider BAP 255, expiration 03/2019, recognize the Institute for Continuing Education.

California: The Institute for Continuing Education, Provider 56590, is approved by the California Association of Marriage and Family Therapists to sponsor continuing education for LMFTs, LCSWs, LPCCs. The Institute for Continuing Education maintains responsibility for this program and its content. This Course meets the qualifications for up to 17.00 hours of continuing education credit for LMFTs, LCSWs, LPCC, as required by the California Board of Behavioral Sciences.

New York: The Institute for Continuing Education is recognized by the New York State Education Department's State Board for Mental Health Practitioners as an approved provider of continuing education for Licensed Marriage and Family Therapists. Provider MFT-0012.

Ohio: Provider RTX 100501.

Texas: The Texas State Board of Examiners of Marriage and Family Therapy, Provider 177 recognize the Institute for Continuing Education as a provider of continuing education.

Nurses: The Institute for Continuing Education is an approved provider of continuing education in nursing by the California Board of Nursing, Provider CEP 12646. Nurses should check with their state board to determine if credit issued through an approved of the California/Alabama Board of Nursing is accepted.
**Occupational Therapists:** Occupational Therapists: The AOTA is pleased to confirm approval of University of Maryland School of Medicine, the National Center for School Mental Health as an AOTA Approved Single Course Provider of continuing education, and to assign 2.5 AOTA CEUs the conference. “The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA.” As part of the American Occupational Therapy Association (AOTA)’s Approved Provider Program – Single Course Approval, AOTA is requesting that participants of this course complete a short online survey about your continuing education experience with our organization as an AOTA Approved Single Course Provider. Completing this survey will also enter you into a quarterly drawing for a $100 voucher for AOTA publications or CE. To access the survey go to [https://surveys.aota.org/s3/APP-Single-Course-Provider-CE-Survey](https://surveys.aota.org/s3/APP-Single-Course-Provider-CE-Survey).

**Physicians:** The National Center for School Mental Health / University of Maryland School of Medicine is seeking Continuing Medical Education (CME) hours approval from the University of Maryland School of Medicine.

**Psychologists:** The Institute for Continuing Education is approved by the American Psychological Association (APA) to sponsor continuing education for psychologists. The Institute for Continuing Education maintains responsibility for this program and its content. Not all sessions may be approved for psychology credit. The CE materials received at the time of check-in at the CE desk will indicate any non-approved sessions.

**Social Workers:** The Association of Social Work Boards (ASWB), www.aswb.org, through the Approved Continuing Education (ACE) program, approves the Institute for Continuing Education, provider #1007, as a provider for social work continuing education. The Institute for Continuing Education maintains responsibility for the program. ASWB Approval Period: 4-13-2018 through 4-13-2021. Social workers should contact their regulatory board to determine course approval. Social workers participating in this program may receive up to 17.00 clinical continuing education contact hours. Not all sessions may be approved for social work credit. The CE materials received at the time of check-in at the CE desk will indicate any non-approved sessions.

- **New Jersey:** CE credit is not offered for New Jersey social workers.
- **New York:** The New York State Education Department’s State Board recognizes the Institute for Continuing Education for Social Work as an approved provider of continuing education for licensed social workers. Provider No. SW-0025.
- **Ohio:** Counseling and Social Work Board, Provider RCS 030001.
- **Florida:** Dept. Health, Division Social Work, MFT, Counseling, Provider BAP 255, expiration 03/2019.

**Skill Level:** Due to the interdisciplinary nature of this Conference, sessions have not been rated for skill level (beginning, intermediate, advanced). Participants are urged to review session description for appropriateness for professional and personal development.

**Instruction Methodology:** May include lecture, audio-visual, demonstration, experiential practice of techniques, large and small group discussion.

**Non-Credit Activities:** Credit is not offered for breakfast, luncheon, dinner, social events, poster sessions, networking sessions, tour activities. If you have questions, contact The Institute for Continuing Education, [instconted@aol.com](mailto:instconted@aol.com).

**Ethics Hours / Academic Credit:** The Conference offers no “academic” credit and CE hours awarded are not eligible toward fulfillment of a degree. No “ethics” hours are offered.

**ADA:** For accommodations based on disability, please contact: [Shuntley@som.umaryland.edu](mailto:Shuntley@som.umaryland.edu).
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<tr>
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<tr>
<td>Wednesday, November 6</td>
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<tr>
<td>Thursday, November 7</td>
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<td>Friday, November 8</td>
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**TOTAL POSSIBLE CONTACT HOURS: 24.50 hrs**